



Behaviour Policy

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1. Policy Overview

Within our academies, high standards of behaviour are expected from all pupils. A positive working environment is essential for positive relationships and members of staff should lead by example.

This policy applies to pupil behaviour whether the pupil is on the Academy site, outside of the Academy site or outside of the school day. The Academy will take appropriate action where a pupil's behaviour falls below the expected standards.

Policies and practice promote an environment conducive to learning and ensuring high achievement for all young people, irrespective of their differing needs. Children are asked to:

- Arrive in the Academy and at lessons punctually and be prepared to learn.
- Bring appropriate equipment such as: PE kit and reading books and any other necessary equipment
- Wear the Academy uniform correctly.
- All pupils are expected to be polite, courteous and respectful to everyone on the Academy site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- All pupils complete any task reasonably assigned to them in connection with their education.
- Children are expected to have regard for their own safety and that of others.

This policy is to be read in conjunction with the following guidance:

- [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61622/behaviour-in-schools-guidance.pdf)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61622/searching-screening-and-confiscation.pdf)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61622/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement.pdf)
- [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61622/dfe-advice-template.pdf)
- [technical-guidance-schools-england.docx](#)
- [Keeping children safe in education 2025](#)

Links with other policies:

- Safeguarding and Child Protection Policy
- How Children Should Treat Each Other and Anti-Bullying Policy
- SEN Policy
- Positive Handling Policy
- Exclusion Policy

2. Aim

We aim to offer a happy, well-organised, positive and stimulating environment where children will work purposefully, where effective learning can take place and where children demonstrate good social and learning behaviours. This behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

We aim for the children to develop the following:

- Respect for oneself, others and property.
- Positive self-esteem.
- Co-operation and collaboration.
- Care for others.
- Self-discipline.
- Self-motivation and resilience.
- Independence.

3. Objectives

- To ensure a common policy concerning behaviour that will generate positive consistent approaches amongst staff.
- To examine and reaffirm the importance of PSHE/citizenship and other areas of the curriculum as a vehicle for positive behaviour.
- To ensure regular and consistent use of the expectations throughout each Academy.
- To develop strategies to support pupils showing challenging behaviour.
- To challenge and address any form of bullying (including cyberbullying, prejudiced-based and discriminatory bullying). (Please see our How Children Should Treat Each Other and Anti-Bullying Policy for further details of our approach.)
- To work in partnership with parents to inform and offer support with regard to any individual behaviour difficulties.

4. The Classroom Environment

Disruptive behaviour affects both the teacher and other children. As recognised in the Special Educational Needs and Disability Code of Practice (January 2015), poor behaviour may be a result of unmet needs and the class teacher will, with support from other staff in the Academy, implement strategies to provide the necessary support to the pupil. Reasonable adjustments will also be made to support pupils with SEND.

Adjustments to behavioural expectations may be made for any pupil, who needs additional support with their behaviour choices. These may be temporary or permanent depending on the individual circumstances of the pupil. Where possible, these adjustments are made proactively and by design to ensure all pupils can meet behavioural expectations. For example, a pupil new to the school may need time to settle into new routines and expectations, or a pupil who is experiencing a bereavement etc.

Low-level disruptive behaviour can be influenced positively by effective classroom management techniques.

Positive Influences

- Structured and well-prepared activities taking place in a friendly atmosphere and pitched at an appropriate level.
- Courteous and respectful interactions with pupils making use of pleasant humour.
- Clear messages of enjoyment about being with the group.
- Creating space and “play” opportunities for individual children where appropriate.
- Giving children opportunities to explore feelings, make choices, clarify values and work collaboratively.
- Considering furniture layout, groupings, pace of lessons and challenging tasks.
- Avoiding stereotyping, especially stereotyping children as troublemakers.
- Being aware of home circumstances and values.

Negative Influences

- Loud use of public reprimands and threats.
- Constant use of criticism and sarcasm.
- Aggressive reaction to minor incidents which increases the likelihood of major confrontation.
- Being unjust or inconsistent.

5. The Role of the Class Teacher

The class teachers have high expectations of our children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding. It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with their Social Worker.

6. The Role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently and to report to the Academy Improvement Committee, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school. The Principal supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Principal has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.

6.1 The Role of the Pastoral Team

The role of the Pastoral Team at Dowson is wide, varied and invaluable in maintaining the positive relationships between the whole of the school community and promoting and enforcing the high standards of behaviour expected of pupils in our school. Primarily, their responsibility is to support class teachers and the leadership team in ensuring these standards of behaviour. More specifically, the Pastoral Team will work with individuals or small groups of children who may have barriers to their learning caused by social, emotional or behavioural issues. They will also work closely with the families of such children, the teaching and support team and any relevant outside agencies in supporting the changes needed to overcome these barriers.

7. The Role of Parents and Carers

We collaborate actively with parents and carers, so that children receive consistent messages about how to behave both at home and at school. We try to build a supportive dialogue between home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If we have to use reasonable sanctions to address any behaviour concerns with a child, we expect parents and carers to support these actions. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Principal to discuss the issues involved. If parents or carers wish to complain further about actions taken by us, the Enquire Learning Trust's Complaints Policy is available on our website.

Our home-school PACT is signed upon entry to school by parents and carers who agree to the following statements with regard to supporting positive behaviour:

- *promote a positive attitude towards school and learning in general.*
- *encourage and model respect and tolerance of others' beliefs and opinions.*
- *let school know about any concerns or problems that might affect my child's work or behaviour.*
- *support the school's expectations and guidelines on behaviour.*
- *encourage my child to aim high and be the best that they can be.*

8. Positive Discipline

Each Academy has developed a Code of Conduct that should be clearly understood by all and adhered to in the interests of everyone. These key rules will be prominently displayed around the Academy and regularly referred to by staff and children.

System of affirmation/strategies for praise and reward

Any praise given to pupils should be genuine, personal and specific. Children behave positively if they think they are worthwhile people. Affirming a person increases or restores her/his sense of self-esteem. It is particularly necessary with children whose own self-image is low. Affirming a child will sometimes avoid problematic situations.

Good behaviour is praised and rewarded by staff to give recognition to the efforts being made by pupils to behave appropriately. This will also have the effect of communicating staff expectations to pupils who are not behaving in an acceptable manner.

CLASSROOM CODE OF CONDUCT – CLASS / PUPIL PACT

Our Classroom code of conduct is based on the understanding that all pupils have the right to learn and the right to feel and be safe. Classes discuss and agree to the pupil statements from our home-school 'PACT' agreement at the beginning of each year. They agree to the following:

- *take pride in myself and my work.*
- *be respectful to others and their beliefs, views and opinions.*
- *think before I speak and act.*
- *be polite, kind, friendly and helpful.*
- *show brilliant behaviour.*
- *have a positive attitude towards my learning.*
- *work hard, challenge myself and never give up.*
- *be the best that I can be in everything I do.*
- *take care of my own and other people's belongings.*
- *take care of school property, buildings and grounds.*

During these discussions, they may add anything else that is more specific or in addition to the PACT statements as part of this work that they want to commit to as a class. This will be derived from other general behaviour expectations (e.g. 3 B's of behaviour, Marvellous Manners, Wonderful Walking and Lovely Line Ups) and anything teachers feel the class need to work on -shared as part of transition. They do this work together so that pupils have ownership of their expected behaviours. They agree to abide by the final list of statements and it is referred to throughout the year.

REWARDS AND SANCTIONS SYSTEM

Our rewards/sanctions system is based on the principles that:

- *positive behaviour is a prerequisite of successful learning*
- *children respond best to clear and consistent guidelines regarding behaviour and discipline, and enforcement of such, will promote good relationships and a positive ethos with which our school community can be happy, caring and supportive; thus allowing effective learning to take place*
- *acknowledging good behaviour encourages repetition and communicates the school community's expectations, routines and values to all pupils.*
- *Children will achieve more, be better motivated and behave better, when staff commend and reward their efforts and successes.*
- *Pride is a prize in itself*

Rewards

School uses a 'points' system for rewarding and encouraging our PACT Values and expectations of conduct and behaviours. Class Dojo is the system used to collect and build up these points: parents can view their child's points and the reasons for their award by downloading the Class Dojo app. Any member of staff can award pupils a point; they should describe the behaviour they are rewarding when giving the point. Once a Dojo has been given, it cannot be deducted.

All children can earn up to 2 'Green Day' Dojos each day: one for following all the PACT values in the morning session (including until the end of lunchtime) and one for the same in the afternoon session. The class teacher will add these Dojos on a daily basis so that parents can see if their child achieved them on that day. This is a way that school acknowledges those children who comply with school expectations all the time.

Dojo points build for individual pupils across the year. Once a pupil has received target numbers of Dojos, their success will be celebrated in Achievement Assemblies with the award of a bronze, silver or gold pin badge that they can wear on their tie.

250 Dojos = Bronze Pin

500 Dojos = Silver Pin

750 Dojos = Gold Pin

In addition to individual awards, we aim to develop a sense of school community and belonging in our pupils by promoting teamwork in a number of ways. Our pupils all belong to one of four 'houses' – Peak (red), Werneth (yellow), Etherow (blue) and Kinder (green). When being awarded points, the children are also contributing to their house/team. Totals are collected weekly for the houses and announced in Achievement Assemblies where the results for the house with the most points collected that week is displayed. The winning team for the term has a celebratory non-uniform day.

The class with the highest attendance in each department is also announced weekly and displayed. At the end of the half term, the class in each building with the most wins for attendance receives an extra playtime in the afternoon.

Our weekly achievement assembly is dedicated to the praise and recognition of children who have made particularly noteworthy progress in different areas:

A 'star of the week' is chosen by class teachers for demonstrating our PACT values in any way. A 'learner of the week' is chosen by the Learning Council representative in the class and the previous winner for displaying excellent attitudes / mindset / learning dispositions and is recognised with a 'Learning Council' badge for the week. Children's work and presentation is also celebrated in this assembly with a child from each class being selected for a 'presentation parade' of their 'beautiful work'.

We also recognise success of differing kinds from outside school achievements in these assemblies. Children can bring in and share such things as swimming badges, sports medals and trophies, any community work they may have taken part in etc.

Once a term, teaching staff choose a pupil to receive our 'Great Citizen' award. This is chosen based on a pupils' overall meeting of the school's values consistently and without reminder or for something specific that has stood out by way of what would define great citizenship.

Once a year we award a 'peace prize' with a dove pin for a pupil's tie to the pupil in each class whose behaviour defines what it is to be peaceful / promote peace amongst their peers and school community.

There are many other ways in which children's attitudes and behaviour towards school and their learning are rewarded such as displaying work, special commendations, earning privileges or special responsibilities.

Assertiveness /Warnings / Consequences

Through the use of sanctions, that are applied in a consistent, fair and proportionate manner, pupils learn with certainty that misbehaviour will always be addressed. Sanctions differentiate between serious and minor offences and hold provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to implement when a pupil's behaviour falls below our expected standards. Responses range from polite reminders to permanent exclusion, and are intended to:

- ensure the safety - and feeling of safety – and well-being of all pupils and staff.
- maintain the culture of the school, restoring a calm and safe environment in which all pupils can learn and thrive,
- teach and support children's understanding that there are consequences to behaviour
- provide clarity and consistency of suitable responses
- minimise disruption to others especially during teaching and learning time
- provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- allow early involvement of parents, line managers, pastoral support, SEND Lead and external support agencies
- do everything reasonably possible to avoid exclusion from school

Adults in school do not use shouting as a classroom management technique but there may be occasions where a raised or stern voice is necessary to re-establish control or gain attention / show the severity of a situation. Adults are always expected to show unconditional positive regard for pupils, regardless of their behaviour.

When sanctions are applied, children should be helped to understand that what they have done is not acceptable. Adults are expected to express displeasure with the **action/behaviour** and never the **child** i.e. 'That was an unkind thing to do because...' and not 'You are unkind'.

When working with pupils to understand that there are consequences to any behaviour – positive or negative – we use natural consequences wherever possible. For example, if a child makes a mess during their dysregulation, we would expect them to tidy it up once regulated; if a child is dangerous or destructive with equipment at playtime, we may say they cannot play with this equipment for a fixed period of time.

Children may also lose privileges or responsibilities if they are not meeting the expectations for school behaviour; for example, they may not be allowed to represent our school on a sports team. This is explained as needing to be an ambassador for our school in these circumstances.

Restorative conversations are an important part of the process when applying sanctions; these ensure there is repair of relationships. This conversation should be structured to explore the incident and any antecedents, why the behaviour was not acceptable and the consequence had to be implemented and what could be done differently next time. It may include an apology if the child is ready and willing to do so and this is appropriate.

SANCTIONS LADDER

Within classrooms (Reception to Year 6), there is a known, staged system of warning to consequence:

REWARD

Step 1 - Expected behaviour – everyone starts their day with 2 green day dojos.

REMIND

Step 2 - Polite reminders / classroom strategies

- If any low-level unacceptable behaviour occurs, normal strategies such as polite reminders, gestures and repositioning within the classroom will be initially used before an official warning as a chance for the child to rectify.

REFOCUS

Step 3 – Warning

- If low-level unacceptable behaviour continues or unacceptable behaviour occurs, staff use the language of 'This is your warning for (describe the behaviour). You need to (describe the positive behaviour) or (explain the consequence)' – this should be linked to the PACT and the values they have signed.
- At this stage, a member of staff may choose to discretely record names as a reminder to themselves, ensuring they follow the steps in the ladder appropriately; we do not use public displays of names.

RESET

Step 4 - Time out of the classroom to reflect and reset.

- Another incident after the refocus warning will result in a child being asked to have time out of the classroom to regulate and reset – this should be 5 minutes maximum and in view of an adult.
- At this stage, children will make up the time they have lost working during their own time.
- This stage may result in the loss of a green day dojo.

Step 5 - Longer reset

- A repeat of misbehaviour after a short reset will move immediately to another reset, which may be longer in duration and in another classroom. This would result in the loss of a green day dojo and an appropriate consequence such as missing free time to complete reflection time by copying out the PACT Values or 'Etiquette' expectations for the relevant area / time of school that they have not met the expectations for.
- When there are 3 or more occasions in a half term where a pupil has reached this stage, there will be escalation to SLT and parental involvement.

Any child not complying with a sanction, will be escorted to SLT and parents/carers will be informed of further steps. Further steps may include:

- Meet with parents/career and agree a behaviour and support contract.
- Risk assessment completed.
- Internal Exclusion
- Fixed term Suspension
- Permanent Exclusion (all necessary actions will be in place to avoid this outcome)

- At any point during this process, the teacher may offer or insist that the child sits somewhere else for some time to refocus.
- Children who are persistently disruptive may need other strategies to avoid escalation and may need to move quickly to further sanction in order to diffuse a situation.
- A serious incident may mean immediate movement to reset stage and will result in the loss of a green day dojo.
- The following behaviours would warrant a straight loss of a green day dojo, and further action, with parents informed: bullying, physical or verbal aggression, insolence, swearing, racism, homophobic incidents, theft, wilful damage or the bringing in of a dangerous item or substance into school.
- If behaviour is persistent and is not modifying with these progressive sanctions, a pupil may be escorted to another class or, where necessary, a member of the Senior Leadership Team with work provided.
- Children are familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.
- Professional judgement is required regarding which step best reflects the most suitable sanction for the behaviour displayed.

De-escalation

Where behaviour begins to escalate and a child becomes dysregulated, a range of de-escalation techniques are used to help prevent further incident, escalation or recurrence. These include, but are not limited to,

- ✓ Planned ignoring
- ✓ Distraction
- ✓ Humour
- ✓ Success reminders
- ✓ Reassurance
- ✓ Negotiation
- ✓ Choices/Limits
- ✓ Contingent touch
- ✓ Calm box / safe space / time out
- ✓ Verbal advice and support
- ✓ Fresh face – change of supporting adult

We use emotion coaching to support a pupil's understanding and articulation of their emotions; during periods of dysregulation, we reduce demand and limit instruction / verbal information and may also use pre-agreed scripts and phrases to help restore calm.

When de-escalation techniques are not working to restore calm and there has been a prolonged period of dysregulation or non-compliance, parents may be called to come to school and support this. Where parents cannot de-escalate to a safe and calm position where a child is able to return to engage with school, this will result in a fixed term suspension. Where this attempt is successful, a pupil might still have an internal suspension for the rest of the day to act as a 're-set'.

9. Supporting Pupils

A behaviour modification programme for individuals may be applied if appropriate.

The class teacher and child will identify targets. If there are a number of incidents of negative behaviour, outside agencies may be consulted.

It is important to consider a differentiated approach to learning if a child is displaying challenging behaviour. It is also important to try and establish the reasons why the child is displaying challenging behaviour and provide the appropriate support to mitigate the behaviours; this may include focussed interventions in-school and/or liaison with a range of external professionals/agencies to access additional support.

Differentiation should be an inherent part of planning for individual needs.

There may be pupils who need support and adaptations to provision in order to support them to meet our expectations of behaviour. These may be part of school's work to meet a pupil's additional needs and are long term adjustments; they may also be temporary adaptations in response to a presenting need due to other circumstances that are not part of an additional need e.g. response to grief. When making these adaptations, we consider and take account of a pupil's age and stage of development.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- strategies to manage any pupil's sensory or attention needs such as ear defenders, fidgets, chair bands
- visual prompt support (including Makaton), and adaptations to verbal instruction complexity for pupils with speech and language difficulties
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding specific needs
- any specified strategies or adaptations to provision as outlined in individual pupils' special educational needs pupil passport

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Where preventative measures are consistently in place and a pupil is still having difficulty meeting the behaviour expectations of school, further support will be sought out and put in place. This could include, but is not limited to:

- additional pastoral support in school such as relax kids sessions, drawing and talking therapy, 1:1 or small group support from the pastoral team.
- referring to the Enquire Learning Trust SEMH collaborative group for a consultation and support.
- referral to other agencies for support such as educational psychologist, Early Mental Health practitioner, Early Help

Staff: It is important for staff to feel that they can rely on each other when dealing with challenging behaviour. Members of staff should feel that they are able to seek support and advice from colleagues, particularly SLT, before a situation becomes out of hand.

10. Curricular Links with Behaviour Management

Our Academies have a positive approach to behaviour management and as such, believe in actively developing children to be self-disciplined. In order to do this, it is essential that children are given opportunities to discuss different types of behaviour and their effect on others. A significant part of the curriculum is committed to Personal Social and Health Education (PSHE) when many of these issues can be considered.

We have a clear programme of study for all elements of the curriculum that can provide messages about the behaviour we expect from our pupils. Our proactive approach to teaching pupils how to conduct and regulate themselves can be seen in our curriculum documentation

We fully cover all aspects of the PSHE/ Citizenship curriculum and enhance and complement this with a range of other methods to teach and rehearse the messages of this and our values such as:

- citizenship assembly programme
- the books and themes we have chosen to study
- the people of interest chosen for study
- personal development opportunities
- recognising and immersing ourselves in 'theme days and weeks' such as anti-bullying, children's mental health, black history month, jeans for genes
- engaging community and wider services to support education around personal development, safety and law enforcement

11. Bullying and Racism

Each academy has an Anti-Bullying and Anti-Racism approach and actively explores these issues within the curriculum. These subjects are discussed from the viewpoint of the bully and the bullied to enable pupils to understand the feelings and emotions of others.

We need to be clear about what we mean by bullying. We define it as:

- the wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions; or
- when a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated; or
- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In accordance with the academy's How Children Should Treat Each Other and Anti-Bullying Policy, any incident of bullying occurring at the Academy will be taken seriously and followed through appropriately by staff. Parents of the pupils involved and kept informed as appropriate. A written record of any such incident will be made and recorded on CPOMs.

The Enquire Learning Trust sees racism as a form of bullying and does not condone it in any form.

12. Child on child Sexual harmful behaviour

Sexually harmful behaviour from young children is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching

- Sexual assault/abuse

Staff are aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', just having a laugh' etc.
- Challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Upskirting will never be tolerated. This behaviour typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

13. Monitoring Behaviour

Senior leaders monitor behaviour regularly to identify any patterns in incidents. Appropriate actions are taken to ensure that these patterns are broken.

All incidents and information pertaining to a child is logged electronically on CPOMS. It is the responsibility of the member of staff who dealt with an incident to report the Antecedent, the Behaviour and the Consequence (ABC).

Pupil behaviour and any patterns in this, is monitored in a number of ways:

CPOMS recorded incidents are monitored and reviewed by the Senior Leadership Team and the Pastoral Team who may need to take further action. Half termly, principal audits of CPOMS history for identified pupils are conducted, a summary created and any resulting conclusions / actions are recorded after a pastoral team discussion.

Teachers discuss any pupils whose behaviour is affecting their progress or that of others at pupil progress meetings and plans are put in place to reduce this risk. These are also discussed with the pastoral team.

Each half term the pastoral team meet to discuss pupils across school who are causing concern due to their behaviour; pupils discussed may be from the team noticing patterns via CPOMS logs, teacher referral, parent referral or the pupil themselves expressing a need for support. The pastoral team identify the most appropriate means of pastoral support for each pupil to be implemented. The support is designed to improve outcomes for pupil behaviour and wellbeing and is reviewed at this meeting on a half termly basis, when pupils may either exit the support as a result of meeting the desired outcomes, continue the same intervention for longer or move to a different or higher level of support, which may include referral to external services. Parents are consulted for any type of pastoral intervention planned for their child.

Any monitoring of behaviour that is agreed such as closer watching at lunchtimes and playtimes or systems in place for support at different times of the day are shared with all relevant and involved teams such as midday supervisors or extended school providers. The SENCO and Pastoral team ensure all groups of staff are aware of additionality or adaptation to provision for pupils who need this in order that they take this in to consideration and follow the plans in place also.

14. Use of Reasonable Force

In exceptional circumstances and as a very last resort, where there is a danger of injury to a pupil or member of staff, positive handling using reasonable force may be appropriate by a member of staff. Positive handling methods are predominantly used by staff with appropriate training where de-escalation techniques have failed or cannot be used.

The Academy will always communicate with parents where such techniques have been used. These incidents are recorded on CPOMs.

Please refer to the academy's positive handling policy for further details and procedures.

15. Prohibited Items on the School-Site

No pupil should bring any prohibited items on to the school-site. The following are prohibited items:

- knives and weapons (including replicas)
- alcohol
- illegal drugs
- stolen items
- cigarettes
- any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to property of; any person (including pupils)
- an article specified in regulations:
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

The Principal and staff (who are authorised by the Principal) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item listed above. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed Searching, screening and confiscation (publishing.service.gov.uk).

If a pupil needs to be searched, parents/carers will be contacted and asked to come in and undertake the search with two members of staff present. If it is deemed necessary, the pupil will be kept separate from other pupils until the parents/carers can attend. The two members of staff will be the same sex as the pupil being searched. In limited circumstances, there may be an exception to whether the two members of staff are of the same sex and this is if the principal deems there is a serious risk of harm to the pupil or another, if the search is not carried out immediately, or it is not within a practical reasonable timeframe to allocate two same sex staff member's. If the search is carried out under these circumstances the reason will be recorded alongside the record of the search on CPOMS. Two members of staff will be present during any search of a pupil.

Authorised staff will seek permission from a pupil to undertake a search of a pupil's possessions (for example, their locker, desk, drawer, pencil case, bag, lunch box, coat, hat etc.). The members of staff will ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Parents will also be informed and consent gained. Two members of staff will conduct the search and parents/carers can attend and witness the search of the pupil's possessions.

If a pupil refuses to give consent for their possessions to be searched, parents/carers will be contacted and asked to come in and undertake the search with two members of staff present. If it is deemed necessary, the pupil will be kept separate from other pupils until the parents/carers can attend.

Any kind of search will take place in a location away from other pupils and staff, providing the pupil with privacy. Two members of staff will always be present and consent from parents sought.

If a pupil is found to be in possession of a prohibited item, they may be permanently excluded depending on the circumstances, (e.g. threatening another pupil with a knife/weapon, sharing a vape or cigarettes with other pupils on the school-site etc.) or receive a suspension (e.g. bringing a vape into school and storing in their coat, bags etc – no other pupils are involved etc.).

Staff will liaise with both parents/carers and the appropriate professionals if a child is found to be in possession of a prohibited item – this may involve liaising with the Police and Social Care. Staff will also follow the 'DfE Searching, Screening & Confiscation Advice for Schools, July 2022 (paragraphs 57-81, Appendix 1).

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and Social Care will be informed with a Multi-Agency Referral Form completed.

16. Expected behaviour/Code of Conduct

Each Academy has a clear set of behavioural standards and code of conduct for all pupils; these are clearly set out on the Academy website and are communicated to pupils and parents on a regular basis. High standards of work and behaviour are expected at all times. A positive approach to discipline is taken and pupils are encouraged to show consideration and care for people and property.

Our code of conduct is based on the understanding that all pupils have the right to learn and the right to feel and be safe. Details of this and our PACT values are in section 8 of this policy.

17. Exclusion and Suspension

The Enquire Learning Trust recognises that in order to ensure a positive atmosphere based on a sense of community and shared values it may, on occasions, be necessary to suspend an individual or individuals either for a fixed period, not exceeding forty five academy days in any one academic year, or, in some circumstances, permanently exclude.

Such suspensions will only be resorted to when the academy can demonstrate with adequate evidence that all reasonable steps have been taken (including education off site) and/ or that the presence of the learner is likely to be severely detrimental to his/herself, other learners or employees. There may also be occasions when a suspension is appropriate because of unacceptable behaviour.

Good discipline in academies is essential to ensure that all pupils can benefit from the opportunities provided by education. The Trust supports its academies in using exclusion as a sanction where it is warranted. However, permanent exclusions should only be used as a last resort, in response to a serious breach, or persistent breaches, of the **Academy's Behaviour Policy**; and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

We follow the Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, published by the DfE in September 2022 which has regard to the standard national list of reasons for exclusion. Currently, schools and local authorities must make full-time educational provision for suspended pupils from day 6 of their exclusion.

Parents and carers must ensure their child is not present in a public place during the first five days of a suspension and following a permanent exclusion.

Reintegration Meeting

Principals have a duty to offer the parents or carers a reintegration interview in respect of certain time-limited suspensions.

The reintegration meeting aims to set out a strategy in which the risk of further suspension or permanent exclusion is reduced. The meeting will be a collaboration between academy staff, parents/carers and the pupil. The meeting will also be an opportunity for exploration of working with other professionals to identify any additional individual needs or multi agency approach that may be required. It will look at risk assessment and have an effective timescale for reviewing any intervention identified.

The Role of the AIC

The AIC will consider academy statistics on suspension and exclusion and professionally challenge school leaders on any suspension and exclusion in their academy during their termly meetings as a regular item on the agenda. The support for children at risk of permanent exclusion will be explored.

The principal will inform the AIC of any suspensions that are more than 5 academy days in one term. The AIC are not required to meet for suspensions of 5 days or less but parents may make a representation. The AIC do not have the power to consider to reinstate pupils with suspensions of 5 days or less.

If the suspension is between 6 and 15 days and parents request a hearing from the AIC, the AIC must meet within 50 school days of receiving the principals notice to consider reinstatement or uphold the Principal's decision based on the evidence presented.

The principal will inform the AIC of suspensions that are more than 15 days in one term. The AIC must then meet within 15 school days to explore the suspension/s and have the power to either uphold the principal's decision or reinstate the pupil based on the evidence presented.

The AIC must meet within 15 school days if the exclusion is permanent or if the suspension means the pupil will miss a public examination or national curriculum test. The AIC has the power to then uphold the principal's decision or reinstate the pupil based on the evidence presented.

Any pupils that are at risk of exclusion or have been identified as requiring additional support should be referred to the Enquire Learning Trust SEMH Collaborative for support with strategies and interventions. For more information on the SEMH Collaborative please speak to your academy Principal or SENDCO.

Please refer to The Enquire Learning Trust Exclusion Policy for further information regarding the exclusion of pupils.

Guidance and legislation

[Keeping children safe in education - GOV.UK](https://www.gov.uk/keeping-children-safe-in-education)

[Searching, screening and confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Appendix 1

Confiscation Advice

DfE Searching, Screening & Confiscation, Advice for Schools, July 2022 (paragraphs 57 -81):

Confiscation

Items found as a result of a search

57. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.

Prohibited or illegal items

58. **Controlled drugs** must be delivered to the police as soon as possible unless there is a good reason not to do so.¹ In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance in paragraph 59 below issued by the Secretary of State.

59. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

60. **Other substances** which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

61. Where a person conducting a search finds **alcohol, tobacco, cigarette papers or fireworks**, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

62. If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.² Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images. See paragraphs 72-79 for further advice on searching electronic devices.

63. Where a member of staff finds **stolen items**, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the following guidance issued by the Secretary of State in paragraph 64 below.

¹ Legally, schools do not have to give the name of the pupil from whom drugs have been taken to the police. Schools should consider this on a case-by-case basis. Please see the DfE and ACPO drug advice for schools for more information on the relevant powers and duties in relation to powers to search for and confiscate drugs, liaison with the police and with parents.

² Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigration Act 2008 defines extreme pornographic images.

64. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

65. Any **weapons or items which are evidence of a suspected offence** must be passed to the police as soon as possible.

66. Items that **have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State in paragraphs 67-68.

67. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

68. If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

69. Members of staff should use their judgement to decide to return, retain or dispose of any other **items banned under the school rules**. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State in paragraph 70.

70. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

71. Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the school.

Electronic devices

72. Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

73. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

74. Staff may examine any data or files on an electronic device they have confiscated as a result of a search, as defined in paragraph 57, if there is good reason to do so.

75. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in [Keeping children safe in education](#). The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

76. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

77. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State in paragraphs 78 and 79 below.

78. In determining whether there is a **'good reason' to examine** the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

79. In determining whether there is a **'good reason' to erase** any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Confiscation as a disciplinary penalty

80. Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.³

81. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

³ Section 91 of the Education and Inspections Act 2006.