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part of the



LDBS Academies Trust

LAT and LAT 2

Behaviour Policy

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NOTE TO THE LOCAL ACADEMY COMMITTEES – MAY BE DELETED UPON LAC ADOPTION

This is the Trust-wide Behaviour Policy template. A space is foreseen above for the school to add its own name and logo. A box below is foreseen for the school to add its school-specific Values. Annex 1 should be completed by the school with the school-specific information. Please do not change the formatting of titles etc as the Policy contains cross-references. This document sets minimum compliance requirements for all LDBS Academies Trust (LAT and LAT 2) schools. Each Local Academy Committee (LAC) is requested to: (i) Approve this template (with Annex 1 - School-specific details) completed; (ii) Ensure local implementation complies with this template.

Version control update log: This version of the contains updates to reflect up to date DfE guidance on [Behaviour in Schools \(Feb 2024\)](#), searching/screening, Equality Act, exclusions guidance, reasonable force, SEND Code of Practice, etc. PLEASE UPDATE THE TABLE OF CONTENTS

FOLLOWING THE REMOVAL OF THIS SECTION (Go stand on the table of contents and you will see an “update this table” button on the top right)!

TRUST VISION STATEMENT

“The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.” (Matthew 13: 31-32)

In the parable of The Mustard Seed, Jesus reminds us that even the smallest of seeds has the potential to grow into the fullness of itself. We aim to provide the right environment for our children, and all whom we serve, to flourish into the fullness of themselves. He tells us these seeds grow into trees, capable of providing a home for a rich diversity of life, our work is to ensure all in our communities grow into people of compassion and wisdom with a deep spiritual understanding of how to support the needs of others.

SCHOOL VISION

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1 Aims

The approach to behaviour in LDBS Academies Trust (LAT and LAT2) schools is rooted in our Christian vision of ‘life in all its fullness’ and the two great commandments to love God and to love our neighbour as ourselves. Behaviour expectations and responses are framed by values including service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope, respect and community (koinonia).

This policy aims:

- To ensure children follow instructions given by staff
- For children, staff and parents to work together to establish a positive culture based on the strong set of Christian values which underpins the life of the school;
- Embed the values of service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope, respect and a sense of what it means to be a community (koinonia).
- To help children develop healthy spiritual and moral frameworks which will support them into secondary school and adult life.
- Encouraged children to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- Teach children responsibility and service, so that children, through those positive experiences, learn to respect authority and take pride in the work that they do, their school and its environment.
- Promote excellent behaviour and teach children about justice through a consistently applied whole-school approach to sanctions and rewards, applied equally to all pupils, that reflect the values of the school,
- Outline the expectations and consequences of behaviour
- Define unacceptable behaviour, including bullying and discrimination
- Teach pupils the difference between major and minor issues
- To ensure that all pupils have the opportunity to learn in a safe, orderly and supportive environment

This Policy has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

2 Legislation, statutory requirements and guidance

This policy is based on statutory guidance 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](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3 Definitions

Bullying	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.
Circle time	Circle time is a structured group activity in early childhood education where children sit together to engage in various interactive activities, promoting social skills and learning.
Five-point scale	A grading system that assigns grades on a scale of 1 to 5, with each point representing a specific level of achievement. This system is designed to be clear, simple, and consistent, making it easy for pupils and parents to understand. It is a widely adopted method that promotes objectivity, motivation, and self-assessment among pupils.
Misbehaviour	Behaviour such as disruption in lessons, in corridors between lessons, and at break and lunchtime; non-completion of classwork or homework; poor attitude; incorrect uniform; not following reasonable instructions from staff, including instructions designed to keep pupils and others safe and learning.
Serious misbehaviour	Behaviour involving: • Repeated breaches of the school rules • Any form of bullying, including online 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism; deliberate damage to property
- Theft
- Physical assault; fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour or language
- Other verbal abuse, swearing or the use of foul or abusive language.
- Bringing onto school site, or possession on school site of any prohibited/banned items, such as: mobile phones or smart technology devices; knives, weapons or other sharp or dangerous instruments; 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);
- Leaving the school site without permission;
- Persistent refusal to work

Trust (the) LDBS Academies Trust LAT and LDBS Academies Trust 2 (a.k.a. LAT and LAT2), collectively referred to as “the Trust”.

Zones of regulation The Zones of Regulation is a framework developed by Leah Kuypers to help individuals, particularly children, understand and manage their emotions and behaviours. It uses four color-coded zones—Blue, Green, Yellow, and Red—to categorise feelings and states of alertness, providing a common language for discussing emotions and practical strategies for self-regulation. This approach is grounded in cognitive-behavioural science and is widely used in educational and therapeutic settings to build emotional regulation and behavioural skills.

4 Acronyms

DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
EHC Plan	Education and Health Care Plan
LA	Local Authority
LAC	Local Academy Committee
LADO	Local Authority Designated Officer
PSHE	Personal, Social, Health and Economic Education (including mental and physical wellbeing)
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team

5 Bullying

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is behaviour that deliberately hurtful; repeated, often over a period of time and difficult to defend against. In line with our Trust's Christian values, bullying of any kind is incompatible with our vision of each person as valued and loved by God. We expect pupils to treat people of all faiths, races and cultures with respect, using kind words and keeping hands and feet to themselves. In recognition of the particularly negative nature of bullying and the zero-tolerance approach of the Trust and its schools to it, it is covered by dedicated Anti-Bullying Policy (see Annex I), which contains an overview of the different types of bullying, and the approach used by the Trust and its schools to prevent and address it.

6 Roles and Responsibilities

The fostering of positive behaviours involves a joined-up and consistent approach by all those around the child. In particular, the following roles and responsibilities can be identified:

6.1 The Local Academy Committee

The Local Academy Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy. This Policy is based on a Trust-wide template policy, to ensure consistent behaviour principles and measures across the schools in the Trust. Should the Headteacher have an issue with anything in the Trust template policy, they are responsible for raising this with the Trust Chief Executive Officer and/or the Trust's central team.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them. Each school must have their own internal procedures.
- 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 on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 10)

6.3 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
- Challenging pupils to meet the school's expectations

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

6.4 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 by working in collaboration with them to tackle behavioural issues.

6.5 Pupils

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.

7 Behaviour Principles

A truly educated person does not just have a vast bank of knowledge. A person is only truly educated if they are able to use that knowledge for their own good and for the good of humanity. Guided by this fundamental belief, the schools of the Trust ensure that the development of a strong spiritual and moral framework, based on Christian values, is an essential part of the education they provided.

The two great commandments given by Jesus underwrite the life of the schools that are part of the Trust; these are to 'love God' and to 'love your neighbour as yourself'. Both instructions are evident in the whole life of the school, in the relationships between all members of the school community, pupils, staff and parents. They are by extension also underpin the schools' management of behaviour.

Mutual respect

We will teach and encourage children to do the following:

- Maintain a positive attitude
- Listen without interrupting or 'back-chat'
- Use the other person's name
- Foster empathy, for example: 'How do you think the other person is feeling?' or 'what would you feel like if someone did that to you?'
- Regard people of all faiths, races and cultures with respect
- Speak politely or use kind words
- Keep one's hands and feet to oneself
- Look after the environment
- Stay on task
- No shrugging when being reprimanded

We help each other to be safe

We will teach and encourage children to do the following:

- Not to engage in 'rough play' in the playground
- Report any concerns to an adult of their choice
- Behave as ambassadors for the Academy when on educational trips or at other venues, such as swimming lessons and sporting events

Staff are expected to:

- Monitor playground behaviour and be proactive rather than reactive
- Be endlessly vigilant and take preventative measures; for example, monitoring 'trouble spots'
- Use their emotional intelligence and remember that little things can become big things—it's important to pay attention to details and to take responsibility for following EVERY incident up. Children's personal development and well-being is paramount. Remember... each child is your responsibility
- Be punctual and ensure that lessons begin on time
- Dismiss children at the end of the day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult
- Monitor children for behavioural changes in line with Child Protection guidelines
- Monitor children for signs of exposure to radicalisation and extremism, as described in the Prevent duty
- Brief accompanying adults on educational visits

We listen carefully

We will teach and encourage children to do the following:

- To look directly at the person speaking to them
- To listen closely and without interrupting
- To think carefully about what has been said before responding

We work hard

We will teach and encourage children to do the following:

- To complete their work within a set time
- To concentrate within a given time
- To send unfinished work home with parental agreement
- To be proud of their learning
- To understand that presentation is important

Staff are expected to:

- Have high expectations for each child
- Explain to children the positive consequences of making good progress

We look after things

We will teach and encourage children to do the following:

- Pick up coats
- Put lunch boxes away
- Put away play equipment
- Look after their books; i.e., no graffiti
- Look after their book bags and PE kit
- Look after school property and resources e.g. putting lids on pens

- Leave valuables such as jewellery and mobile phones at home
- Clear up in the hall and classroom
- Behave sensibly in the toilets
- Take belongings home at the end of the day

We are honest

We will teach and encourage children to do the following:

- Explain the part they have played in an incident
- Acknowledge the part they have played in an incident
- Accept responsibility for the part they have played in an incident
- Apologise and make amends
- We walk quietly and calmly around the building
- We will teach and encourage children to do the following:
- Line up one behind the other
- Move around the building in a safe and controlled way which enables children with a range of needs to cope with their surroundings
- Make eye contact with each child

8 Responding to behaviour

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school and for reinforcing the school's culture and ethos. Positive behaviour management strategies are used to pre-empt difficulties and de-escalate situations.

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Provide achievable targets/stimulating work/challenges
- Display class rules/behaviour charter worked out with the children
- Develop positive relationships with pupils, which may include:
- Greeting pupils in the morning / at the start of lessons
- Establishing clear routines
- Encouraging quiet voices and a working atmosphere in the classroom
- Communicating expectations of behaviour in ways other than verbally
- Looking out for children who are behaving well and give recognition and praise
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Supporting children to use self-regulation tools including Zones of Regulation or Five Point Scale
- Avoiding raising the profile of children that are behaving inappropriately (e.g. names will not be recorded on board)
- Giving consistent and thoughtful feedback

- Using PSHE and Circle Time to talk about emotions and behaviour
- Building good relationships with pupils and parents/carers

Teachers and teaching assistants support each other and work together as a team giving children consistent messages.

8.2 Reinforcing 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. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. The following strategies are used to reinforce good behaviour:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Clear outlining of rewards for desired behaviour
- Sending pupils to another teacher or SLT member for recognition and praise
- Use of additional strategies such as mentors and individual reward charts for children who need more support with their behaviour
- Use of whole school reward strategies

8.3 Dealing with misbehaviour

Sometimes children behaviour presents in a challenging manner. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond 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. Minor breaches of discipline are generally dealt with by the class teacher in a fair, consistent and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. Some flexibility will be applied regarding the age of the child as far as sanctions are concerned. Although each case is treated individually, children are made aware that they are responsible for their own behaviour and that breaking rules will lead to consequences.

Strategies to deal with misbehaviour may include:

- Talking to the child to discuss what has happened and give a reminder of the expectations of behaviour
- Opportunities to reflect
- Missing playtime and/or lunchtime
- Repeat work
- Sending work home

- Loss of responsibility, e.g., monitor jobs
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- A meeting with parents, with a warning about the next stage unless there is an improvement in the child's behaviour
- Placing the child on a daily or weekly report / log system to monitor their behaviour with parents' support
- Agreeing a behaviour contract

The definitions (see Section 3) clarify what the school considers to be misbehaviour and serious misbehaviour (see Section 8.5).

8.4 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 (see Annex I)

8.5 Dealing with serious misbehaviour

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher, who will deal with it appropriately. Parents will be involved at the earliest possible stage, if problems are persistent or recurring.

If the problem is severe or recurring, exclusion procedures may be implemented in line with the Trust's and school's suspensions and permanent exclusions policy (See Annex I).

8.6 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 on CPOMS and reported to parents/carers

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.

8.7 Searching, screening and confiscation

Searching, screening 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.

The school 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:

- 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, DSL (or DDSL) 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, DSL, DDSL or pastoral lead 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
- Phones

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. This includes the contents of a pupil's phone, if there are reasons to believe the phone has been used to infringe this policy.

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 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 (CPOMS).

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 DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

See Annex II for the Trust's and school's policy on strip searches.

8.8 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).

8.9 Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the 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. See the school's Acceptable ICT Use Policy for more detail.

8.10 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 or member of the SLT 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 DSL will make a tandem report to children's social care, if appropriate.

8.11 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

Please refer to our child protection and safeguarding policy for more information (see Annex I) on the school's procedures related 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

8.12 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 whether 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 and allegations (Annex I) against staff policy for more information on responding to allegations against staff or other pupils.

9 Serious sanctions

9.1 Detention

Only the headteacher and members of the SLT are permitted to give pupils detentions.

Pupils can be issued with detentions during break or lunch.

The school will decide whether it is necessary to inform the pupil's parents/carers of detentions during break times and will always inform parents/carers of detentions after school.

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

9.2 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 differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by staff member and will be removed for a maximum of 30 minutes.

Pupils 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:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans

- Pupil support units
- 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.

9.3 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 the Trust's and school's exclusions policy for more information [insert link].

10 Responding to misbehaviour from pupils with SEND

10.1 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 concerned.

The school will anticipate and remove triggers of misbehaviour, by measures such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

10.2 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

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

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.

10.3 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.

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.

10.4 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.

The contact information for this school's local authority can be found in Annex I.

11 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. The school's strategy for reintegrating pupils following suspension or exclusions can be found in the school's suspension and permanent exclusion policy (see Annex I)

The school's strategy for reintegrating pupils following removal from the classroom or time spent in a pupil support unit could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

12 Pupil transition

12.1 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.

12.2 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.

13 Training

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

- The content of this policy, our school's behaviour principle and behaviour management
- How SEND and mental health needs can impact behaviour
- The proper use of restraint

The school will maintain a record of all staff training.

14 Monitoring arrangements

14.1 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 every year on the school level by the Headteacher and on the Trust level by the Trust's Chief Executive Officer (CEO). 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.

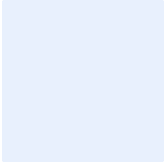
14.2 Monitoring this policy

This behaviour policy will be reviewed by the Trust and adopted by the Board of Directors at least biennially or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per Section 14.1). At each review, the policy will also be approved by the Local Academy Committees (LACs). Headteachers are responsible for alerting the CEO or central team if they have any concerns regarding the contents of this policy.

15 Links with other policies

This policy is linked to other Trust policies and should be read alongside these policies, including, amongst others, the Trust's:

- Acceptable use of ICT Policy
- Allegations against staff policy
- Anti-bullying policy
- Child protection and safeguarding policy
- Mobile phones and smart devices policy
- Safer handling policy
- Suspensions and permanent exclusions policy



[Insert school name and logo]



LDBS Academies Trust

Annex I – School-specific information related to this policy

The contact information for the school's Local Authority is:

[insert LA contact info]

Location of the related school policies:

Acceptable use of ICT policy

Anti-Bullying Policy

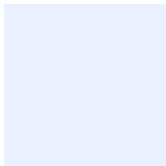
Allegations against staff policy

Child protection and safeguarding policy

Mobile phones and smart devices policy

Safer handling policy

Suspensions and permanent exclusions policy



[Insert school name and logo]



LDBS Academies Trust

Annex II – Strip Searches

Strip searches are unlikely to be required in a primary school setting. In the exceptional circumstance that this would be required, the following rules apply:

The authorised member of staff's power to search outlined in Section 8.7 does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, the Designated Safeguarding Lead (DSL) will, after taking advice from the Special Educational Needs and Disabilities Coordinator (SENDCo), assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, the DSL 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, the DSL will act as the appropriate adult (see below for information about the role of the appropriate adult).

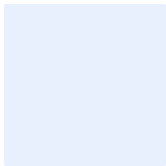
The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

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 pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the DSL, except if:

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



[Insert school name and logo]

If this is the case, a record will be made of the pupil's decision and it will be signed by the DSL. It is recommended in this case that the SENDCo take the place of the DSL, except in the most exceptional circumstances.

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

The DSL 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).

All staff involved will follow the school's safeguarding policy at all times and take guidance from the 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, under the guidance of the DSL, will consider any preventative approaches that can be taken.