



# **Forwards Centre**

Part of Bolton Impact Trust

## Forwards Centre Behaviour Policy and statement of behaviour principles

<b>Author</b>	<b>Christopher Fielding</b>
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### **1. Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### **2. Legislation, statutory requirements and statutory guidance**

- This policy is based on legislation and advice from the Department for Education (DfE) on:
  - Behaviour and discipline in schools: advice for headteachers and school staff, 2016
  - Behaviour in schools: advice for headteachers and school staff 2022
  - Searching, screening and confiscation at school 2018
  - Searching, screening and confiscation: advice for schools 2022
  - The Equality Act 2010
  - Keeping Children Safe in Education
  - Exclusion from maintained schools, academies and pupil referral units in England 2017
  - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.
- This policy complies with our funding agreement and articles of association.

### **3. Definitions**

**Minor Incidents of misbehaviour are defined as:**

- Disrupting other pupils' learning
- Walking off and ignoring instructions
- Shouting out
- Refusing to work
- Throwing small items
- Interfering with other pupils' belongings
- Misusing or mistreating school equipment
- Swearing
- Play fighting and pushing

**Major Incidents of misbehaviour are defined as**

- Repeated breaches of the school rules
- Leaving the centre without permission.
- Any form of bullying
- Violence towards other children
- Violence towards staff
- Child on Child abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any **prohibited items**. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### **4. Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<b>TYPE OF BULLYING</b>	<b>DEFINITION</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the Forwards Centre. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff. Bullying hurts. No

one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **Procedure**

As a first response, staff will record incidences of bullying and speak to alleged bully, explain that bullying behaviour is not acceptable and monitor compliance. If the bullying behaviour continues and a more substantial response is required, the procedure we use at the Forwards Centre is based on the Support Group method outlined in *Maines, B. & Robinson, G. (1997). Crying for Help: the No Blame Approach to Bullying. Lucky Duck Publishing.*

- Ask the victim to express how they are feeling (not what happened ...it is about the impact) through a drawing or poem or other method.
- Identify a support group for the child. This is made up of the child (or children) causing them an issue; children who are their friends (or who they would like to be their friends) and some solid reliable children of your choice. (About 8 children in total is a workable group)
- Get the support group together (without the child) and share the drawing (or other).
- Explain that the reason that you have got them together is because you think that they can help the child feel better. (Some children are often confused here as they are expecting to be reprimanded or punished.)
- Every child takes it in turn to say an 'I will....' statement. This may be something like 'I will go and sit with them at dinner if they are on their own.' – This process just embeds the idea that they are part of the process. What they actually come up with isn't crucial.
- Thank everyone and say that you will get back together soon to see how things are going.
- Get the children back together. (The first meet up is typically the next day and then lengthen the interval as appropriate) Brief discussion being careful not to get into 'he did...she did' discussions. Every child gives their 'I will...'statement again or a different one.
- Repeat as necessary

Bullying in any form is listed in our definition of serious misbehaviour. Ultimately, bullying behaviour can lead to exclusion.

## **5. Roles and responsibilities**

### **The local governing body:**

The local governing body is responsible for approving this behaviour policy, monitoring its effectiveness and holding the academy lead to account for its implementation.

### **The academy lead:**

The academy lead is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the LGB
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them. Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

### **Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the centre's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the centre's culture and how they can uphold centre's rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the centre's expectations

### **Parents and carers**

Parents and carers, where possible, should:

- Get to know the centre's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the centre's behaviour policy
- Inform the centre of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the centre directly, whilst continuing to work in partnership with the centre

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the centre's policy and working in collaboration with them to tackle behavioural issues.

### **Pupils**

Pupils will be made aware of the following:

- The expected standard of behaviour at the Forwards Centre
- That they have a duty to follow the behaviour policy
- The centre's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards
- Pupils will be supported to develop an understanding of the centre's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## **6. Recognising the impact of SEND on behaviour**

The centre recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the centre will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the centre must co-operate with the local authority and other bodies

As part of meeting these duties, the centre will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The centre's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **7. Forwards Centre behaviour principles**

At the Forward Centre we aim to achieve a calm, happy, and industrious learning environment. A significant proportion of the pupils at the Forwards Centre present with social, emotional and mental health (SEMH) needs and our guiding principle is to support anxious and distressed children to feel less anxious and distressed.

### **Our key principles**

We see challenging behaviour as a symptom of unmet need rather than as an area of special educational need or disability in its own right. We make a number of commitments to children entering the Forwards Centre. These form the basis of our SEMH principles (see appendix 1) and include:

- We will help you understand your emotions and try never to put you in a situation that will make you anxious or distressed
- We will help you understand that learning new things means trying hard and making lots of mistakes and send you home each day with a new set of genuine, positive, happy memories.
- We will help you build relationships and make friends.
- We will provide a kind, understanding place where you feel accepted and safe enough to make long lasting, positive changes to your life.

### **Full-time provision - Positive behaviour strategy**

Expectations of behaviour are clearly explained and reinforced using recognition and rewards. Each class has a strategy to reward appropriate behaviour suitable for the age of the children.

There are milestones that children are aiming for which allow them to wear a bronze, silver or gold, badge and will then enable them to access additional activities.

**Bronze** (Awarded the first time a child achieves 5 consecutive successful days)

**Silver** (Awarded the first time a child achieves 15 consecutive successful days)

**Gold** (Awarded the first time a child achieves 30 consecutive successful days)

**Hoodie** (Awarded the first time a child achieves 60 consecutive successful days)

If a pupil refuses to work in class and/or leaves the room without permission, they will be given the opportunity to complete their work with a mentor in an additional room. The mentor will encourage them to return to class quickly in order to prevent them losing the chance to earn rewards. Rewards may only be earned when working to the centre routines and expectations.

**Graduated Response-** Pupil behaviour at the Forwards Centre is managed through a graduated response. This includes:

- 1) **Academic targets** pitched specifically for each individual child.
- 2) **Individual SEMH targets detailed on provision maps** – Each child has an individual provision map which details the input required by each individual pupil. These are working documents that are written by the staff team working with the pupil and are reviewed on an ongoing basis.
- 3) **Positive Handling Plan**– If a child is judged to be likely to require physical intervention then a positive handling plan is written by the staff team working with that child. This ensures a consistent approach is applied when working with these children.
- 4) **Risk Assessment-** Where appropriate, staff will refer to relevant professionals and legal guidelines in order to formulate a systematic evaluation of the potential hazards and risk of harm, when organising specific activities and excursions.



## **The Bridge part-time provision - Positive behaviour strategy**

The Bridge at the Forwards Centre aims to give full and proper recognition of achievement – both behavioural and academic. We have a commitment to emphasising the positive and always looking for opportunities to praise and encourage.

We use the following regularly with the children, to inform parents and carers at home and to liaise positively with the child's mainstream schools. Examples include:

Verbal feedback	Directed smiles	Thumbs up	Winks
VIP	Stickers	Postcards home	Tokens
Written feedback	Positive emails to schools	Super work board	I have noticed leaves
The token shop	Earn time	Public recognition	Rewards Trips
Dojos	Bronze, silver, gold awards	Certificates	Reward time
Photographs of children sent home	Phone calls home	Use of social media	Half-termly reports and review meetings
Time with staff	Morning review	Prizes	Buddy time
Afternoon positive behaviour time	Choice cards	VIP Hoodie and chair	VIP lunch table

We feedback positive behaviour weekly to the children's mainstream schools via, phone calls, emails and visits to schools.

Although we understand, accept and use tangible rewards, it is our intention to encourage pupils to own and independently manage their behaviour. The ultimate aim is self-discipline with an increasing moral and social understanding of how their behaviour impacts in a positive or negative way on those around them. By developing these skills, children will be more able to experience social success in the future, which will impact their life choices. Children recognise their own achievements daily at reward time, set themselves targets and record how they believe they have achieved that week.

### **Recording rewards**

Children's rewards are logged on the daily behaviour mastery sheet at handover. Dojos are recorded and displayed on the board.

### **Sanctions and Consequences**

The Bridge at the Forwards centre believes that through a system of positive role models, the setting and maintaining of high expectations of behaviour and rewarding positive actions, we can establish good behaviour amongst our pupils. However, in accordance with Government legislation- Education and Inspections Act 2006 and subsequent guidance February 2014- poor behaviour will be addressed and appropriate sanctions initiated.

Consequences of inappropriate behaviour will always be planned and predictable. The child will always be afforded the opportunity to reflect, repair and rebuild.

## Behaviour Change Strategies

Calm voice	Calm stance	Tone and quality of voice - talk low and slowly and quietly	Offer clear/limited choices
Remove the audience	Divert/distract	Guide away	Time out directed
Make environment safer	Reminder of consequences	Take up time	Time out offered
Give a get out with dignity	Tactical/planned ignoring	Sanction system - see blow	Success reminders
Use of time out in classroom	Loss of earn time	Timers	Loss of play/lunchtimes
Internal exclusion	Verbal advice/support	Consequences	Humour

Sanctions applied depend on the severity of the behaviour the child is displaying. Where teaching and learning is being disrupted the child will be isolated from peers for a short period of time or until they are ready to return and behave appropriately. Where work is not being completed, then this may need to be finished during break times or after school. A consistent approach is used by all staff. Children are fully aware of the sanction system used.

### Sanction system

1. First warning
2. Name on the board
3. Tick next to their name- 2 minutes off playtime
4. Second tick - Time out of class – return to class - 5 minutes off playtime
5. Time out of class – no return to class, work outside the classroom, miss their playtime.

If a pupil is removed from class, wherever possible the aim is to return children as soon as possible to class if their behaviour allows them to do so

### Whole centre assemblies

**Tuesday** – Each class awards 2 certificates for positive behaviour over the past week and the achievement of children receiving bronze, silver or gold badges are recognised. The children are set a challenge linked to an aspect of our key principles or one of the whole centre routines for the coming week. This reinforces and reteaches the centre's key principles and routines on a cyclical basis.

**Thursday** – Each class awards 2 certificates for academic effort over the past week.

**Keyworking** – Pupils are allocated a keyworker who will be a point of contact with parents/carers. If a child seems unsettled on arrival the centre, the keyworker will contact home to gain any information which may be useful.

### Safeguarding

The centre recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them

suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

### **Transition**

Transition is a large part of the lives of Forwards Centre pupils as each child typically arrives mid-year and not as part of a cohort of pupils starting a new school together. This transition starts with during a visit to the centre where the child and family are shown round and our behavioural expectations, rewards and sanctions are explained. We endeavour to make doing the right thing easy to understand in order that all children can be successful from the moment they arrive. We focus on each new arrival early on to celebrate their successes in order to settle them into the centre quickly and support a feeling of belonging.

### **8. Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded using CPOMs

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

**MAPA** - At the Forwards Centre we aim to ensure that all our staff are effectively trained to fulfil the various aspects of working with difficult and challenging pupils. In order to do this, staff members are trained in **MAPA** strategies. The benefit of this training is that it:

- Helps staff to recognize changes in behaviour and effective responses so as to provide proactive support and facilitate de-escalation
- Ensures staff members are fully aware of the rights of all individuals that use the school's services
- Provides reactive strategies and guidance to help manage challenging behaviour

- Teaches staff appropriate, effective and safe techniques for personal safety, disengagement and physical intervention.

#### **Guidelines:**

- During an intervention (physical or lower level), one person will act as incident leader. This may be detailed in a child's Positive Handling Plan or may need to be decided quickly by staff at the scene. This person is responsible for taking the lead in any required intervention and communicating verbally with the pupil. The Incident Leader is also responsible for ensuring that the incident is recorded appropriately.
- Reduce the number of people at the scene to the minimum required to ensure safety of all concerned.
- During an intervention (physical or lower level), it may be beneficial to swap staff. If asked to 'swap out' a staff member must do so as soon as it is safe to do so and leave the scene swiftly and quietly.
- Records of physical intervention are to be completed within 24 hrs of the incident on the centre's web-based system (CPOMs). These records are used to inform both provision for the child and their Positive Handling Plan to ensure that the need for intervention is minimised and that both pupil and staff are safe.

Theft stealing centre or pupil/staff property

Major damage to centre property, intentional damage that is expensive and difficult to repair

Leaving the centre without permission.

### **9. Searching and confiscation**

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to the centre's discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the centre rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the centre premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the academy lead to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the centre rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the centre will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the centre's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip Searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into centre to act as the pupil's appropriate adult. If the centre can't get in touch with the parents, or they aren't able to come into centre to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The centre will keep records of strip searches that have been conducted on centre premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the centre will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the centre's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **10. Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the centre. This means misbehaviour when the pupil is:

Taking part in any centre organised or centre-related activity (e.g. trips)

Travelling to or from the centre

Wearing uniform

In any other way identifiable as a pupil of our centre

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the centre

Poses a threat to another pupil

Could adversely affect the reputation of the centre

Sanctions will only be given out on centre premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on an organised trip).

## **11. Online misbehaviour**

The centre can issue behaviour sanctions to pupils for online misbehaviour when:

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the centre

It adversely affects the reputation of the centre

The pupil is identifiable as a member of the centre

Sanctions will only be given out on centre premises or elsewhere when the pupil is under the lawful control of a staff member.

## **12. Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the centre will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the centre will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the academy lead will make the report.

The centre will not interfere with any police action taken. However, the centre may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **13. Zero-tolerance approach to sexual harassment and sexual violence**

The centre will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The centre's response will be:



- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The centre has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

#### **14. Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the centre will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the centre will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the centre (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The centre will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

#### **15. Serious Sanctions**

##### **Removal from classroom**

In response to serious or persistent breaches of this policy, the centre may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

Restore order if the pupil is being unreasonably disruptive

Maintain the safety of all pupils

Allow the disruptive pupil to continue their learning in a managed environment

Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the academy lead.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The centre will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The centre will consider alternative approaches to behaviour management for pupils who are frequently removed from class.

### **Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the academy lead and only as a last resort.

Following suspension, there will be a reintegration meeting with the child and parents/carers. At this meeting, expectations of behaviour will be made explicit and centre staff, children and parents/carers will discuss any support or reasonable adjustments that may be helpful.

Please refer to our Trust exclusions policy for more information.

## **18. Monitoring arrangements**

The centre will collect data on the following:

- Any incidents requiring staff to physically intervene and use reasonable force
- Attendance, permanent exclusion and suspension
- Incidents of searches and confiscation
- Anonymous surveys of staff, pupils, governors, and other stakeholders on their perceptions and expectations of the centre's behaviour culture.

## Appendix 1 - Forwards Centre SEMH Principles

Understanding emotions		
<p>We will help you to understand your emotions and try never to put you in a situation that will make you anxious or distressed</p>	<p>We will do our best to be calm at all times. (Not always quiet though)</p>	We will be aware of our emotions and stay calm even when things are difficult
		We will be close and calm if we notice you are struggling.
		We will do our best to make sure that all parts of the centre have a calm atmosphere.
		We will be clear about how we feel through our words, faces and body language.
		We will make sure that you never feel isolated or alone.
	<p>We will only give you the things to learn next that are just right for you.</p>	We will give you individual targets that match carefully what you need to learn next.
		We will provide the structure and support that suits where your learning is up to.
		We will challenge you to learn new things and recognize when enough is enough
		We will allow you to progress at your own speed without pressure to keep up with others.
	<p>We will help you get back on track if you begin to struggle.</p>	We will have some fun and make sure that we laugh together sometimes.
		We will give you something calming to do before learning new things if you need it.

		We will spot if you need a break from learning to help stay on track
<b>Developing resilience</b>		
We will help you understand that learning new things means trying hard and making lots of mistakes and send you home each day with a new set of genuine, positive, happy memories.	We will value your efforts and recognize when you try your hardest	We will make doing the right thing simple, consistent and easy to understand
		We will recognise when you try your hardest.
		We will let those at home know when you are trying your hardest.
		We will make sure that when you try your hardest, we will display some of your work.
		We will make sure that your efforts are recognized in assembly.
	We will be alongside you through the ups and downs of learning new things	We will look for chances for you to develop strengths and learn something you enjoy.
		We will provide a balance of giving you help and allowing you to learn from your mistakes.
		We will help you be disciplined enough to sometimes do things that you don't want to do
		We will make sure that a trusted adult is alongside you every step of the way.
	We will let you learn at your own pace	We will recognise when you learn new things by making mistakes and keeping going.
		We will recognise when you are curious and engaged with something you are learning.

		We will recognise when you experience the joy of learning new things at your own pace.
<b>Building positive relationships</b>		
We will help you build relationships and make friends.	We will provide time in the day for relationship building.	We will make sure that there is time in the day for you to build relationships.
		We will stay close and give you our time and our attention.
		We will make sure that there is time in the day for play and we will often join in.
	We will understand that trust takes time and patience.	We will spot when you might need help with something and make sure you get it.
		We will make sure that we follow up and do the things we have said we will. Every time.
		We will notice when you show trust towards the adults in the centre.
	We will help you learn to sometimes take the lead and sometimes follow others.	We will only give you a small number of adults and children to get to know well at first.
		We will take the time to follow your lead and join in with things you are enjoying.
		We will plan chances for you to practice following and giving instructions.
		We will plan chances for you to do kind things for other children
We will help you learn by experience that relying on a key, trusted adult can be rewarding.		

**Making positive changes**

We will provide a kind, understanding place where you feel accepted and safe enough to make long lasting, positive changes to your life

We will accept you for who you are, no matter what.

We will take time to get to know you as a real individual and be curious about your life.

We will accept and welcome you without judgment

We will always accept that your feelings are real and important.

We will recognise that all behaviour is a form of communication

We will make sure that you are OK after we have shown anger or discussed an issue.

We will always do our best for you, no matter what

We will help you to think carefully about the way you are feeling and the choices that you can make

We will give a commentary and wonder out loud about thoughts, feelings and emotions.

We will help you consider the motives and actions of other children and staff

We will help you be non-judgmental about things that you may sometimes keep hidden

We will help you feel healthy remorse which acknowledges feelings of others

We will help you to make amends if you think you need to.

