



Star

NURTURING TODAY'S **YOUNG PEOPLE**,  
INSPIRING TOMORROW'S **LEADERS**

# BEHAVIOUR POLICY

Secondary setting





## Document control

<b>This document has been approved for operation within:</b>	All Trust Secondary Schools
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## Introduction

1. Educational excellence, discipline, mutual care and respect and community service are the foundations for our approaches to leading and managing learning and behaviour at the School.
2. At the core of our vision, “nurturing today’s young people and inspiring tomorrow’s leaders”, is that all pupils can make outstanding progress in their learning, their personal and moral development and in their development as good citizens and leaders. For this to happen they must each have an excellent attitude to learning, incorporating regular attendance at school and outstanding behaviour.
3. We value and promote an inclusive culture where all pupils are rewarded and praised regularly, consistently and fairly and where staff take cognisance of any barriers to learning which individual pupils need to overcome to achieve progress.
4. The School operates a firm but fair and just approach, applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many.
5. We are a family school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.
6. The expectations we have of our young people are set out in our managed Code of Conduct, which is shared with pupils and parents, and is based upon the four STAR values of Service, Teamwork, Ambition and Respect.
7. The School will do everything possible to ensure every pupil succeeds; we will take tough decisions where this is needed to safeguard the learning and well-being of our pupils and in keeping with the clear expectations set out in our policies and procedures.
8. This policy should be read in conjunction with the Trusts Anti-Bullying Policy and SEND Policy.

## Aims

9. To recognise, reward and celebrate good behaviour.
10. To marginalise poor behaviour by promoting good behaviour.
11. To be seen as being fair and consistent in behaviour management by pupils, parents and staff.
12. To involve pupils, parents, staff and governors in the creation and implementation of a consistent approach to behaviour management and improving behaviour.
13. To support the mission, vision and values of the Trust and its establishments.

## Who is responsible for this policy?

14. The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to Star Central, the Local Governing Body and the Principal of each Trust secondary school.
15. The Local Governing Body and Senior Leadership Team at each Trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.



## Roles and responsibilities

16. Promoting positive behaviour and good attendance is the responsibility of the School community as a whole. We will hold all individuals, pupils and staff to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for. Specific roles and responsibilities include:
- **Star Academies** defining the principles underlying the Behaviour Policy; and holding the Local Governing Body and Principal to account for the overall performance of the school in this area;
  - the **Local Governing Body and Principal** in operating the policy and establishing procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality;
  - the **Senior Leader with responsibility for Pastoral Support and Pupil Well-being** in monitoring all aspects of the school's behaviour policy and its application, to promote equality for all pupils;
  - the **Senior Leadership Team** in ensuring they are visible around school and known to pupils across school; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils;
  - the **Senior Leader assigned to lead a year group** in ensuring that each and every pupil gets the personal attention they need to ensure excellent standards of behaviour and great learning;
  - the **Heads of Year/Pastoral Leaders** and **team of Form Tutors/Learning Co-ordinators** in creating a year team and class identity where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance;
  - **all staff** in ensuring:
    - that the policy is consistently and fairly applied to all;
    - that pupils are taught and retaught the behaviours which are conducive to learning and well-being;
    - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
    - that good behaviour is recognised and praised;
    - that poor behaviour is challenged and appropriate sanctions implemented.
  - **all pupils** in demonstrating outstanding behaviour which exemplifies the Code of Conduct and STAR Values;
  - the **parents and carers** in taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with the School to maintain high standards of behaviour and attendance.

## Code of conduct

17. The School sets out clear and explicit expectations of all stakeholders through Codes of Conduct based upon the four values of Star Academies: Service, Teamwork, Ambition and Respect.
18. The Staff Code of Conduct is made available to all staff and they are routinely taken through this, e.g. at the start of the year and during their induction period.



19. The Pupil Code of Conduct is modelled by adults and taught and retaught to pupils in all areas of school. It is displayed around school so that all pupils are clear about their responsibilities.
20. The critical role that parents/carers play in ensuring their child can learn in school and at home is captured in the Home School Agreement.

### **Praise and rewards (delivered by all staff)**

21. All members of the school community have a responsibility for developing and sustaining a supportive ethos, fostering positive relationships, promoting respect and encouraging self confidence in our young people.
22. We seek to foster the climate and conditions which implicitly promote, reinforce, consolidate and reward positive aspects of behaviour.
23. We strive to provide an environment which will ensure a positive, successful and proactive ethos which in turn will raise standards of excellence for both pupils and staff. The most important aspect of effective praise and consequence, in motivating pupils to learn and achieve well, is to foster and maintain outstanding relationships with all pupils.
24. The simplest and most effective reward that our pupils can have is praise.
25. Praise is given consistently as a routine part of each lesson to reward those pupils who show consistently high levels of effort and who achieve or exceed expected progress.
26. Outside of lessons recognition is given for: service to the school and community; teamwork and representation of the school; ambition displayed by positive attitude and conduct; excellent levels of attendance and punctuality; and respect, demonstrated through courtesy and consideration to others.
27. This positive approach to behaviour management means staff will take every opportunity to praise positive pupil contributions in all areas of school life and we aspire to reward pupils' work and behaviour on a ratio of 4:1 against any consequence.
28. In order for praise to be most effective it needs to be:
  - specific and linked to an achievement or action of merit;
  - sincere and genuinely expressed with appropriate language and tone;
  - personalised through the use of the pupil's name;
  - consistently used in all lessons as a part of our teaching;
  - discreet and private at times when appropriate.
29. Strategies used include:
  - verbal praise and encouragement;
  - non-verbal praise - e.g. thumbs up;
  - acknowledgement of good work;
  - sending pupils to a Senior Leader to share work;
  - displaying pupils' work as exemplars of good work.
30. The School has a detailed Rewards and Sanctions procedure which outlines the specific arrangements for recognising and rewarding pupils who demonstrate positive behaviours and for celebrating success.



## Behaviour management

31. Behaviour is a choice and the School provides pupils with the guidance they need to learn how to make positive choices. Setting and maintaining high expectations is something we believe must be taught and retaught, consistently and fairly, and which must be revisited each and every lesson, encouraging pupils to learn the behaviours expected of them and develop good habits for learning.
32. Establishing, and then constantly reinforcing, firm and clear expectations mean that pupils need to make fewer choices around their conduct, ensuring the positive behaviours and expectations we consistently reinforce, soon become routine.
33. However, there are occasions when school staff do need to challenge behaviours which are not conducive to learning. In order to effectively challenge and improve pupil behaviour, we actively promote non-confrontational behaviour management.
34. As with the 'correct' use of praise, the use of verbal reprimand should:
  - be clearly linked to learning and conduct;
  - criticise the behaviour rather than the pupil;
  - be discreet and not intended or perceived as making an example of a pupil;
  - should not describe the behaviour, but direct the remedial action required;
  - delivered in a reasonable tone and at an appropriate volume;
  - be followed up by discreet praise once the remedial action has been taken by the pupil.
35. The following is a range of disciplinary measures which the School reserves the right to use. These will be implemented consistently, openly and fairly:
  - verbal reprimand;
  - setting extra work or repeating unsatisfactory work;
  - loss of privileges, for example, having the privilege of representing the school in sports events withdrawn;
  - missing social time at break;
  - detentions, including lunchtime and after-school and also, where necessary, at weekends;
  - being placed on conduct or attendance report for monitoring and improving behaviour;
  - instigating a Pupil Behaviour Support Plan.
36. For more extreme behaviour, the School may use internal isolation within a Reflection or Isolation Area or invoke a temporary or permanent exclusion.
37. Teachers also have the power to discipline a pupil for conduct outside of the school premises, this includes:
  - misbehaviour when the pupil is:
    - taking part in any school organised or school related activity;
    - travelling to or from school;
    - wearing the school uniform;
    - in some other way identifiable as a pupil at the school.
  - misbehaviour at any time, whether the above conditions apply or not, when behaviour:
    - could have repercussions for the orderly running of the school;
    - poses a threat to another pupil or member of the public;
    - could adversely affect the reputation of the school.



38. The circumstances of individual pupils and their safety in relation to child protection and safeguarding will always be considered when applying any sanction.
39. The School has a detailed Rewards and Sanctions procedure, which outlines the specific arrangements for addressing challenging behaviour and imposing sanctions.

### Detention system

40. Pupils whose behaviour does not respond to informal reprimands will receive clear warnings, setting out the behaviour which is causing concern and giving the pupil time to reflect and improve their own behaviour.
41. Should this fail to improve the behaviour causing concern and a pupil continues to misbehave, they will receive a short detention which may be carried out at break, lunchtime, or after school.
42. Any pupil who repeatedly fails to follow school expectations may be given a longer detention at the end of the school day. Examples of behaviours which may lead to this sanction include:
  - lack of punctuality to lessons or registration;
  - misconduct in the classroom or around school (e.g. lack of respect);
  - persistently disrupting a lesson.
43. A detention may be given **without any warning** for:
  - failure to attend a previously issued detention;
  - serious misconduct;
  - swearing at anybody or rudeness to staff;
  - fighting or threatening violence;
  - truancy from lessons;
  - graffiti or vandalism of any property;
  - failing a behaviour report;
  - undermining the ethos or reputation of the School.
44. Any detention which takes place after school for more than 15 minutes will be carried out at the end of the following school day, unless the parents of the pupil have been contacted by school staff, in which case it may be carried out the same day.

### Report card system

45. When general concerns about the progress or attitude of a pupil have been raised or a pupil has exceeded a trigger for negative behaviours, they will be placed on monitoring reports.
46. Pupils may also be placed on a monitoring report for concerns around punctuality to lessons or when truancy is a concern.
47. Pupils on report cards may be considered for a Pupil Behaviour Support Plan.
48. A Pupil Behaviour Support Plan may involve multi-agency support to meet the specific needs of a pupil as identified through the Schools' Behaviour Risk Register.

### Internal isolation

49. Internal isolation from the school community is the preferred alternative to any period of fixed term exclusion.
50. Agreement for any referral to internal isolation can only be sanctioned by a Senior Leader. They will consider the recommendation following a full investigation or when substantial evidence has been submitted to justify this course of action.



51. Internal isolation may be used for the following reasons:
  - to sanction a pupil who has been removed from a classroom for persistent or serious disruption or defiance;
  - during an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps;
  - as a result of a referral from a faculty or subject head, where behaviour in the subject has seriously disrupted the learning of others;
  - for a period of reflection following an investigation into a serious incident or persistent breach of the detention and/or reporting systems.
52. Should a pupil be booked into isolation for one or more days:
  - they will be isolated from their peers at both break and lunchtime;
  - whilst in isolation the pupil will, wherever possible, follow their normal timetabled curriculum.
53. Should the pupil fail to comply with expectations in the isolation area, they may have additional time added to the sanction or in extreme cases, they may receive a fixed term exclusion.
54. Parents/carers will be expected to attend school for a meeting with the SLT lead for the year group to sign a reintegration contract before the pupil is allowed back to mainstream lessons.

## **Additional support**

55. The School is mindful that how a child behaves can be a sign of underlying abuse. Staff are trained to look out for changes in behaviour which could include: a child who is withdrawn and unable to make friends; a child who is unable to concentrate in class; a child who may become disruptive and/or aggressive in class.
56. In such cases any emotional/behavioural difficulties will be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult. We may take the decision to refer to an outside agency for additional emotional support where this is needed.
57. Any action will be taken in line with the Trusts Safeguarding (Child Protection) Policy.

## **Personalised approach to pupils with additional needs and/or SEND**

58. Star Academies recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
  - Social, Emotional, and Mental Health Needs (**SEMH**) and/or;
  - Adverse Childhood Experiences (**ACE**).
  - Special Educational Needs (**SEN**) and Disabilities (**SEND**)
59. Staff are trained to support pupils with SEMH, SEND or suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed. This includes:
  - an assessment to establish a clear analysis of the pupil's needs
  - a plan setting out how the pupil will be supported using a Personal Support Plan (PSP)
  - the required actions to provide the support
  - regular reviews to assess the effectiveness of the provision and identify any recent changes



60. Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
61. Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g. delayed development leading to difficulties following instructions.
62. Teachers within the school will be aware of the content of a Personal Support Plan (PSP) for any pupil whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions and make reasonable adjustments where necessary.
63. Consideration is made as to whether misbehaviour indicates that a child is suffering from, or is likely to suffer significant harm, or is the result of an unmet educational need or other needs. In these instances, the school will consider a multi-agency assessment where necessary.
64. Pupils who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy.

## Managed move

65. A managed move will be considered for a pupil at risk of exclusion, where appropriate.
66. A managed move involves the transfer of a pupil who may be at risk of an exclusion to another school. This is voluntary and can only be triggered if there is agreement from both schools and the parent /carer. This is usually arranged via the fair access protocol.

## Exclusions

67. All exclusions will be made in line with Government Guidance and by following the Trust's Exclusions Checklist. Schools will have due regard for the implications of the following when making these decisions:
  - DfE – Exclusion from maintained schools, academies and pupil referral units;
  - DfE – Behaviour and Discipline in Schools;
  - The Disability and Discrimination Act;
  - Equality Act 2010;
  - Keeping Children Safe in Education;
  - Code of Practice for Special Educational Needs;
  - The Children's Act (with particular reference to children in the Care of the Local Authority).
68. The decision to exclude will be:
  - Lawful;
  - Rational;
  - Reasonable;
  - Fair; and
  - Proportionate
69. The Principal will exclude from school only on disciplinary grounds. In their absence, a Vice Principal or Assistant Principal will carry out this function.



70. It is unlawful to exclude on non-disciplinary grounds such as:
  - Academic attainment/ability;
  - Actions of a parent;
  - Failure of a pupil/parent/carer to meet specific conditions, such as, non-attendance at a reintegration meeting following an exclusion.
71. A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure in the event that it is required.
72. In deciding whether to exclude, the Principal will consider contributing factors resulting in poor behaviour. For example, bereavement, mental health issues, special educational needs or bullying.
73. In accordance with the DfE Guidance, where a pupil is at risk of exclusion, the School will explore early intervention to address the underlying causes of pupil behaviour. This will include:
  - An assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have;
  - The use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour.
74. Prior to a decision to exclude a pupil, the Principal should seek advice and guidance from the Trust's Admissions and Exclusions Team. The Chief Executive of the Trust will approve all permanent exclusions following advice from the Admissions and Exclusions' Team.

### **Fixed period exclusion**

75. A fixed period exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in one academic year. A fixed period exclusion does not have to be for a continuous period.
76. The law does not allow for extending a fixed period exclusion or converting into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further fixed period exclusion or a permanent exclusion.
77. A fixed period exclusion can be issued for children whose behaviour is disruptive during lunch - time. Such an exclusion is counted as a half day exclusion.
78. The behaviour of a pupil outside the school premises can be considered grounds for an exclusion.
79. The following will be informed about the decision:
  - Local Authority in which the child resides and Local Authority in which the school is located if different in accordance with the locally agreed protocol;
  - Local Governing Body immediately where a meeting is required or each term where a meeting is not required; and
  - Trust's Admissions and Exclusions Team (on a half termly basis).



## Permanent exclusion

80. Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the Principal must seek advice and guidance from the Trust's Admissions and Exclusions Team. **The decision to permanently exclude requires approval from the Chief Executive of the Trust.** The Admissions and Exclusions Team will communicate the Chief Executive's decision to the Principal.
81. A decision to permanently exclude should **only** be taken:  
'In response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school'.
82. The following will immediately be informed about the decision:
- Local Authority in which the child resides and Local Authority in which the school is located if different;
  - Local Governing Body; and
  - Trust's Admissions and Exclusions Team.

## Education for excluded pupils

83. For fixed period exclusions of more than 5 school days, the School will arrange suitable full-time education from the sixth day of the exclusion.
84. For permanent exclusions, the home local authority will arrange suitable full-time education from the sixth day of the exclusion.

## Procedures for excluding a pupil

85. The School will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.
86. The exclusion letter will note the following:
- If exclusion is fixed or permanent;
  - If fixed period, duration of the exclusion;
  - Reasons for the exclusion;
  - Right to make representation to the Local Governing Body and how the pupil may be involved with this;
  - Contact details for making representations to the Local Governing Body and where there is a legal requirement for the Local Governing Body to meet, that parents have a right to attend the meeting, to be represented at the meeting and to bring a friend;
  - Arrangements made by the school for the pupil's education for first 5 days of the exclusion including setting and marking of work with parents having responsibility for ensuring work sent home is completed by pupil and returned to school;
  - Where alternative provision is arranged, then information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision;
  - Dates the excluded pupil must not be present in a public place during school hours; and
  - Sources for free and impartial advice.



## Local Governing Body

87. The Local Governing Body will review the following exclusions for reinstatement within 15 school days of receiving notification of the exclusion:
  - Permanent exclusion;
  - Fixed period exclusion resulting in bringing the total number of fixed period exclusions to more than 15 school days in a term;
  - The exclusion will result in the pupil missing a public exam or national test.
88. Where parental representations are received for a child who is excluded for more than 5 school days but less than 15 school days in a term, then the Local Governing Body will consider reinstatement within 50 school days, even though it may not affect the actual exclusion, as the child will already have served the exclusion. Where a decision to reinstate is made, the child's records can be amended.
89. Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that at least 5 school days prior to the meeting, all the documents that the Principal will present at the Local Governing Body meeting are provided to all parties.
90. The meeting of the Local Governing Body will be clerked by the Trust's Governance Team. In accordance with the policy of the Trust, staff governors will not sit on the Local Governing Body meeting to consider the exclusion.
91. The clerk will inform parents/carers, Principal and Local Authority of the outcome of the meeting.

## Independent Review Panel

92. For permanent exclusions, where the Local Governing Body decides not to reinstate the pupil, parents/carers will be advised of their right to request the independent review panel to review the decision.
93. The letter from the clerk will note the following information:
  - Date by which the application for review must be made (15 school days from receiving notification of the decision not to reinstate)
  - Where and to whom the application for a review including any written evidence must be submitted;
  - The application should set out the grounds upon which a review is made and that, where appropriate, this should include a reference to how a pupil's SEN are considered relevant to the exclusion;
  - That regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to request the attendance of an SEN expert to advise the independent review panel;
  - Details of the role of the SEN expert;
  - Parents/carers can bring a friend or representative at the meeting;
  - Sources for free and impartial advice.
94. Following receipt of an application for review, the Trust's Admissions and Exclusions Team will arrange for the independent review panel to be constituted in accordance with the DfE Guidance. The meeting will take place within 15 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of the hearing and be sent all the necessary documents.



95. The independent review panel members will comprise of the following:
  - Lay member to chair the panel;
  - Current or former school governors; and
  - Principal.
96. The role of the independent review panel is to review the Local Governing Body's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances of the exclusion, and have regard to the interests of others at the school.
97. The independent review panel can decide the following:
  - Uphold the exclusion;
  - Recommend that the Local Governing Body reconsiders the decision; or
  - Quash the decision and direct that Local Governing Body considers the exclusion again.
98. The clerk will immediately notify the decision of the panel to the local authority, parents/carers and the Local Governing Body.

## **Recording behaviour in school**

99. All behaviour incidents, particularly those that result in a reward or sanction, must be recorded on the pupil record on the Behaviour Module within the computerised School Information Management System (SIMS).
100. SIMS is regularly monitored and reviewed by pastoral staff and the Senior Leadership Team to identify patterns and trends and to provide early intervention to avoid escalation of negative behaviours.

## **Behaviour risk register**

101. A Behaviour Risk Register will underpin the management of behaviour and inform a range of interventions.
102. All learners in the school will be categorised into one of five categories:
  - Category 0 – Exemplary;
  - Category 1 - Intermittent disruptive;
  - Category 2 - Frequently disruptive;
  - Category 3 - Seriously disruptive;
  - Category 4 - Violent and abusive (including those at critical risk of exclusion).
103. The criteria for qualification in each of the categories will be reviewed annually.
104. Pupils on Category 2, 3 and 4 will attend half-termly 'Pastoral Review Meetings' accompanied by their parents/carers, with a senior leader or a Head of Year.
105. All pupils in Category 4 and some who are most at risk in Category 3 will be subject to a Pupil Behaviour Support Plan.
106. The School is committed to working with external agencies in meeting the holistic needs of all pupils who have barriers to learning. Pupils who are subject to Behaviour Support Plans will, where appropriate have multi-agency support services involved in any intervention.



## Social time and lunchtime supervision

107. Behaviour during morning break is monitored by the staff on duty. The same expectations about behaviour will apply and the same rewards and sanctions will be applied as in classes.
108. A member of the Senior Leadership Team will be on duty on a daily basis to support staff on duty and support in managing instances of more extreme behaviour. The Senior Welfare Assistant will liaise with the School Administration Office to record incidents of unacceptable behaviour which occurs at lunchtime.

## Trips and visits

109. When taking part in educational visits, including those with a residential element, pupils will be expected to display the very highest standards of behaviour and good manners, with an emphasis on displaying the STAR values, as representatives of the School.
110. As part of the preparation for the trip, explicit expectations will be made clear to both the pupils taking part, and their parents/carers.
111. As part of the formal risk assessment for the trip, the Principal will evaluate the Behaviour Risk Register and evaluate whether any recent behaviour constitutes an unreasonable risk to other pupils, or staff, and what steps will be taken to mitigate the identified risks.

## Staff development and support

112. The Principal will ensure that staff are kept up to date with relevant DfE publications and guidance around managing behaviour.
113. The School will provide training for staff, around the specific needs of pupils on Pupil Behaviour Support Plans and with specific additional needs. This will form part of a package of intervention for any child on a Pupil Behaviour Support Plan.
114. It is the Principal's responsibility to support staff, particularly where there is a child with challenging behaviour in their class. This can be done by offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

## Liaison with parents/carers and other agencies

115. Working with parents/carers is an important part of supporting pupils with their behaviour. The School therefore makes sure that parents/carers are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low level nature.
116. Parents/carers are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The School acknowledges the importance of home-school partnerships. This is strongly promoted through the School's Home-School Agreement, which parents/carers must sign when their child takes up a place at the School.
117. The School works with a number of agencies which are available to support pupils and families with behaviour either at home or School, or both.



## Use of reasonable force

118. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
119. The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
120. Full guidance can be found in the Trusts Use of Reasonable Force Policy.

## Powers of search and confiscation

121. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
122. The School also holds the power to search without consent for "prohibited items" including:
- knives and weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - tobacco and cigarette papers;
  - fireworks;
  - pornographic images;
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
123. Weapons and knives and extreme or child pornography will be handed over to the Police, otherwise it is for the SLT to decide if and when to return a confiscated item.
124. Full guidance can be found in the Trust Powers of Search Policy.

## Allegations against staff

125. If anyone makes an allegation that any member of staff (including any volunteer or governor) may have:
- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (including the promotion of extreme ideologies)

then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Local Safeguarding Children Board/Safeguarding Partners (see Trust Safeguarding (Child Protection) Policy for further information).

126. A thorough investigation will always take place following any allegation made against a member of staff in line with our Safeguarding (Child Protection) Policy and in order to exercise our duty of care to all those involved.



127. However, should a pupil be found to have made malicious allegations, they are likely to have breached the School Behaviour Policy.
128. In this instance, we will consider whether to apply an appropriate sanction, which could be up to and including temporary or permanent exclusion depending upon the circumstances.
129. In extreme cases, and where there are grounds for believing a criminal offence may have been committed, we may refer this to the Police and/or Local Authority Children's Services.

## **Use of CCTV**

130. CCTV is in operation in School for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.