Behaviour policy and statement of behaviour principles

**2022-2023**

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# 1. Purpose of the Policy

The School's Mission Statement is the starting point for all aspects of the school's work.

It defines the school's ethos and values and stresses the right of every child:

'Learning for Life'

At Walton-le-Dale High School:

* We aim to provide learning experiences for the mental, physical, social, moral, emotional, spiritual and cultural growth of our young people.
* We acknowledge that every person is unique with individual strengths and weaknesses, needs, likes and dislikes, regardless of age, sex, race or ability and we seek to value everyone equally.
* We wish them to live effectively, now and in the future, as individuals, members of groups and in society at large, with due respect for their community and the environment.
* We expect everyone to give and receive the respect due from one person to another.
* We want our young people to learn how to learn.
* We want our young people to succeed.

The school has expectations of every student in terms of their:

* preparedness to achieve the social skills and self-discipline necessary for a successful transition into young adulthood,
* high levels of commitment to their work and the personal organisation needed to fulfil their potential in all respects,
* sense of responsibility to themselves, their environment and to others,
* proper regard for authority.

The school has expectations of every member of staff to create and maintain the orderly positive environment necessary for learning to take place.

# 2. 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

# 3. Legislation and statutory requirements

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](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Behaviour in schools: advice for headteachers and school staff 2022](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Searching, screening and confiscation at school 2018](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [Searching, screening and confiscation: advice for schools 2022](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [Exclusion from maintained schools, academies and pupil referral units in England 2017](https://www.gov.uk/government/publications/school-exclusion%22%20%5Cl%20%22%3A~%3Atext%3DSchools%20and%20colleges%20must%20continue%2Cheadteachers)
* [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](https://www.gov.uk/government/publications/school-exclusion%22%20%5Cl%20%22%3A~%3Atext%3DSchools%20and%20colleges%20must%20continue%2Cheadteachers)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), 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](http://www.legislation.gov.uk/ukpga/2006/40/section/88), 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
* [DfE guidance](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy) explaining that maintained schools must publish their behaviour policy online

# 4. Roles and responsibilities

4.1 Headteacher

The Headteacher is responsible for:

* Reviewing this policy in conjunction with the governing body.
* Giving due consideration to the school’s statement of behaviour principles
* Approving this policy
* Ensuring that the school environment encourages positive behaviour
* Ensuring that staff deal effectively with poor behaviour
* Monitoring that the policy is implemented by staff consistently with 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
* Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

4.2 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 school’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 school culture and how they can uphold school rules and expectations
* Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
* Challenging pupils to meet the school’s expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.3 Parents and carers

Parents and carers, where possible, should:

* Get to know the school’s behaviour policy and reinforce it at home where appropriate
* Support their child in adhering to the school’s behaviour policy
* Inform the school 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 school directly, whilst continuing to work in partnership with the school
* Take part in the life of the school and its culture

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 school’s policy and working in collaboration with them to tackle behavioural issues.

4.4 Students

Students will be made aware of the following during their induction into the behaviour culture:

* The expected standard of behaviour they should be displaying at school
* That they have a duty to follow the behaviour policy
* The school’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

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school’s behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

4.5 The governing body

The governing body is responsible for:

* Reviewing and approving the written statement of behaviour principles
* Reviewing this behaviour policy in conjunction with the headteacher
* Monitoring the policy’s effectiveness
* Holding the headteacher to account for its implementation

# 5. Definitions

**Misbehaviour** is defined as:

* Disruption in lessons, in corridors between lessons, and at break and lunchtimes
* Non-completion of classwork or homework
* Poor attitude
* Incorrect uniform

**Serious misbehaviour** is defined as:

* Repeated breaches of the school rules
* Any form of bullying.

Bullying is defined as the repetitive, intentional harming of one 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

Details of our school’s approach to prevent and addressing bullying are set out in our antibullying strategy.

* 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)

# 6. School behaviour curriculum

6.1 Expectations

We expect students to:

* Behave in an orderly, respectful and self-controlled way
* Respect themselves, staff and each other
* Respect learning, allowing the teachers to teach and making it possible for all pupils to learn.
* Be aspirational for themselves and for others
* Move quietly around the school and quickly between lessons
* Treat the school community and buildings with respect
* Wear the correct uniform at all times and with pride
* Accept when they have done wrong and the sanctions that follow when given
* Refrain from behaving in a way that brings the school into disrepute, including when outside school

At Walton le Dale High School, this is underpinned by

* RESPECT
* BASICS
* ASPIRE

RESPECT@WLD

Respect Learning

Respect Students

Respect Staff

Respect the Community

Respect your Environment

Respect Yourself

BASICS@WLD

On time for lessons, respect for learning.

Perfect uniform in every lesson.

Come in quietly. Sit down in your correct seat.

Equipment out – pen, pencil, ruler, planner and homework.

Starter activity – no wasted time.

Silent learning, listening to instructions.

Quiet signal - quiet if the teacher raises their hand

Put your hand up if you have a question.

Uniform correct before leaving the lesson.

End of the lesson, stand behind your chair and wait to be dismissed for an orderly exit.

**ASPIRE SKILLS FRAMEWORK**

“I am aspirational for myself and for others…”

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A | Achieving | I have detailed knowledge of a range of subjects and topics | I can demonstrate understanding and can apply my knowledge | I am resilient and can use failure as a stepping stone to success | I am digitally literate and can use appropriate technology to communicate effectively  | I read, write and speak well and communicate my ideas clearly |
| S | Self-Motivated | I am determined to succeed | I can work independently and think for myself | I am consistently hard-working and stay with problems  | My attendance and timekeeping are excellent | I reflect on my learning and plan my next steps |
| P | Positive | I enjoy what I am doing | I have strong beliefs and principles | I am able to collaborate positively with others | I can show leadership in a range of situations |  |
| I | Imaginative | I am creative, original and innovative in a range of situations | I am thoughtful and consider issues carefully | I am able to solve problems rationally and systematically | I will take risks when necessary to solve problems | I am intelligently curious about the wider world  |
| R | Respectful | I show courtesy to everyone | I am polite and use appropriate language when speaking and writing | I am tolerant of the views of others | I care for others, especially those less fortunate than myself | I can manage my own behaviour so that I show self-control in all situations |
| E | Having Empathy | I demonstrate emotional intelligence when working with others | I can work well with other people in groups and teams | I appreciate diversity, recognising the contribution of different communities | I am highly inclusive, valuing each individual for themselves. |  |

6.1 Online misbehaviour

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

* Taking part in any school-organised or school-related activity (e.g. school trips)
* Travelling to or from school
* Wearing school uniform
* In any other way identifiable as a pupil of our school

Sanctions may also be applied where a student 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 school
* Poses a threat to another student
* Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the students is under the lawful control of a staff member (e.g. on a school-organised trip).

6.2 Online misbehaviour

The school can issue behaviour sanctions to student for online misbehaviour when:

* It poses a threat or causes harm to another student
* It could have repercussions for the orderly running of the school
* It adversely affects the reputation of the school
* The student is identifiable as a member of the school

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

6.4 Suspected criminal behaviour

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

When establishing the facts, the school 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 Headteacher/Member of the senior leadership team/safeguarding officer will make the report.

The school will not interfere with any police action taken. However, the school 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.

6.5 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school’s response will be:

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

The school 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.

6.6 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student 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 school 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 students.

6.7 Mobile phones/earphones (including air pods)

Students are permitted to bring their mobile phones & earphones onto school premises but must follow the rules below

* Students are allowed to use their phones outside of the school buildings at break and lunch time
* When in a building mobile phones should be turned off
* If a mobile phone or earphone is seen within the school building their will be confiscated by the member of staff

If a parent/carer needs to contact their child urgently during the school day please phone the school office

# 7. Responding to behaviour - rewards

****7.1 Classroom management****

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

* Create and maintain a stimulating environment that encourages pupils to be engaged
* Display the behaviour curriculum or their own classroom rules
* Develop a positive relationship with pupils, which may include:
	+ Greeting pupils in the morning/at the start of lessons
	+ Establishing clear routines
	+ Communicating expectations of behaviour in ways other than verbally
	+ Highlighting and promoting good behaviour
	+ Concluding the day positively and starting the next day afresh
	+ Having a plan for dealing with low-level disruption
	+ Using positive reinforcement

7.2 Responding to good behaviour

An ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this and we use the Classcharts system to track rewards and sanctions

Students make more progress by being praised for what they do right than being punished
for what they do wrong

The school’s ethos of encouragement is central to the promotion of positive behaviour for learning. Rewards are an integral means of achieving this. Rewarding students and celebrating success is at the heart of our community.

All staff are encouraged to focus on rewards not sanctions and positive Classcharts points are given for

* Outstanding work and effort
* A positive attitude to learning
* Demonstrating ASPIRE
* Representing the school and getting involved

Certificates and prizes are presented in year/school assemblies for –

* Progress, effort and attainment
* Attendance
* Sporting achievements
* Accumulation of Classcharts points
* Departmental rewards
* Extra-curricular involvement

Other rewards will also include:

* Leadership Team lunches and breakfasts.
* Letters/post cards or phone calls home to parents/carers
* Special responsibilities/privileges

# 8. Responding to misbehaviour

When a student’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so stuents know with certainty that misbehaviour will always be addressed.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future

Sanctions may include:

* Reprimand by member of staff
* Detentions: staff, department, Head of Department, Progress Co-ordinators, SLT, break and lunch isolation.
* Department/Faculty monitoring systems
* Monitoring – Support card, Progress Co-ordinators, PSP (Pastoral Support Programme)
* Isolation in school or at another school.
* Governors or SLT behaviour panel.
* Suspension from school
* LA Managed move process - Lancashire or Blackburn
* Referral to district intervention project - Pupil Referral Unit for KS3 intervention or a Key Stage 4 longer term placement (see notes below)
* In rare circumstances Permanent Exclusion from school

8.1 ****Safeguarding****

The school 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.

8.2 ****Detentions****

Lates Break Detention

* Any student arriving to Form Tutor time after 8.45am will be placed in Lates Break detention.
* This will take place at 11.05am in a set room every day with the Progress co-ordinators. Failure to attend will result in Lunch Isolation the same day. This auto-upscales on Classcharts.

Lunch Isolation

* Students can be placed into Lunch Isolation for pastoral misdemeanours and also for not attending Lates Break Detention the same day.
* Lunch Isolations are logged on Classcharts.

Teacher Detention

* Any member of staff may issue a detention, which would normally take place at a break or lunchtime. These will be logged on Classcharts which informs parents/carers. The student will also be informed by the teacher. Attendance will be logged on Classcharts. These detentions can take place at break time, lunch time or after school. Failure to attend will result in a referral to the Head of Department.

Head of Department Detention

* A Head of Department will take place every Tuesday after school. A student can be placed into this detention for failure to attend a teacher detention or if they have been ‘on called’ within a lesson. These detentions will be logged on Classcharts which informs parents/carers. The student will also be informed by the Head of Department. Attendance will be logged on Classcharts.

Progress Coordinators Detention

* If a student fails to attend a Head of Department Department detention or causes a serious breach of the Code of Conduct a Progress Coordinators Detention is given.
* This detention will take place on a Wednesday from 3.05 - 4.05pm but may be changed, with notice, to another night.
* Parents will be notified via classcharts or telephone call/email.
* Failure to attend will result in an SLT detention the following day. This will be recorded on classcharts and parents/carers will be informed.

SLT / Pastoral Detention

* If a student fails to attend a Progress Co-ordinator’s detention or causes a serious breach of the Code of Conduct an SLT Detention is given.
* This is detention will take place after school on a Thursday.
* If a student has knowingly chosen not to attend, the sanction will be in context with that student's current behaviour profile and may result in Internal Isolation or a Fixed Period Exclusion.

Homework Support

* Progress Coordinators constantly monitor the activity of their year group via classcharts. Students who persistently do not produce homework may be referred to homework support (Tuesday – Thursday). Parents/Carers will be informed via classcharts.

Account will be taken of the students circumstances before issuing an after school detention and after school detentions will be arranged for a day when there will be a late bus to Preston/Blackburn.

A table summarising detentions can be seen in appendix 4

8.3 Exclusions from lessons

Where a child wilfully refuses to behave to acceptable standards they may be subject to one of the levels of exclusion from lesson.

8.4 On Call

* On call is used when a student is repeatedly breaking the school rules and not following the school BASICS. Staff will use classroom management strategies to deal with behaviour and avoid escalation.
* There are 3 steps to the On Call system.
* 1st issue – Clear warning – time to adjust behaviour
* 2nd issue – Classcharts point
* 3rd issue – Call for support – contact On Call staff – using Classcharts or radio.
* The student will be spoken to by the On Call member of staff.
* When possible the student will be returned to lesson to continue learning
* If the student is unable to modify their behaviour, they will be removed for the remainder of the lesson and placed with Head of Department or a member of pastoral staff or SLT.
* If removed, the student will receive a Department Detention or Isolation – depending on incident.
* HOD records attendance at DT on Classcharts.
* Repeated Support Calls will lead to escalating sanctions
* Where a student’s behaviour has been sufficiently abusive or violent to demand immediate exclusion from the lesson or activity, On Call is used immediately.

A chart summarising the behaviour in lessons and on call can be seen in appendix 5

8.5 Internal Exclusion / Isolation

Where a student remains in school but is not permitted to join lessons or other break and lunchtime social activities, they work in isolation under the supervision of a designated member of staff.

* This might be as the result of a serious incident or it might be as a result of an 'On Call’.
* The student is informed of the need for Isolation as a result of their behaviour at the time of the incident
* Students will complete their work using TEAMS.
* Break and Lunch are spent in Isolation.
* Parents are informed via classcharts

8.6 Isolation at another school

In certain instances, the isolation may be completed in another school so that the student is separated from school. This is done as another sanction to avoid formal exclusion from school.

8.7 Suspension and permanent exclusion

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 headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

**8.8 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 and reported to parents

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

**8.7 Confiscation**

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

Any prohibited items (listed in section 3) found in a student’s possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to student after discussion with senior leaders and parents, if appropriate.

8.8 Searches

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

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 student, 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 student 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 student; **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 students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school 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 school 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 student or staff at risk
* Consider whether the search would pose a safeguarding risk to the student
* Explain to the student why they are being searched
* Explain to the student 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 student the opportunity to ask questions
* Seek the student’s co-operation

If the student 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 Headteacher/Deputy Headteacher/Safeguarding Officer, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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 identified in section 3, 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 student’s outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching students’ possessions

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

* Desks
* Lockers
* Bags

A student’s possessions can be searched for any item if the studentl agrees to the search. If the studentl does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student’s possessions when the student 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 student was in possession of a prohibited item as listed in section 3
* If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system (CPOMS).

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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 school will consider whether the student 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 school’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.](https://www.gov.uk/government/publications/pace-code-c-2019)

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student’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 student(s) involved. Staff retain a duty of care to the student involved and should advocate for the students 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 student’s parents/carers to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student’s appropriate adult. If the school can’t get in touch with the parents/carers, or they aren’t able to come into school 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 student’s parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school 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 student, except in urgent cases where there is risk of serious harm to the student or others.

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

* The student 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 student’s decision and it will be signed by the appropriate adult.

No more than 2 people other than the student 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 student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student 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 student could be seen by anyone else.

Care after a strip search

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

As with other searches, the school will consider whether the student 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 school’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 student(s) who have been strip searched more than once and/or groups of students 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.

# 9. Responding to misbehaviour from pupils with SEND

**9.1 Recognising the impact of SEND on behaviour**

The school recognises that student’s 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 student’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school 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](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools))
* Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted))
* If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school 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 student concerned. These measures may include

* Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
* Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
* Adjusting uniform requirements for a student with sensory issues or who has severe eczema
* Training for staff in understanding conditions such as autism
* Use of separation spaces where students can regulate their emotions during a moment of sensory overload

**9.2 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

* Whether the student was unable to understand the rule or instruction?
* Whether the student was unable to act differently at the time as a result of their SEND?
* Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school’s special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

# 10. Support strategies

Where a student is experiencing particular problems related to behaviour management, an appropriate support strategy will be put into place.

Who determines which strategy is to be used will depend upon the behaviours exhibited and the frequency and severity of those behaviours.

**10.1 Following a sanction**

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include

* Reintegration meetings
* Daily contact with a member of staff
* A report card with personalised behaviour targets
* A Governors panel meeting

**10.2 Time out card**

In some specified instances it may be necessary for a child to be allowed a 'Time-Out' arrangement, in which they are permitted, to leave the lesson and stand outside of the classroom for a maximum of 2 minutes to avoid or defuse a potentially difficult situation.

In all circumstances the student will have written permission from the Deputy Head or member of the Pastoral team. This will either be a laminated card for longer term issues eg students with an assessed condition/disability such as ASD or ADHD or a hand written note for shorter term issues eg a student whose parent/carer is seriously ill or there are very stressful situations at home.

**10.3 Support Monitoring**

A Form Tutor/Mentor may put a student on a support monitoring card for a number of reasons which may include

* To help with confidence
* To support for a particular area of their learning
* To support for a particular area of their behaviour

**10.4 Progress Coordinator Monitoring Card**

A student is placed on Monitoring Card by the Progress Co-ordinators or DHT when they are frequently displaying low level inappropriate behaviours in a number of lessons.

* The Progress Co-ordinator has usually contacted the parent/carer and discussed the use of the Conduct Monitoring.
* The student has the target card signed in each session.
* The card needs to be signed every day by the parent/carer.
* It is monitored daily by the Progress Co-ordinators.
* If the student is not responding to the strategy the Progress Co-ordinator will discuss it further with the SENCO and/or the Deputy Head.
* Dependent upon the targets set, sanctions may form part of the conditions of the monitoring.

**10.5 Department Monitoring**

Where a student is displaying negative behaviours in just one subject the class teacher may, through discussion where appropriate with the Head of Department, place the student on a Department monitoring system.

* This would be very similar in procedure and practice to the Conduct monitoring system but just for that subject.
* In all instances of Department monitoring the appropriate Progress Co-ordinator must be informed.

**10.6 Pastoral Support Plan (PSP)**

Where a student has not responded to other strategies a PSP may be put in place to support a student in improving certain aspects of their behaviour.

* This involves the setting of targets by the DHT in conjunction with student and parents/carers.
* This will include clear strategies, actions and consequences.
* The PSP is in place to act as a step between suspension and a permanent exclusion.
* It is a tripartite system involving the student, his or her parent/carer and the school.

**10.7 Counselling**

If a student feels that professional counselling would help they can self-refer to the School Counsellor via the Deputy Head or pastoral team.

* In consultation with the student, a member of staff might make the referral on behalf of the student.
* No student will be referred to Counselling without their consent.

**10.8 Behaviour contracts**

If issues develop between 2 or more students, a contract may be put in place to be clear about expected behaviour. This will include consequences for breaking the contract.

**10.9 Referral to a Pupil Referral Unit (Alternative Provision)**

* Referral can be made to a PRU in the home area of the student.
* This would be for a supportive intervention/respite/pro-active behaviour modification scheme.
* The student would be referred for an agreed period.
* Referrals can, by law, be made by the Head Teacher without parental consent but parental consent would always be sought.

**10.10 The Centre**

The Centre, D1 and D2 will be dedicated spaces that have a specific function to provide and promote our inclusive ethos of the school with three main priorities

* To support students with issues around mental health and wellbeing.
* To intervene with students who are ‘not getting it right’ regarding their attitude to learning and behaviour.
* To support students to overcome barriers

# 11. Pupil transition

11.1 Inducting incoming students

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing students for transition (yr 7 to 8)

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

# 12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

* Behavioural incidents, including removal from the classroom
* Attendance, permanent exclusion and suspension
* Use of pupil support units, off-site directions and managed moves
* Incidents of searching and confiscation
* Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Mrs P Wall Deputy Headteacher

The data will be analysed from a variety of perspectives including:

* At school level
* By age group
* At the level of individual members of staff
* By time of day/week/term
* By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

# 13. Links with other policies

This behaviour policy is linked to the following policies

* Exclusions policy
* Child protection and safeguarding policy
* Mobile phone policy
* Antibullying policy

# 14. Complaints

If you are unhappy with the way your child is being treated, or any of our actions or lack of action, please feel able to tell us your concern, we know it can be difficult to question what a school is doing, but if you do not tell us what is worrying you, we cannot explain our actions or put things right. Our support and respect for you and your child will not lesson in any way. If you have already told us about a concern but are not satisfied with how we have responded, you may wish to make a formal complaint. We have a complaints procedure which will tell you exactly what will happen and how long it should all take. If you want to look at it before speaking to us please contact head@waltonledale.lancs.sch.uk or 01772 335726 - we will be happy to send you a copy.

# Appendix 1 – Detention structure



# Appendix 2 – Managing in class misbehaviour

**Behaviour in classrooms**

|  |  |
| --- | --- |
| **Stage 1** | A warning by the classroom teacher or teaching assistant should be given |

|  |  |  |
| --- | --- | --- |
| **Stage 2** | A second warning should be given by the classroom teacher or teaching assistantFor students on PSP the words used should ‘…… this is your warning’ | Classchart point awardedA detention may be given by the classroom teacher |

|  |  |  |
| --- | --- | --- |
| **Stage 3** | On call should be used on classcharts | Please see diagram below regarding sanctions |

**Once a student has reached stage 3 on call should be used**

Can the student be returned to class?

Yes

No

The situation must be assessed and a decision must be made by the member of staff

Member of staff who is on call to visit the lesson and speak to the teacher and the student

If a student is on PSP they must be taken to a member of SLT.

No detention should be given as PSP proceedures will be followed

The student must be taken to a member of SLT

No

Yes

The HoD should give the student a detention for the on call

Can the student be taken to the HoD?

On call to press the ‘removed from class’ button on classcharts

Class teacher to place student in detetion