



St John Bosco
ARTS COLLEGE

Behaviour Policy and Behaviour Principles

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Rationale and Aims

As a Salesian College, we have a commitment to providing the best possible education we can for the young people in our care. In order to do this, we as a Salesian College, set our Policy on behaviour in a context which reflects the ideals of Don Bosco.

Don Bosco's approach to young people was to care for and educate the whole person and he recognised that this could only happen effectively in an orderly environment. However, he also believed that discipline, always necessary, should reflect a respect for the individual. Sanctions should always be accompanied by an explanation as to the reason for the punishment. In addition, sanctions were to be meaningful and fair.

It is the responsibility of every member of staff, teaching and support, to ensure that we do not accept behaviour which falls below the high standards we expect and prevents others from learning. The policy follows the guidance from DfE, 2022. It may be read alongside other relevant college policies and documents including 'Anti Bullying and child on child abuse policy' and 'Expectations and Standards'.

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

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

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
- 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 such as 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/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - 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)

Bullying is defined as:

The repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying and Child on Child Abuse

Bullying and child on child abuse, where it occurs, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health.

At St John Bosco Arts College, we recognise that whilst bullying may occur in school, by effectively preventing and tackling bullying, the school can help to create safe, disciplined environment where pupils are able to learn and fulfil their potential. The college takes a proactive stance and our Salesian preventative approach as well as strong pastoral systems, including working with our Safer Schools' Police Officer as appropriate, ensure that instances of bullying are dealt with effectively. In addition, we have a number of student anti-bullying ambassadors who have undertaken the training from the Diana Award and support their peers to eradicate bullying behaviours. We have a specific anti-bullying and child on child abuse policy which gives further detail.

The school aims to:

Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Opportunities to share messages with parents include face to face meetings, Parent app, ClassCharts and the college website. Parents can contact school at any time and request to speak to or make an appointment with their daughter's PPC. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

Involve pupils, all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.

Implement disciplinary sanctions. The consequences of bullying should reflect the seriousness of the incident so that others see that bullying is unacceptable

Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.

Use specific organisations or resources for help with particular problems.

Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

Work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.

Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.

Create an inclusive environment. The college creates a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. Celebrating success is an important way of creating a positive ethos around the issue.

Support children who may have been bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, work with pastoral staff in school (including A Quirk or SFEOs) or referring to Child and Adolescent Mental Health Services (CAMHS).

With regards to sexual violence and sexual harassment, the college assumes that this is happening here as per the findings of the 2021 Ofsted review. St John Bosco Arts College is clear that sexual violence and sexual harassment will never be tolerated. Staff have received training and the DSL has shared a flowchart of dealing with issues of SV and SH.

St John Bosco Arts College is clear in every aspect of their culture that sexual violence and sexual harassment is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be

sanctioned. It is clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. St John Bosco Arts College refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per our behaviour policy. As with all safeguarding matters, the designated safeguarding lead will be engaged and make referrals into support services as appropriate

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action

Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. St John Bosco Art College has an 'Reflection Room' which is staffed by members of the leadership team and middle leaders, pupils can be placed in the ICE room as an appropriate sanction. This sanction is considered for serious or persistent breaches of school rules and may be used as an alternative to a fixed term exclusion if deemed appropriate. A child is placed in ICE room (usually for a day or 2) they will spend the school day working in this room, with a detention after school (from 8.30am-4pm). There are regular toilet breaks and pupils are taken to the canteen to collect lunch. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. The time in the ICE room is used constructively as teachers send work for the lessons that the pupils would have on that day. Pupil welfare is important, and staff are always mindful of individuals. However, as this sanction is often used as an alternative to fixed term exclusion and used for significant breaches of the school rules (in school or beyond the school gate), it is intended to be a robust sanction and a deterrent for future poor behaviour. Pastoral staff will always consider reasonable adaptations.

Roles and responsibilities

Governors

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The 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 (appendix 1)
- Approving this policy

Behaviour Policy & Behaviour Principles

- 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 (see section 13.1)

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 the impact of 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.

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, while 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.

Pupils

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Pupils 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

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

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

School Behaviour Curriculum

At St John Bosco Arts College everything we do is underpinned by our shared values of love, faith, community, respect and hope. We expect all students within our Salesian community to follow the behaviour policy and student code of conduct.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

Students are permitted to have a mobile phone in college, but it must be switched off and placed in their locker between 8.30 a.m. and 2.55 p.m.

Failure to follow this rule will lead to the phone being confiscated and returned at the end of day. Sixth form students must not have mobile phones out or on during a formal lesson or around the school building.

Students taking photographs or videos in college is strictly forbidden. Staff will challenge the taking of photos or videos on personal devices if they witness this on the school site.

Standard Checks

To support a safe, focused and orderly learning environment, standards and routine blazer checks may be carried out by Form Tutors, Pupil Progress Coordinators (PPCs) and other authorised staff.

During morning registration, uniform will be checked and students may be asked to remove their blazer and place it on their desk for inspection. Staff will conduct a brief external check of the blazer, including patting pockets from the outside, to identify items that are not permitted in school or during lessons. Examples of such items include, but are not limited to, aerosol sprays, squeeze toys and other distracting items, make-up, mobile phones, and any other unauthorised belongings.

Blazer checks are intended to be quick, respectful and minimally intrusive. Students are expected to cooperate fully with any request made by staff as part of this process.

Blazer checks may also be carried out at any point during the school day where there is a need to ensure compliance with school expectations, maintain a safe environment, or address concerns regarding inappropriate items.

Responding to Behaviour

The Code of Conduct is displayed on ClassCharts and guidance is outlined in the staff handbook to ensure consistency of practice throughout the college.

Behaviour which disrupts teaching and prevents others from learning will always be challenged.

The college uses ClassCharts to award positive and negative behaviour points and these are monitored weekly by form tutors, SFEs, Pupil Progress Co-Ordinators and members of the Senior Leadership Team.

ClassCharts points will be linked to rewards and certificates throughout the year.

Departments will agree a set of supportive consequences for inappropriate behaviour within their department and these will be communicated clearly with the students.

Every opportunity will be made to recognise positive behaviour.

Students who fail to adhere to this policy and code of conduct, will be sanctioned in a proportionate way. The aim of any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

A series of progressive sanctions will be applied to students who, despite help and support, fail to make progress:

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- A verbal reprimand
- Negative ClassCharts points issued with sanction such as detention
- Extra work or repeating unsatisfactory work until it meets the required standard

The setting of written tasks, such as a behaviour reflection

- Loss of privileges. For instance, the loss of prized responsibility or not being able to participate in activities

Missing part of break time

- Detention including lunch time and after school
- School based community service or imposition of a task – such as (but not limited to) picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after mealtimes or removing graffiti
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed on report for behaviour monitoring (Form Tutor, PPC, Leadership)
- Parental meeting
- Form Tutor interview
- Pastoral / PPC interview with student – this may involve other parties working with the school such as the safe schools' police officer

Reflection Room room or another suitable alternative

- Governor's Disciplinary Meetings
- In more extreme cases, schools may use suspension or permanent exclusion.

Placing on any report, ClassCharts points should be completed as this intervention is recorded. It is good practice to 'add' the form tutor and PPC to the ClassChart point to make them aware of this.

For pupils identified with specific SEND or emotional and behavioural difficulties, a range of strategies are used. The college follows the graduated approach for supporting pupils with SEND and barriers to learning. Consideration is always given to the individual and their circumstances as appropriate; for example, a student who is looked after or previously looked after or has SEND.

Strategies as outlined above, where appropriate:

- EHAT raised

Access to the Learning Base / SEN centre

Therapeutic support from external agencies / Virtual School

Support from the school chaplain

- Involvement of Pastoral Support Team

Involvement of external agencies, including: The Virtual School, Early Help Hub, ADHD Foundation, Purple Circle Autism, YPAS, CAMHs, Family Support Workers, The Kings's Trust, BIT (Local Authority) and Safer Schools' Police Officer

- Referral to Student Support Centre or other appropriate provision
- Placed on SEND Register
- A Team Around the Child, or other equivalent, meeting is arranged.

Parents will be informed of any concerns and fully involved in support programmes designed to bring about an improvement in a child's behaviour or performance.

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When appropriate, a negative point is awarded on ClassCharts. This informs the Form Tutor of action taken by the teacher writing the record. The record on ClassCharts in itself is not an action to address or sanction the behaviour.

Individual teachers should follow up a strategy and not see this as a standalone action – it should have a consequence.

Form Tutors receiving several behaviour points on the same subject will discuss appropriate action with the Pupil Progress Coordinator. The weekly log is used by the year team to track points and inform the pastoral report system.

All actions, meetings and information on students must be recorded to ensure evidence is available, should fixed term or permanent exclusion be considered.

The Headteacher may permanently exclude a student for the following:

- Drug related incidents
- Physical violence towards a member of staff
- Unsubstantiated sexual allegations in regard to a member of staff
- Persistent disruption to a class such that other students cannot learn and teachers cannot teach
- Persistent breaches of school rules
- Any other serious misconduct

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 norms and 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

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 available on our [website](#).

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Classchart positive points / communication to parents
- Certificates / rewards assemblies
- Access to popular events

Year group rewards activities (summer term)

Student of the Week

Responding to Misbehaviour

When a pupil'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 pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

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.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school (recorded on ClassCharts)
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a Subject Leader or Key Stage Co-ordinator
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report' (Form Tutor, PPC or SLT)

Reflection Room

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- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable Force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

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

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

Searching a Pupil

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

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

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

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

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the 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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher / Deputy Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or 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 pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item 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.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Police Strip Searches

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

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

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

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

Communication and Record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the police search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil'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 information about the role of the appropriate adult).

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

Who Will be Present

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

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

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

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

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

The appropriate adult will:

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

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

Care After a Strip Search

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

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

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

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

Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

Online misbehaviour

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

Behaviour Policy & Behaviour Principles

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

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

Suspected Criminal Behaviour

If a pupil 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 leadership team 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.

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.

Pupils 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 (pastoral support / school chaplain)
 - Involvement of the Pastoral Support Team (PPCs / SFEO / SEND)
 - Child placed on SEND register / SEND support
 - 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, available on our [website](#).

Malicious Allegations

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

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

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

The 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 pupils.

Serious sanctions

Detention

All staff have a power to issue detention to pupils. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The headteacher can decide which members of staff can put pupils in detention and Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

When ensuring that a detention outside school hours is reasonable, staff will consider:

- whether the detention is likely to put the pupil at increased risk
- whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- whether the parents ought to be informed of the detention; in many cases it will be necessary to do so, but this will depend on the circumstances. For instance, it may not be necessary to give notice for a short after-school detention where the pupil can get home safely
- whether suitable travel arrangements can be made by the parent for the pupil; "It does not matter if making these arrangements is inconvenient for the parent (DfE 2016)

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may contain adaptations from the mainstream curriculum.

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be supervised by another member of staff, they will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with SFEO (Student and Family Engagement Officers)
- Use of one-to-one support (when necessary)
- Short-term behaviour report cards
- Long-term behaviour plans
- TAF meetings

Learning Base / SEN Centre

- Sensory circuit
- Pupil support centres
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

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 Suspension and Permanent Exclusion Policy for more information, available on our [website](#).

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil 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 pupil such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long periods of time
- Adjusting seating plans to allow a pupil with a 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 conditions such as autism

Use of Learning Base, SEN Centre or sensory circuit (when needed)

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

Pupils 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

<https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/>

Supporting pupils following a sanction

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

- Reintegration meetings
- Check-in with SFEO
- Daily contact with the pastoral lead
- Report cards / target sheets
- Access to external support and agencies (if required)

Pupil transition

Inducting incoming pupils

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.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Becoming a Salesian educator

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

- The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees, and other stakeholders (via anonymous surveys)

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 them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

Links with other policies

This behaviour policy is linked to the following policies Exclusions policy:

- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.