



Behaviour Policy and Statement of Behaviour Principles

Embrace Multi Academy Trust strives to maintain and improve good provision and outcomes at each of its member schools. Based upon our shared ethos and our values of wisdom, collaboration, respect, integrity, inclusivity, and compassion, we aim to support the learning and development of every person within the trust and our policies are written from this perspective.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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 students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for principals and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023](#)
- [Use of reasonable force in schools](#)

- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- 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

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Non-compliance with rules or instructions
- Poor attitude
- Incorrect uniform
- Using a mobile phone or having in their possession in corridors, lessons or social areas during school hours
- Internal truancy

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Persistent disruptive behaviour
- 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
- Compromising the safety of others

- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco (including "snus") 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 student)

Other prohibited items

- Energy drinks
- Chewing gum
- Oversized snacks (e.g. sharing bags of crisps)

4. Bullying

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

Bullying is, therefore:

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

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: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/ biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
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)

Our Anti-Bullying Policy can be found here [Our Policies - Brockington College](#)

5. Roles and responsibilities

5.1 Governors

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

5.2 The principal

The principal is responsible for:

- Reviewing and approving the school's version of the trust's behaviour policy
- 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 students
- 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 students 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 and child protection policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents accurately and promptly via Bromcom and/or CPOMs (where appropriate)
- Challenging students to meet the school's expectations

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

5.4 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 working in collaboration with them to tackle behavioural issues.

5.5 Students

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour 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

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

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

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

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

6. School behaviour curriculum

Students are expected to:

- Uphold the college values.
- Have responsibility for themselves, their attitude and their conduct. We have high aspirations for students and the vast majority of students respond positively.

Behaviour routines:

Movement:

- Students move calmly and in an orderly manner around corridors and within the building at social times, this includes entrance and exit from the building at the start and end of the day
- Students will always keep to the left on corridors and stairways
- Conduct and language should be respectful at all times to all members of the school community and its visitors

Social times:

- Students will sit down in the indoor social areas, otherwise they will need to go into outdoor social spaces
- Students must not access teaching corridors during social times, without express permission from a member of staff
- Students will remain in social spaces at social times, and not congregate in toilets or on corridors
- Students will always clear away after eating their food and deposit all litter in the bins, and return trays, plates and cutlery to their designated areas
- Conduct and Language should be respectful at all times to all members of the school community and its visitors

Student response and routines:

- Students will not shout, run, push or use abusive or hateful language at any time
- Students will arrive on time to lessons and no more than 3 minutes after the start time
- Students will treat all others (including staff, students and visitors) with respect
- Students will say hello to others on the corridor, hold open doors and show kindness and compassion when moving around the building as a community
- Students will respond positively and politely to adults and follow their instructions

Communication:

- Students will maintain a respectful communication with all staff, students and members of the local community at all times. This includes within the classroom, building and social spaces; and also within the community.

Routines for learning:

- High standards of behaviour provide a positive environment in which teachers can teach and students can learn. Low level disruption is not tolerated, and students' behaviour should not disrupt lessons or the smooth running of the school. These high standards are supported by our routines for learning:

Meet and Greet	- Students will be met at their classroom door by their teacher, teachers will also clear the corridors in the immediate vicinity to their classroom to
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	assist students in moving quickly to class. Teachers will conduct a uniform and equipment check on entry to the room
Ready to Learn	- Students should enter the room and stand behind their seats, where appropriate, placing their pencil case on the table in front of them. Once the teacher has checked they will be asked to sit in their seat as allocated by the teacher on their seating plan. There will be an entrance activity ready for students to engage with immediately on entering. Students should bring their required equipment and homework for all lessons, no bags or coats
Retrieval	- The first part of every lesson will be dedicated to recall and retrieval of information previously learnt
Register	- Students will give a polite and respectful response to the register
Focus	- Students should be focused and engaged in their learning and should never disrupt others
End of lesson routines	- At the end of the lesson students will tidy their areas and pack away any equipment used when instructed to do so by the teacher. Students will stand in silence behind their chair and wait for their teacher to dismiss them in a calm and orderly manner

Expectations for staff

- Celebrate and recognise good behaviour and respond to poor behaviour in line with our college values and the processes outlined in this policy.
- Teachers are expected to plan and deliver high-quality, stimulating lessons, which allow all students to make progress.
- Pastoral managers liaise closely with heads of year to co-ordinate the response to all student issues including behavioural matters.
- Heads of year have an overview of the behaviour in the year group and they plan, implement and manage strategies which ensure the highest standards.
- Curriculum leaders are expected to know what the standard of behaviour is like in their areas, to intervene if they are concerned and to praise as required and oversee their faculty systems.
- Support staff reinforce high standards of behaviour across the school.
- The senior leadership team have an overview of behavioural standards across the school; they intervene as required when concerns emerge and support staff at all levels.
- The governors are kept informed of patterns of behaviour across the academy and challenge senior staff if they are concerned.
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

Routines for living well together:

- Good relationships between staff and students are at the core of our Behaviour, Routines and Standards Policy. Good behaviour by all students is essential for the orderly running of the college and for an effective learning environment. It is our collective responsibility to manage behaviour consistently and fairly. Where students do not comply with routines and standards of behaviour, staff will follow the Recognition, Reflection and Relocation (3R) system.

6.1 Mobile phones

- Mobile phones are part of modern life and as such they can be brought onto the school site. Students must understand that they have a responsibility to use their phones appropriately at all times. Once on the school site, students must switch their phones off and they must be kept in their bags/lockers throughout the day. If seen, heard or used within the college grounds or building, mobile phones will be confiscated and parents/carers will be asked to collect. The phone will not be returned to the student.
- Students found using their phone to take photos/videos within school will have their phone confiscated and it will be treated as a serious breach of college rules. Likewise, the use of mobile phones to store and/or distribute inappropriate images or videos will be considered a serious breach of college rules. In either case outlined above, a major sanction may follow and the police may be involved where appropriate.
- Should a student refuse to hand over their phone when required, this will be viewed as a serious breach of college rules and will result in a sanction.
- We understand that at times parents/carers need to contact their child and, in these cases, parents should contact the college where a message can be taken to the student. In cases where a student may wish to speak to a parent/carer then this can be facilitated, if appropriate, through the pastoral office or reception.
- In instances where a student persistently breaches the school rules regarding the use of mobile phones, it may be required that the student either hands their phone in to their head of year or pastoral manager at the start of the day (to be returned at the end), or that the phone is left at home and not brought on to the school site.
- Once on the school site, earphones must also be kept in bags/lockers throughout the school day, unless they are required within a lesson at the explicit instruction of a member of staff. If seen or used within the college grounds or building, earphones will be confiscated and parents/carers will be asked to collect. Earphones will not be returned to the student.
- Reasonable adjustments to the rules may be permitted, e.g. for medical or personal reasons

7. Responding to behaviour

The main sanction system used within school is The Alternative Reflection Classroom (ARC):

The Alternative Reflection Classroom is a learning space where students are required to complete their work when they have been removed from mainstream lessons for a period of time. Where a student has been sent to the ARC for disruption of learning of others, they will spend a minimum of 5 lessons (including breaks and lunches) completing their learning. This is in order that they can reflect on their choices, understand how they should behave when returning to lessons, and ensure that those whose learning has been disturbed, can continue without further disruption. This will also apply should there be any disruption that occurs on a corridor too.

The ARC will also be used in other circumstances such as, but not limited to:

- verbal/physical assault
- non-compliance
- refusal to follow instructions
- preventing others from learning
- persistent disruption of learning
- persistent truancy

- uniform breaches and refusal to correct
- compromising safety of others
- failing/failing to attend a detention
- misuse of toilets

Detention systems:

- 40 minute detentions will be run in a central location after school. Students will sit at individual desks and will complete work throughout. Students should bring their own work to detention, however there will be a bank of resources available for students to access if they are unable to use their own.
- Members of staff will be allocated to each detention night. They will supervise the detentions. Failing the detention, or failing to attend, will escalate to a school day in the ARC.
- Persistent breaches of college expectations
- The college seeks to proactively manage behaviour and so monitors this throughout the year. Where a student demonstrates repeated breaches of expectations then the college has a range of interventions that it may use to support the student. Such intervention could include (but is not limited to):
 - student report (eg behaviour or punctuality)
 - work with mentors and coaches
 - support from our inclusion team/Chaplains
 - bespoke timetabling
 - referral to external agencies such as Oakfield Short Stay School for further support beyond that which the college can offer alone
 - LWT Plans and Behaviour support plans will be implemented for those students who are persistently in breach of routines and standards

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Teach every lesson using the 'Brockington way' to ensure all students are stretched, challenged and supported appropriately
- Display the behaviour system, beautiful books and routines in their classrooms
- Share the behaviour curriculum resources with their forms and classes every half term
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear and consistent routines – using our routines outlined above
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student'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 [Our Policies - Brockington College](#).

7.3 Responding to good behaviour

When a student'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
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect statues or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Rewards:

- A culture is defined by the amount of emphasis that is placed on its beliefs. Reward, praise and celebration of student achievements are an integral part of this. Part of this recognition is the use of our 'Values Points VP' system, which runs alongside our consequence system, it is point based and works in levels.
- VP1 – level one - teacher level reward
- Staff should identify students who have gone over and above in their learning or in demonstrating a school value and set a 'VP1' on Bromcom. This will send an email home to the parents/carers, but will also allocate three positive behaviour point to the student.
- VP2 – level two - middle leader level reward
- We ask middle leaders (both curriculum and pastoral leads) to identify students who have shown exceptional commitment to their learning or who have consistently demonstrated the school values. They will then log a 'VP2' on Bromcom, which will send a message home to parents/carers and assign five positive points to the identified student. The pastoral team are also expected to use this reward level to recognise students who have demonstrated the school values outside of the classroom setting.

- VP3 – level three - senior leadership level reward
- 'VP3s' can be awarded by members of the senior leadership team. This can be done through two methods of identification. Firstly, once the data analysis has taken place, senior leadership team members can allocate 'VP3s' to those students who are the highest point earners, or those who have had a significant turnaround in their behaviour. Secondly, 'VP3s' can also be requested by classroom teachers, middle leaders or pastoral team members to recognise an exceptional effort or act performed by a student. 'VP3s' should be either a phone call, letter or email to recognise the gravity of the achievement. A VP3 will assign seven positive points to the identified student.
- The reward system recognises those that go over and above basic standards. This is based upon the idea that children and young people will strive to meet expectations. If our expectation is to reward the basics, such as being on time and having the correct equipment, this is all they will strive to achieve. However, if we raise the bar and expect them to excel in their learning and push themselves beyond their limits, children will naturally strive to achieve this; therefore raising aspirations and raising achievement in lessons. However, it is important to have recognition for all and it is important that all staff, in their professional practice, include ways to recognise students' efforts and achievements. VP points are issued to students for demonstrating any of the school values.
- Rewards and recognition of students' accomplishments can also be offered through:
 - verbal praise by staff in classrooms and across the school
 - a telephone call home to praise the student
 - praise cards or letters of achievement sent home
 - articles in the school newsletter giving details of participation and achievements
 - awards of trophies for success in inter-form and other competitive sports events
 - involvement of students in externally organised competitions or awards which provide opportunities for student achievement eg Duke of Edinburgh Award scheme, AOY
 - certificates gained for outstanding efforts, participation, attendance or achievement. These may be awarded in year assemblies or in the special achievement assemblies that are held each term
- WOW certificates which are awarded weekly to students for their work and achievement in all subjects
- Termly 'Brockstar' assemblies in year groups to award badges and certificates
- academic awards given termly and annually to those students nominated by their subject and pastoral staff. There are also awards from the principal and governors which focus on all round achievement and contribution to school life
- arrangement of a special occasion/celebration event for a particular group of students
- end of year celebrations
- award evenings

7.4 Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students 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 students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

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

The main and consistent system used across the system is the 3R's.

- On the first instance of misbehaviour, disruption or not meeting expectations students will be asked to 'Recognise their behaviour' and address it
- On the second instance they will be asked to 'Reflect' on their behaviour and the impact of it on theirs and others learning
- On the third instance students will be asked to 'Relocate' where they would be expected to remove themselves to the ARC

Staff may also use the following strategies alongside the behaviour system to support with misbehaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Encouraging a student to use their agreed support systems (e.g. timeout)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom

Personal circumstances of the student 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.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Always be recorded and reported to parents/carers

In line with statutory requirements from September 2025, all significant incidents involving the use of reasonable force will be recorded and reported to parents/carers, unless doing so would place the child at risk."

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

7.6 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 student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

Searching a student

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

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

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

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and 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 principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

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

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – eg “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

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

If they still refuse to co-operate, the member of staff will contact the principal, *vice principal* or a *deputy DSL*, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

Searching students' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

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 student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Personal/Strip searches

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

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

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

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student 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, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school cannot get in touch with the student's parents/carers, or if they are not 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 student'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 search, and particularly those that involves exposure of intimate body parts, there will be at least two people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

Screening:

On occasions it may be necessary to do spot check or regular screening of student's personal items, including, but not limited to their bag, lockers, coats, pockets and shoes. This may be necessary if there is the suspicion that a student may be in possession of something that is prohibited or may cause harm to themselves or others.

This maybe a one off screen as part of a suspicion being raised, or a regular/daily screen as part of a student risk assessment.

The process may include:

- Students emptying their locker being supervised by two staff witnesses (one should be a DSL)
- Students, emptying their bags being supervised by two staff witnesses (one should be a DSL)
- Students will be asked to empty and turn out all pockets being supervised by two staff witnesses (one should be a DSL)
- Students may be asked to take off their shoes and roll down/remove socks being supervised by two staff witnesses (one should be a DSL)
- In some cases students may be further screened using a metal detector wand being supervised by two staff witnesses (one should be a DSL)
- Reasonable adjustments will be made for those students with SEND needs which will be individualised for each student and each circumstance
- If a student refuses to be screened, the principal will be alerted. Parents, and where appropriate police, will be informed. The student will be placed out of circulation and supervised by staff at all times, or if appropriate removed from site and a serious sanction issued.

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (eg school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the principal / member of the senior leadership team / head of year or pastoral manager 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.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information [Our Policies - Brockington College](#)

7.11 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our policy on allegations of abuse made against staff, and procedures for dealing with allegations or abuse against staff for more information on responding to allegations of abuse against staff or other students.

8. Serious sanctions

8.1 Detention

Students can be issued with detentions during break, or lunch time by members of staff to deal with low level misbehaviour in lesson. For afterschool detentions these are issued by staff for lateness to school and/or lessons and for failing to hand in homework.

The school will decide whether it is necessary to inform the student's parents/carers.

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

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

8.2 Removal from classrooms

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

Students 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 students 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 student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by staff in the ARC and will be removed for a minimum of 5 lessons (including form time, break and lunch).

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal/deputy head teacher.

Students 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 student 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 students who are frequently removed from class, students will follow our Living Well Together Pathway which includes a mixture of identifying needs and supportive interventions such as:

- Mentoring/counselling
- Short-term behaviour report cards
- Long-term behaviour plans
- 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 student.

8.3 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 principal and only as a last resort.

Major sanctions:

At times, major sanctions are needed. Examples of these are:

- Extended removal from main circulation
- When a student is taken out of main circulation for a period that extends beyond a full school day. They will be housed in our Alternative Reflection Classroom (ARC).

Suspension:

- Fixed-term suspensions are for extremely serious breaches of school discipline and have to be authorised by the principal, such as persistent disruption and disrespect or serious violation of school rules. Work has to be set by members of staff during periods of suspension and the head of year is responsible for ensuring that work is sent home. External fixed-term suspension will be considered in cases of (but not limited to):
 - persistent disruptive behaviour
 - persistent attitudes or behaviour which are inconsistent with the ethos of the college
 - extreme defiance/abusive behaviour towards staff
 - refusal to follow instructions that allow the school to keep the student and others safe
 - not meeting the basic routines in the ARC
 - extreme rudeness
 - theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, vaping, intimidation, racism, bullying, including cyber bullying
 - misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
 - inappropriate use of social media and/or technology, including serious cases of bullying
 - damage to property (eg vandalism or graffiti)
 - use of discriminatory language
 - cheating, including plagiarism

- sexual harassment
- child on child abuse
- sexist, racist or homophobic abuse
- malicious accusations against school staff
- other serious misconduct toward a member of the school community, or actions which bring the school into disrepute (single or repeated episodes), on or off the school premises.

Permanent exclusion:

- The decision to permanently exclude a student is taken extremely seriously. This decision can only be made by the principal in response to a serious breach or persistent breaches of the behaviour policy, including in cases already outlined under 'fixed-term suspension', and where allowing a student to remain at the college would seriously harm the education or welfare of the student or others within the college and can also include (but is not limited to):
 - possession or use of weapons
 - supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them.
 - behaviour which endangers the safety of others such as arson.

Governors' disciplinary meetings:

- A governors' disciplinary meeting can be convened by the principal at any point where a student is becoming at risk of permanent exclusion from school. This is also the case for referral for permanent exclusion from school or when a student reaches 15 days of suspension within a term or 45 within an academic year.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will 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 student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

An approach that has been adjusted may include:

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

9.2 Adapting sanctions for students with SEND

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

- The student was unable to understand the rule or instruction
 - The student was unable to act differently at the time as a result of their SEND
 - The student 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 student 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.

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

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

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

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

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

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

If the school has a concern about the behaviour of a student 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.

10. Supporting students following a sanction

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

Our strategy for reintegrating students following removal from the classroom, time spent in a student support unit or in another setting under off-site direction, or following suspension. This includes measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Mentoring/counselling
- Support from Oakfield Short Stay School

11. Student transition

11.1 Inducting incoming students

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

11.2 Preparing outgoing students for transition

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

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

12. Training

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

- Safeguarding
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

13. Monitoring arrangements

13.1 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 student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the deputy principal.

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 students are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the principal and Trust Leader 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 local governing committee.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion Policy
- Safeguarding and Child Protection Policy
- Anti-bullying policy

Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students 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 students and staff
- The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students 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 students' home life

The board of trustees and local governing committee also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.