

THE DEANES



BEHAVIOUR POLICY



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1. Vision and Ethos

At The Deanes our aim is to cater for individual strengths and needs, enabling every student to make outstanding progress and achieve their goals (Promise #3). In order to do so, we strive to create a positive and respectful environment for all members of The Deanes, with consistently high expectations and standards (Promise #2).

We seek to facilitate attitudes and behaviours that lead to a positive climate for learning and create a sense of belonging for all students. This sense of belonging is nurtured within a culture of praise, recognition and self-discipline, enabling students to thrive and achieve their very best. In order to provide a calm, safe and supportive environment in which to learn, every student at The Deanes will be made aware of the school behaviour expectations, the Pastoral support structure and the behaviour consequence processes.

2. Policy Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, Statutory Requirements and Statutory Guidance

- This policy is based on legislation and advice from the Department for Education (DfE) on:
- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)

- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [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.

4. Definitions

4.1 Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards staff or peers
- Incorrect uniform
- Lateness to lessons

4.2 Serious Misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers or vapes
 - Fireworks
 - Pornographic images
 - Aerosol deodorant
- 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)

4.3 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 (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2

The Headteacher / Senior Leadership Team

The Headteacher is responsible for:

- Reviewing and approving this 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 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 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).
- Maintaining a highly visible presence throughout the school day.

5.3 Teachers and 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 their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the school's expectations.

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

Further details on our routines and expectations are outlined in our Teaching and Learning Handbook.

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, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Parents and carers are able to access information about behaviour, including demerits and positive points via EPraise.

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

Students will be supported to meet the behaviour standards.

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-term admissions.

6. School Behaviour Curriculum

Our curriculum supports Promise#2 by:

Developing the behaviours and habits that learners need to succeed such as concentration, perseverance, imagination, co-operation, enjoyment, self-improvement and curiosity.

Excellent behaviour is a prerequisite for learning. In order for The Deanes to be an effective learning environment, students are expected to:

- Act sensibly
- Move quietly around the school
- Show respect to members of staff and each other
- Arrive on time to lessons lining up quietly until asked to enter the classroom
- Wear the correct uniform at all times
- Attend lessons with the correct equipment
- In class, make it possible for all students to learn
- Complete work, including homework, to the best of their ability
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile Phones

At The Deanes we operate a strict 'no mobile phone' policy. Students are permitted to bring phones into school but these should remain switched off and out of sight during the school day. Students are not permitted to use their mobile phone/devices during the school day, including break and lunchtime. If students need to contact home during the school day, they must do so via Student Services.

Students found to be using a mobile phone during the school day will have the device confiscated. A confiscated device will be returned to students at the end of the day. Where there are persistent breaches of the 'no mobile phone' policy, parents/carers will be contacted. It may be necessary that an agreement is made for a phone to be handed daily to a member of the Pastoral Support Team.

7. Responding to Student Behaviour

7.1 Safeguarding

The Deanes 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.

7.2 Recognising Success and Reinforcing Positive 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, supporting students to achieve their best both academically, but also

with regards to the character attributes and values needed for future life (Promise #4).

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
- STAGS points on Epraise (in recognition of Showing Resilience, Teamwork, Academic Achievement, Good Manners and Study Skills)
- CHARACTER points on Epraise (in recognition of positive character attributes and values being demonstrated)
- Termly celebration assemblies
- Praise Postcards
- Communicating praise to parents via a phone call or written correspondence

7.3 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.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. This will be in line with our Equality Information and Objectives Policy.

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:

- Verbal warnings in class in line with the 'Three Warnings' system

- Removal from the classroom. This will be followed by a 'Call Out' detention
- Detentions at break, lunch or after school
- Letter or phone call home to parents
- Using our Reporting system
- Isolation
- Seclusion
- Suspension
- Permanent exclusion, in the most serious of circumstances

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.

7.3.1 The Three Warnings System

First Warning: A private, calm reminder of expectations and explanation of where the behaviour is not as expected.

Second Warning: A private, calm reminder and discussion to de-escalate the situation. The discussion will take place briefly outside the classroom where appropriate. This should make clear that behaviour is impacting learning and the teacher will explain the choice and consequence available to students. They will be encouraged to positively return and make the correct choices to support learning.

Third Warning: a request is made for 'On Call' and the student is removed from the classroom. The student will be placed in a 'Call Out' detention the following day. Students receiving two or more 'Call Outs' in a day will be placed in Seclusion.

7.3.2 Removal from Lessons

Removal from lessons through 'Call Out' is a serious sanction, 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.

7.3.3 Detentions

A detention outside normal school hours will be lawful if it meets the following conditions:

- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- the pupil is under 18 (unless the detention is during lunch break);
- the Headteacher has communicated to pupils and parents that detentions outside school sessions may be used; and
- the detention is held at any of the following times:
 - a) any school day where the pupil does not have permission to be absent;
 - b) weekends during term - except a weekend during, preceding or following the half term break; or
 - c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

Detentions do not require parental permission as long as they satisfy the above criteria. However, The Deanes will aim to contact parents via Epraise to notify them of any detention, but acknowledge that this may not always be necessary, for example, for a break or lunch detention or a short after-school detention set on the same day.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Teacher detentions may be set for up to thirty minutes in duration and may be held at break, lunch or after school. They are logged on Epraise and communicated to parents/carers by the individual teacher.

Programme Leader detentions are one hour in duration. Programme Leader detentions are set for non-attendance to a Teacher detention.

Call Out detentions are one hour in duration. They are set following removal from a classroom. The classroom teacher will engage the student in a restorative discussion during the detention.

Senior Leadership detentions are two hours in duration and held on Fridays after school. Senior Leadership detentions are set for non-attendance to a Programme Leader detention.

Late detentions take place after school on Fridays. Students are expected to make up the exact time that they have accumulated as late to lessons for that week. They will receive a reminder slip on the day and a letter is sent home each week to notify parents/carers.

7.3.4 Report System

At The Deanes we operate a five-tier reporting system:

- Tutor Report/Subject report
- Pastoral Assistant report
- Head of Year Report
- SLT Report
- Pastoral Support Plan

Each report will include targets that have been agreed with the student. It is then signed by the subject teacher at the end of the lesson to check if the targets have been met. The student is required to report to the member of staff that they are reporting to on a daily basis. This will enable a discussion about the student's progress. Parents are asked to sign the report each evening.

7.3.5 Personal Support Plans (PSP)

The Pastoral Support Plan is a plan that recognises students may be at risk of a permanent exclusion and seeks to provide support in order to reduce this likelihood occurring. The PSP will run for approximately 10 weeks.

Parents/carers are made aware regularly about progress on the plan so that any potential concerns are clear. This will be a two-weekly review (either face to face or via the telephone) with a senior member of staff.

During this time the student and parent is also invited to attend a Governors meeting where progress on the plan is discussed and recommendations are put forward to further support.

If the PSP is not successful, the Headteacher may discuss an Alternative Placement, Direction Offsite or a Managed Move. In very serious cases the outcome may result in a Permanent Exclusion.

7.3.6 Isolation

A student may be isolated from normal lessons whilst an investigation is taking place or whilst a decision is made about a sanction. This will be communicated to parents/carers either the day before the isolation or on the same day as the isolation.

Students in isolation will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

7.3.7 Seclusion

A student may be placed in seclusion as an alternative sanction to a Suspension. Students are to register at the seclusion room at 8.30am and will not attend normal lessons.

Students will also complete a day in seclusion if they receive two or more 'Call-outs' from lessons in one day.

Students in Seclusion will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

7.3.8 Suspension

There are a number of behaviours that may result in a Suspension. This has to be in agreement with the Headteacher. On these occasions, the school will contact the parent/carer on the day that the Suspension is issued, and a copy of

the Suspension letter will be emailed home on the day that the Suspension is made. The letter details the appeals process for parents.

Suspensions may be given for the following;

- Physical assault against an adult (PA)
- Physical assault against another child (PP)
- Verbal abuse towards staff (VA)
- Verbal abuse towards another student (VP)
- Bullying (BU)
- Racist abuse (RA)
- Sexual misconduct (SM)
- Damage to property (DM)
- Persistent disruptive behaviour (DB)

After the first Suspension, the student will return to school and meet with the Head of Year or a Senior Leader for a reintegration meeting (Appendix 1). This meeting will attempt to look at supportive strategies in order to reduce the likelihood of another Suspension. If appropriate, the school may look to involve any external agencies to which it has access to provide support. It may also encourage the parent to seek support with agencies directly.

For further incidents warranting a Suspension, or after an incident where a student is approaching 45 days of Suspension in a school career, a permanent exclusion may be considered. Prior to considering the permanent exclusion, the Headteacher may also consider the following:

- a) An off-site direction (a temporary measure that maintained schools and academies for similar purposes can use) or
- b) Managed moves (permanent measure) as preventative measures to exclusion.

Any use of Alternative Provision should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in Alternative Provision.

When establishing the facts in relation to a suspension or permanent exclusion the head teacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

7.3.9 Direction Off Site

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision or another mainstream school.

During the off-site direction to another school, pupils must be dual registered.

7.3.10 Managed Move

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a student's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the student's best interests.

7.3.11 Alternative Provision

Any use of Alternative Provision should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. This type of provision will only be sought if all other interventions have deemed to have been exhausted and it is in the best interest of the student to be educated with an Alternative Provider.

7.3.12 Permanent exclusion

Permanent exclusion will only be in response to a serious breach or persistent breaches of the school's behaviour policy, or where allowing the student to

remain in school would seriously harm the welfare of the student or others in the school.

At The Deanes, Permanent Exclusion is used as an absolute last resort and will be in accordance with the appropriate guidance from the DFE.

When considering Permanent Exclusion, the Headteacher will take account of the statutory duties in relation to Special Educational Needs and Disabilities (SEND) when administering the exclusion process. This includes full regard to the SEN Code of Practice. A school should not assume because a student has SEND that it must have affected their behaviour on a particular occasion. This is a question of judgement, based on the facts surrounding the situation.

The Headteacher will notify the parents, Governing Body and the Local Authority of a Permanent Exclusion. The Governing Body has a duty to consider a parent's representation about an exclusion and the appeal process. The requirements on a Governing Body to consider an exclusion depend upon a number of factors. The Governing Body must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if: the exclusion is permanent; it is a Suspension which would bring the students total number of school days of exclusion to more than 15 in a term; or it would result in a student missing a public examination.

The Headteacher may cancel a permanent exclusion that has not been reviewed by the Governing Board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the Governing Board and the Local Authority should be notified, and if relevant, the social worker and Virtual School Head.

7.4 Reasonable Force

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

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

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

7.5 Confiscation, Searches, Screening

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

7.5.1 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, if appropriate.

7.5.2 Searching a Student

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

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

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

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

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or Deputy) or pastoral member of staff who may have more information about the student. During this time the student 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 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 – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

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

If they still refuse to cooperate, the member of staff will contact the Headteacher to try and determine why the student is refusing to comply.

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

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

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

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

Outer clothing includes:

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

7.5.3 Searching Pupils' Possessions

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

- 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.

7.5.4 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.

7.5.5 Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

7.5.6 Support after a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

7.5.7 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 pupil'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. An appropriate member of staff will chaperone the student.

7.6 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 (e.g. 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 (e.g. on a school-organised trip).

7.7 Online Misbehaviour

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour, and under normal circumstances the school will not intervene.

However, 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.

7.8 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, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

7.9 Zero-tolerance approach to sexual harassment and sexual violence

The Deanes 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 Deanes 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.

7.10 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 child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

8. Responding to Misbehaviour From Pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The Deanes 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 student with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of student 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.

8.2 Adapting sanctions for pupils with SEND

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

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

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

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

8.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHCP 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 EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

9. Supporting Students Following a Sanction

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

This may include:

- Reintegration meetings if a student is suspended.
- Daily/weekly contact with the pastoral leader as appropriate.
- A report card with personalised behaviour goals.
- A behaviour intervention such as ‘Strengthening Minds (self-esteem & anger management), one to one mentoring and referrals to outside agency interventions.

10. Inducting Incoming Students

The Deanes 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. (Appendix 2)

11. Training

Our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the students at the school

- How SEND and mental health needs impact behaviour
- Staff will be provided with a Handbook detailing our behaviour curriculum and response to student behaviour.

Behaviour management training will also form part of continuing professional development.

12. Monitoring Arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed weekly, and fully reviewed each half term, by the Assistant Headteacher (Behaviour and Attitudes). Staff will receive a Behaviour Update at the start of each new half term. Behaviour updates will be an standing item on LGB agendas.

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

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

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

12.2 Monitoring This Policy

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

13. Links With Other Policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- Anti-Bullying Policy
- Equality Information and Objectives Policy