



# Behaviour policy and statement of behaviour principles

## The Woodlands

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes positive 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

## 2. 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

The Woodlands is committed to creating a teaching and learning environment where the learning, social and personal needs of its pupils is addressed and where pupils are helped to achieve in an atmosphere of safety and mutual respect.

By removing barriers to learning we aim to support transfer back into mainstream education, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

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

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

Bullying is an anti-social behaviour which can affect staff and pupils and may result in mental, emotional and physical abuse. It is not acceptable and will not be tolerated at The Woodlands. Every child and young person has the right to be safe and feel safe and to work in an environment of mutual trust and respect. All staff share the responsibility to safeguard and promote the welfare of all our pupils. We share an objective to help keep children and young people safe by providing an environment where they feel valued and respected, comfortable, relaxed and secure. We recognise our responsibility to safeguard and promote the welfare of our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We are vigilant in identifying children and young people who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

- ✓ Effective Anti-Bullying policy
- ✓ Raise awareness of all forms of bullying through the curriculum, pastoral time, school council
- ✓ Schemes of work which develop empathy and emotional intelligence
- ✓ Participate in national and local initiatives
- ✓ Pupils actively involved in producing 'Code of Conduct'
- ✓ Displaying 'Code of Conduct' in classrooms and corridors
- ✓ Incidents treated seriously and dealt with immediately

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy

## 5. Roles and responsibilities

### 5.1 The Management Committee

The Woodlands Management Committee is responsible for:

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

### 5.2 The Executive Headteacher / SLT

The Executive Headteacher / SLT are responsible for:

- › Reviewing this policy in conjunction with The Management Committee
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the CPOM's behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils 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 pastoral mentor 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.

## 5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour 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
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## 6. School behaviour curriculum

### Expectations of pupils

At The Woodlands we believe all of our pupils can do well. We encourage success by supporting them to meet the following expectations:

- Be ready to learn
- Be on time, use a clock
- Dress appropriately in the school uniform provided
- Eat and drink in appropriate places
- Follow appropriate arrangements for mobile phones – see section 6.1
- Listen to others and expect to be listened to
- Use appropriate language
- Keep hands, feet, objects and personal comments to yourself
- Treat the school buildings and school property with respect
- Stay for the whole session
- Follow classroom rules for health and safety
- Be in the right place at the right time
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.



## 6.1 Mobile phones

PRU pupils are to hand in personal belongings, including mobile phones, on entry to the building. They will be securely stored, then returned to the pupil at the end of the day or when appropriate.

Parents will provide permission on admission

EHN Pupils must adhere to the school's acceptable use agreement for mobile phone use.

## 7. Responding to behaviour

### 7.1 Classroom management

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

#### Positive Behaviour Management

One of the most effective management strategies in education has been shown to be careful planning to prevent difficulties arising. These preventative strategies create a context where acceptable behaviour is positively encouraged and where misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect.

We recognise that there are issues and incidents that can occur in the wider community that may have their roots in school life and vice versa. The school will take seriously incidents which result in pupils feeling vulnerable or frightened to attend wherever they occur, including on social media sites.

Pupils clearly know what kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Research has shown that over a range of ages children produce a very similar list of characteristics which they look for in adults who work with them.

Children want adults to:

- › Treat them as a person
- › Help them learn and feel confident
- › Make the day a pleasant one
- › Be just and fair
- › Have a sense of humour

and not to:

- › Get upset or angry in the face of misbehaviour

Although they want this for themselves they also want it for other children because it makes the learning situation so much more comfortable. It is apparent that children prefer a relaxed yet purposeful atmosphere where the adults are safely in control and where they can get on successfully with their learning and be acknowledged as people who matter.

Research has shown that the way pupils feel about themselves and their abilities is very much affected by adults' evaluation of their worth and that these feelings influence the way they perceive the authority of the school. It seems that where pupils feel they are valued they respect adults and accept their authority.

Inappropriate behaviour is likely to occur when pupils lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. Certain measures can be employed to prevent these and other potentially damaging situations from arising.

Staff should aim to create a calm atmosphere that is conducive to work and learning by:

- Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Planning differentiated learning experiences that are relevant to the pupils' academic and social needs
  - Offering varied tasks that are sufficiently challenging and achievable
  - Demonstrating flexibility where planned activities fail to engage
  - Teaching with appropriate pace; ensuring that there is a clear sense of progression
- During the lesson staff should:
- Set clear learning outcomes, attainable in the time available
  - Model tasks clearly with explicit success criteria
  - Encourage pupils by offering appropriate praise, help and explanations where necessary
  - Monitor progress
  - Correct errors in ways that emphasise the learning opportunities they present
  - Give personal feedback to pupils on all progress made academically and socially.

The recognition of achievement is important. Reward learning and endeavour by:

- Using spontaneous praise
- Informing staff and peers of progress in the pupil's presence (with prior permission)
- Asking the pupil to share their work with others
- Displaying work prominently and attractively in line with learning environment policy
- Awarding Woodlands cash/golden stars in line with the rewards and marking policy
- Providing extra-curricular activities
- Informing parents of positive experiences and achievements
- Recording achievements on Classcharts

## **7.2 Safeguarding**

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

## **7.3 Responding to good behaviour**

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

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

Positive behaviour will be rewarded with:

- Verbal Praise
- Woodlands Cash
- Communicating praise to parents via phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Whole Class / Key Stage rewards, such as popular activity

This list is not exhaustive – please refer to Rewards and Sanction table

## **7.4 Responding to misbehaviour**

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

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

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

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

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

## Responses to behaviour incidents

### Behaviour

- Eating, drinking, inappropriate conversation/language, lateness, unauthorised absence from lessons

### Consequence

- Classroom management by the teacher as stated in the behaviour expectations
- Points not earned (break time/lunch time intervention)
- Restorative meeting
- Letter home
- Logged on Classcharts
- Logged on CPOM's

### Behaviour

- Failing to observe health & safety rules in and around the building. Ignoring 'Out of Bounds' areas
- Unauthorised use of mobile phone.

### Consequence

Verbal warning from staff Phone call to parents/call logged. Briefings are used to update staff about pupils' behaviour

- Logged on CPOM's / Classcharts
- Restorative meeting
- Letter home
- Break lunch intervention
- Referral to SLT

### Behaviour

- Persistent lateness
- Persistent absence from school
- Smoking
- Those deemed to be under the influence of illegal substances
- Vandalism of property
- Verbal abuse of staff / peers

### Consequence

- Logged on CPOM's / Classcharts
- Letter home/phone call home
- Absence from school dealt with by the pastoral team
- Break/lunch time/ before school intervention
- Possible suspension
- Parent invited in
- At this level, incidents are dealt with by the SLT.

## **Behaviour**

- Refusal to take advantage of SLT interventions
- Physical or verbal abuse of staff / peers
- Theft
- Possession of an offensive weapon
- Selling or using illegal substances
- Bullying, racism, Sexism, Homophobia, Ageism, Vandalism of property

## **Consequence**

- Verbal warning (Tutor, SLT, police, YOT) where appropriate
- Change of the school day
- Internal, fixed term exclusion
- Alternative provision identified (as a last resort and discussed with SLT and head teacher)
- Parents invited in by SLT to meet appropriate parties

As a last resort physical intervention will be used by the school and we will follow the Team Teach Policy, physical intervention can be used to prevent pupils from hurting themselves or others, or from damaging property.

**Staff will follow Crime Reporting Rules for Schools which indicates which incidents are to be reported directly to the police**

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

## **7.5 Reasonable force**

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

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

Incidents of reasonable force must:

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

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

## 7.6 Confiscation, searches, screening

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

### Confiscation

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

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

### Searching a pupil

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

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and 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 Executive Headteacher, SLT, safeguarding manager or pastoral mentor who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation
- 

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction including being asked to leave the premises

If they still refuse to co-operate, the member of staff will contact either the Executive Headteacher, Deputy Headteacher, SLT or safeguarding manager to try and determine why the pupil is refusing to comply.

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

Outer clothing includes:

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

### **Searching pupils' possessions**

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

- Desks
- Lockers
- Bags

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

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

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

### **Informing the designated safeguarding lead (DSL)**

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

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

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

### **Informing parents**

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

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

### **Support after a search**

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

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



## Strip searches

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

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 pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

### Who will be present

For any search, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

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

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

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

The appropriate adult will:

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

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

### **Care after a strip search**

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

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

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

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

At The Woodlands (The Maples, The Elms and The Bridge) Key Stage 3 and 4 pupils are expected to hand in their personal belongings, such as mobile phones, to staff at the beginning of the school day. Staff have access to metal detector wands and each student will be scanned before entering the premises. Parents / Carers are informed of this procedure during the initial induction. The Woodlands will follow advice provided in [latest guidance on searching, screening and confiscation](#)

If a student refuses to be searched, then parents/carers will be informed and they may be invited into school if necessary

## **7.7 Off-site misbehaviour**

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

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

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

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

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

## **7.8 Online misbehaviour**

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

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

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

## **7.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, then 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.

## **7.10 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.

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - 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

## **7.11 Malicious allegations**

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

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

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

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

Please refer to our child protection and safeguarding policy.

## 8. Serious sanctions

### 8.1 Detention

Members of the senior leadership team can issue detentions if they feel it is appropriate

Pupils can be issued with detentions during break time or outside of the school day.

The school will decide whether it is necessary to inform the pupil's parents.

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

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

### 8.2 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a teacher, pastoral mentor or LSA, and will be removed offered to return to the classroom once it is appropriate and safe to do so.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the senior leadership team.

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

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

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

- Meetings with pastoral mentors
- Use of teaching assistants
- Short term behaviour interventions
- Multi-agency assessment
- Access to an off-site alternative curriculum

Teachers will record all incidents of removal from the classroom exceeding the 10 min turnaround period, along with details of the incident that led to the removal via a Microsoft Form.

### **8.3 Suspension and permanent exclusions**

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 Executive Headteacher / SLT and only as a last resort.

Please refer to our exclusions policy for more information

## **9. Responding to misbehaviour from pupils with SEND**

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

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Training for staff in understanding conditions such as autism, sensory processing and ADHD

Support and advice available from SENCO and Educational Psychologist

Use of safe spaces where pupils can regulate their emotions during a moment of sensory overload

Identified pupils will have an up to date Pupil Passport. These plans will highlight provisions and strategies to support pupil's SEND needs. All staff have access to Pupil Passports

All pupils allocated Pastoral Mentors to provide support in times of dysregulation

Individualised reward systems in place where appropriate

## **9.2 Adapting sanctions for pupils with SEND**

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil 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 pupil for the behaviour.

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

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

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

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

## **9.4 Pupils with an education, health and care (EHC) plan**

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

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

## **10. Supporting pupils following a sanction**

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

Reintegration Meetings

Daily contact with Pastoral Mentor

Adaptations to pupil's timetable

Referral and support to outside agencies and other professionals

Restorative Meetings

Access to targeted and specific interventions

## 11. Pupil transition

### 11.1 Inducting incoming pupils

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

### 11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to their next steps in education, a re-integration protocol will be followed

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff during reintegration meetings.

## 12. Training

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

- The proper use of restraint via Team Teach
- De-escalation
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

### 13.1 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 restraint
- Use of AP
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, members of the management committee and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the senior leadership team.

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

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



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

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the Executive Headteacher and the management committee 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 chair of the management committee.

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

## **14. Links with other policies**

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- Physical restraint policy
- Anti-Bullying Policy
- SEND Policy

## Appendix 1: written statement of behaviour principles

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

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

This written statement of behaviour principles is reviewed and approved by the full management committee annually

## The Woodlands Reward and Sanctions

<b>Base</b>	<b>Rewards</b>	<b>Sanctions</b>
The Elms	Woodlands Cash Visits Vouchers Phone Calls Certificates	Before School /Break / Lunch Restorative Intervention After school intervention Phone Calls Loss of break time or lunch time activities Loss of privileges Parent Meeting in school Behaviour contract
The Maples	Woodlands Cash Visits Vouchers Phone Calls Certificates	Before School /Break / Lunch Restorative Intervention After School Intervention Phone Calls Loss of break time or lunch time activities Loss of privileges Parent Meeting in school Behaviour Contract
The Bridge	Woodlands Cash Visits Vouchers Phone Calls Certificates Pupil of the Week from each Tutor Group	Woodlands Cash Penalty Break and Lunch Restorative Intervention After School Intervention Phone Calls Loss of break time or lunch time activities Loss of privileges Parent Meeting in school Behaviour Contract

<p>Primary</p>	<p>Rainbow Chart Smiley Faces Stickers Lucky Dips Trip Rocket CHIL (Child Initiated Learning) Cinema Club Hot Chocolate Caught Being Good Visits Phone Calls Certificates</p>	<p>Consequence Clock Cloud Chart Time Out Break or Lunch Restorative Intervention After School Intervention Phone Calls Loss of break time or lunch time activities Loss of privileges Parent Meeting in school Behaviour Contract</p>
<p>EHN Team</p>	<p>Attendance certificates Rewards for engagement and return to school</p>	<p>Parents / home school informed Intervention plans reassessed</p>