



WILLIAM FARR

C of E Comprehensive School

Behaviour Management Policy

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Vision and values

William Farr (C of E) Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Our core values are:

Compassion **Friendship** **Perseverance** **Respect** **Responsibility** **Wisdom**

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. This underpins the school's vision statement where every pupil is known, valued and achieves as an individual. To achieve this, all

members of the school community must work together through shared responsibility, positive relationships, mutual trust and respect;

- 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 when required in a fair, consistent and proportionate way;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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 (included within this policy)

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

3. Definitions

Misbehaviour is defined as (this is not an exhaustive list):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform;
- Repeated lateness to lesson/Tutor Time;
- Breach of the Pupil Code of Conduct (as set out in Appendix 1);
- Derogatory language including swearing;
- Rudeness;
- Defiance;
- Poor behaviour on the school bus;
- Breach of the School Uniform Code (on school website);
- Inappropriate use of school equipment and Information Technology;
- Breach of the school's Ethos and Values;

- Truancy.

Serious misbehaviour is defined as (this is not an exhaustive list:

Repeated breaches of the school rules;

- Any form of bullying;
- Sexual violence.
- Sexual harassment, such as:
 - Sexual comments;
 - Sexual jokes or taunting;
 - Physical behaviour such as interfering with clothes
- Vandalism;
- Theft;
- Fighting/physical assault/aggressive behaviour;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour;
- Acting in a manner to other members of the school community that does not accord to their respect to their rights including safety and welfare.

Possession of any prohibited/banned items. These are:

- Mobile phones;
- Knives or weapons*;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- E-cigarettes or vapes;
- Fireworks;
- Pornographic images;
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

*For the purpose of this policy, the definition of 'knife' includes any bladed article including craft knife, Stanley knife, Swiss army knife, fishing knife, kitchen knife or any bladed item.

The term 'weapon' refers to any gun, including air rifles, BB gun, toy guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item intended for the purpose of assault or defence.

When reviewing the appropriate response, the school will review:

- Motivation and intention;
- The specific item;
- Pupil awareness of the health and safety implications of the item in their possession;
- The pupil's own statement;
- Any threats or intimidation made referring to or using the item;
- Any mitigating circumstances, e.g., victim or bullying;
- Frequency/repeated breaches;
- Manipulation/duress of the student by others;

- Vulnerability of the pupil;
- Any SEND the pupil may experience.

In addition to the prohibited items identified and detailed in the DfE's 'Searching, screening and confiscation advice, there are a number of other items which could cause harm, distress or injury to pupils or persons or adversely affect good order and discipline within the school community.

The following items are inappropriate and should not be brought into school:

- Chains;
- Catapults;
- Lighters, matches;
- Tools (scissors, screwdriver, hammer, nails);
- Pepper sprays and gas canisters;
- Any item fashioned to cause injury, for example, a sharpened stick shard of glass;
- Laser pens;
- Dangerous chemicals (acids, hair dyes, bleachers, nail varnish remover);
- Aerosol (including deodorant and hair spray);
- Stink bombs;
- Solvents;
- Chewing gum;
- Energy drinks;
- Super glue;
- Needles (syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school medical policy);
- Rope, cable ties.

This is not an exhaustive list, and the school may consider other items as inappropriate if it is deemed that the possession of the item is to cause harm, distress or injury to another.

4. Bullying

All pupils have a right to learn in a supportive, caring and safe environment without fear of being bullied, intimidated, harassed, discriminated against or victimised in school. This underpins the school vision statement where every child is known, valued and achieves as an individual. The school actively promotes values of respect and equality, working to ensure that difference and diversity are celebrated across the whole school community.

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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying is anti-social behaviour not aligned with the school's vision and values. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, self-harming, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Incidents of bullying will be dealt with under the Sanctions section of the school Behaviour Policy within the school boundary.

School responsibilities:

- To foster in all pupils, self-esteem, self-respect and respect for others in accordance with school policies and the Pupil Code of Conduct;
- To encourage a culture of 'open listening' where pupils can report bullying without fear of intimidation or reprisal;
- Be aware of the signs of bullying and act promptly and firmly in accordance with the policy;
- If a pupil reports bullying, they should always be taken seriously and the matter reported to the Head of Year;
- If a member of staff or parents suspects a child is being bullied, the matter should be reported to the child's Form Tutor or Head of Year immediately who will investigate and take relevant statements from pupils;
- The Form Tutor and parents/carers will be kept informed of the investigation and outcome of their own child;
- The Head of Year will record the incident on the child's school record;
- Sanctions will be used as appropriate and in accordance with the School Behaviour Policy. If it is a serious incident or a second (or further) offence, the situation will be monitored on a regular basis by the Form Tutor or Head of Year;
- Where appropriate, additional support will be offered, for example, mentoring, peer counselling (mainly for Year 7), signposting where support can be accessed;

- Within the curriculum, the school will raise the awareness of the nature of bullying, through the study of themes such as inclusion, friendship, power and conflict in PSHE, form tutorial time, assemblies and subject areas as appropriate, in an attempt to eradicate such behaviour. Pupils are encouraged to understand the possible effects of bullying on the victims and the consequences for those involved in bullying;
- Ensure that the school site is well supervised, paying attention to areas where students may be vulnerable, including the use of CCTV;
- To provide safeguarding training for all staff, in addition, induction training for new staff, updates for all staff on INSET days, CPD twilight sessions and specialist training for key staff will be offered.

Pupil responsibilities:

- Not to take part in any kind of bullying and should watch out for potential signs of bullying among their peers;
- To never be bystanders to incidents of bullying;
- To talk to a trusted adult of their choice, for example, Form Tutor or Head of Year, to disclose or report any incidents of bullying;
- To accurately record what has happened, when it happened and how they feel, including the names of any witnesses;
- Not to try and deal with the problem on their own;
- Support other pupils who may have been subjected to bullying.

Advice for parents:

- Look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour;
- Contact their child's Head of Year to report incidents of bullying, or possible bullying. These will always be dealt with seriously and investigated with the information provided;
- Encourage their child to talk to a member of staff they feel they can trust to report a bullying incident, for example their Form Tutor;
- Advise their child not to discuss the matter with other pupils in school, retaliate or take the matter into their own hands;
- Keep a record any reported incidents of bullying;
- Work in partnership with the school if their child is accused of bullying to try and establish the truth and point out the implications of bullying for all concerned;
- Support the school in their findings and any sanctions imposed.

Cyberbullying is an increasing problem for schools and society as a whole. Parents are advised to talk to their child about the dangers of cyber bullying and support available which is signposted on the school website.

5. Roles and responsibilities

The Governing Body

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

The Headteacher

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

Staff

Staff are responsible for:

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

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;
- Use the school's MCAS (My Child at School App) to monitor their child's rewards and behaviour events and discuss these with their child;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the school promptly;
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

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 and the Pupil Code of Conduct;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards;
- The pastoral support that is available to them to help them meet the behaviour standards.

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

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

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

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

6. School Behaviour Curriculum

The school is committed to achieving and maintaining the highest standards of behaviour and discipline among its pupils at all times. It seeks to achieve this by encouraging a positive attitude towards pupils, a recognition of individual strengths and achievements, and the development of self-discipline. This in turn raises self-esteem, increasing confidence and self-belief together with fostering a deep sense of belonging within our school community. This underpins the school's vision statement where every pupil is known, valued and achieves as an individual and ensures that the School's values are 'lived' through positive interactions with others.

Positive recognition takes many forms, including weekly celebration assemblies where individual rewards are recognised, positive letters to parents/carers, subject certificates, school value awards, house points and certificates and production of achievement and progress files at the end of key stages. Verbally acknowledging pupils' efforts, achievement, attitude and behaviour, is an integral part of the interaction between staff and pupils in all aspects of school life.

Pupils are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils to learn;
- Move quietly around the school, keeping to the left in corridors and when using stairs;
- Treat the school buildings and school property including toilets with respect;
- Wear the correct uniform at all times;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online;
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum;
- Pupils are expected to comply with the Pupil Code of Conduct (see Appendix 1). This is reinforced regularly by the Form Tutor, Class Teachers, Assemblies and at the start of each new term.

Mobile phones

Mobile phones are not permitted in school. The level of disruption that can be caused to learning and progress in lessons is well documented: 'Mobile phones risk unnecessary distraction, disruption and diversion...we owe

it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom.' (*DfE Mobile phones in schools Guidance for schools on prohibiting the use of mobile phones throughout the school day*).

Mobile phones, particularly, can be used inappropriately which can lead to cyber bullying and potential safeguarding concerns within school and the wider community.

Under no circumstances are students allowed to have a mobile phone in their possession during the school day. If students are found in possession of a mobile phone, the School Behaviour Policy will apply.

Should a pupil need to communicate with parents/carers, they need to ask staff at Reception.

Mobile phones are sometimes allowed when pupils are going on an educational visit. Information about this will be provided by the Trip Leader. Should a pupil have a medical condition which requires the use of a mobile phone, for example, pupils with diabetes who need to monitor blood sugar levels, then a reasonable adjustment to the use of a mobile phone in school will be made in consultation with the child's Head of Year.

7. Responding to Behaviour

Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display the behaviour expected in the School Code of Conduct.

Develop a positive relationship with pupils, which may include (not exhaustive):

- Meeting and 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;
- Using praise and rewards to engage students in learning and the school;
- Concluding the day positively and starting the next day afresh;
- Having a plan for dealing with low-level disruption;
- Positive language and use of praise;
- Checking for understanding;
- Use of questioning to engage pupils;
- Issuing positions of responsibility to pupils;
- Using the space in the classroom (not remaining stationary at desk or front of the class);
- Use of pupil's names to build relationships and acknowledging acceptable behaviour – positive noticing;
- Using a range of effective behaviour management strategies.

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.

Refer to our child protection and safeguarding policy for more information.

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 (See Section 6).

Positive behaviour will be rewarded with:

- verbal praise;
- communicating praise to parents/carers via a phone call, written correspondence or via the school's MCAS (My Child At School App);
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project;
- whole class or year group awards, such as a popular activity.

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 and relational practice can be used to help prevent further behaviour issues arising.

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

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.

Depending on the misbehaviour and taken into account all factors and information available, the school may use the following (not exhaustive):

- A verbal reprimand and reminder of the expectations of behaviour;
- Setting of written tasks such as an account of their behaviour;
- Expecting work to be completed at home, or at break or lunchtime;
- Detention at break or lunchtime, or after school;
- Loss of privileges – for instance, the loss of a prized responsibility;
- School-based community service, such as tidying a classroom;
- Letter or phone call home to parents/carers;
- Putting a pupil 'on report';
- Risk Assessment;
- Amended timetable;
- Restrictions on movement around the school site;
- Family/school meeting;
- Changing teaching groups or forms;
- Removal of the pupil from the classroom;

- A 'Suspended Fixed Term Suspension';
- A Fixed Term Suspension;
- Permanent exclusion, in the most serious of circumstances.

A consequences hierarchy (Appendix 2) sets out likely consequences for specific behaviours. This hierarchy is not exhaustive. It does not cover every behavioural incident or circumstance, nor can it.

Where a student's behaviour falls short of the standard expected in the classroom, staff operate a consequence hierarchy (C1, C2, C3) which range from a formal warning to a removal from the lesson depending on the nature of the incident. (Appendix 3). These run alongside the class teachers' usual strategies to engage students.

It is expected that a formal warning at C1 should be sufficient to align a student's behaviour with the Pupil Code of Conduct. A pupil who has been issued with a C2 or C3 will not have responded to the warning given at C1 level and further action has been required to modify their behaviour. Depending on the severity of the incident and taking into account contextual factors and any mitigating circumstances if relevant, staff may use a 'step out room' with the department where a pupil is sent to in response to unacceptable behaviour.

Reasonable force

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

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

Incidents of reasonable force must:

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

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

Searching, screening and confiscation

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

Confiscation

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

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

Searching a pupil

Searches will only be carried out by a member of staff with delegated authority or by the Headteacher themselves.

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

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

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

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

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

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

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

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

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

- Assess whether there is an urgent need for a search;
- Assess whether not doing the search would put other pupils or staff at risk;
- Consider whether the search would pose a safeguarding risk to the pupil;
- Explain to the pupil why they are being searched;
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”;
- Explain how and where the search will be carried out;
- Give the pupil the opportunity to ask questions;
- Seek the pupil’s co-operation;
- If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction;
- The authorised member of staff may use a metal detector to assist with the search;
- An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks;
- Lockers;
- Bags.

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Off-site misbehaviour

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

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

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

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

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

Online misbehaviour

The school can issue behaviour sanctions for online misbehaviour when this results in misbehaviour occurring in school or when:

- It poses a threat or causes harm to another pupil in school;
- It could have repercussions for the orderly running of the school;
- It adversely affects the reputation of the school, for example posting libellous or defamatory comments about the school or staff on social media. The school will also expect that any pupil removes such comments immediately. In serious cases, the school will consider its legal options to deal with any such misuse of social media;
- The pupil is identifiable as a member of the school.

Parents/carers are encouraged to report online misbehaviour to the police and social media if appropriate.

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

Suspected criminal behaviour

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

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

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.

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.

Conducting Investigations

When an incident has occurred, it is important that it is investigated thoroughly and as soon as is practically possible. This is usually undertaken by either a Head of Year or Assistant Head of Year. Pupils may be withdrawn from lessons and placed in internal isolation where the school needs to investigate the incident and gather relevant information, including witness statements, to ascertain 'on the balance of probability' what incident occurred, the circumstances and context surrounding the incident and who was to blame.

Sanctions will be imposed where it is shown 'on the balance of probability' that the incident occurred. This civil measure means that it is more likely than not that the incident took place.

Pupils will be required to write witness statements (unless they require support, where it may be appropriate for a member of staff to write it for them) to explain what event occurred and when, where it took place, who else was present and what they saw and/or heard. Pupils may be interviewed (in some cases more than once) by the Head of Year to clarify points, ask further questions and establish 'on the balance of probability what occurred so that appropriate action can be taken.

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.

8. Serious sanctions

Detention

Detentions can be used as an appropriate sanction depending on the nature of the misbehaviour and context in which it occurs. Parents will be given at least 24 hours' notice for an after-school detention. Pupils are required to attend detentions as per the Home-School Agreement signed by parents and pupils. If pupils fail to attend a detention, it may be re-arranged. Repeated failure to attend detentions may result in pupils being withdrawn from lessons and placed in internal isolation for a period of time.

Class teacher/Form Tutor detention (lunchtime/breaktime)

For example, for failing to follow teacher instructions, being off task, not completing work, pupils on a 'C3'.

Head of Department detention (usually lunchtime/afterschool)

Where a pupil continues to misbehave in lessons despite action being taken by the class teacher, for example, sustained low level disruption, where a pupil has at least 2 'C3s'.

Head of Year detention (lunchtime/afterschool)

For more serious incidents in or outside lessons including before school, break, lunch and after school.

Senior Team detention (afterschool)

For failure to attend a Middle Leader detention without good reason or where Middle Leaders have allocated repeated after school detentions with no positive impact on behaviour.

Internal Isolation

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

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

It is at the discretion of the Head of Year or the Senior Leadership Team to decide whether the circumstances surrounding the nature of the incident or context in which it occurred warrant internal isolation. Pupil may be withdrawn from lessons and placed in internal isolation where the school needs to investigate the incident and

gather relevant information, including witness statements, to ascertain 'on the balance of probability (see Conducting Investigations 7.11) what incident occurred, the circumstances and context surrounding the incident and who where blame lies. This also allows pupils to be supervised, in some cases for their own safety.

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

- Liaison with the Local Authority Pupil Reintegration Team;
- Pastoral Support Plan;
- BOSS (Behaviour Outreach Support Service);
- Support from SEND;
- Support from appropriate external agencies.

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

'Suspended' Fixed Term Suspension

This concept is to allow pupils an opportunity to correct their behaviour without serving a Fixed Term Suspension. It may be given where a pupil is not fully aware of the school's high expectations or where the circumstances of the offence and context in which it occurred warrant such an action. This is at the discretion of the Headteacher or the Senior Team. When a pupil is given a 'suspended' Suspension, depending on the nature of the offence, they will also have been placed in Internal Isolation.

Once a suspended suspension has been issued, if there is a re-occurrence of the same incident within a calendar year of the original incident, a Fixed Term Suspension will be invoked. A suspended suspension lasts for a 12-month period.

Fixed Term Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to the Suspensions and Permanent Exclusion Policy for more information.

Pupils at risk of Permanent Exclusion

The school follows the DfE Statutory Guidance, 'Suspension and Permanent Exclusion from maintained school, academies and pupil referral units in England, including pupil movement' in providing support and intervention steps for pupils at risk of permanent exclusion for a persistent breach or one-off breach of the School Behaviour Policy (See Suspensions and PE Policy).

In addition, pupils at risk of a permanent exclusion, may be invited to attend a Governor Support Panel Meeting with their parents/carers. Its terms of reference are to:

- Take an independent view of what the school has done to support children at risk of permanent exclusion.
- Find out any mitigating circumstances or justification and to explore where the school and child goes from there.

The school does not attend the meeting; a written report is sent to the panel in advance of the meeting.

This internal approach should reduce the likelihood of a permanent exclusion.

The school will not discuss the sanction of a pupil with another pupil or another pupil's parents.

9. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

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

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

In removing triggers of misbehaviour, the school will consider using, where appropriate (not exhaustive):

- short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- Adjusting seating plans;
- training for staff in understanding conditions such as autism;
- use of a space where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents/carers to create the plan and review it on a regular basis.

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

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

10. Supporting pupils following a sanction

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

This could include measures such as (not exhaustive):

- Pupils supported to reflect on what has happened within the context of the School's Vision and Values;
- Pupils supported to reflect on the impact of their behaviour on other members of the school community and to support the pupil in repairing the situation
- Pupils supported with strategies to be used in any future situation to prevent a repeat of the behaviour;
- Discussion with the Pupil led by the relevant member of staff who was involved in order to establish a 'fresh start';
- Form Tutor oversight and mentoring;
- A report card with personalised behaviour goals;
- Pastoral support;
- SEND support.

11. Pupil transition

Inducting incoming pupils

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

Preparing pupils with transitions

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be communicated to relevant staff at the start of the term or year by the Head of Year/Assistant Head of Year.

The Pupil Code of Conduct is reinforced with Pupils by Form Tutors at the start of each term.

12. Training

Staff will receive regular updates and training in behaviour management and relational practice to support the implementation of this policy. This includes induction training for new staff, updates for all staff on INSET days with a focus on the needs of the pupils at the school and how SEND and mental needs can impact behaviour, CPD twilight sessions and specialist training for key staff. In addition, members of the Governing Body will be kept up to date on key issues surrounding behaviour management.

13. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

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

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

Monitoring this policy


This behaviour policy will be reviewed annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusion policy;
- Child protection and Safeguarding policy;
- Home-School Agreement;
- Attendance Policy;
- SEND Policy;
- Drugs Policy;
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Uniform Policy.

Appendix 1: Pupil Code of Conduct

<h1>William Farr Code of Conduct</h1> <h2>A B C D E F</h2>	
A	Accept that your actions are your choice
B	Be on time, every time
C	Come to school fully equipped for learning and wearing correct uniform
D	Do all classwork and homework to the best of your ability
E	Ensure that you keep hands, feet and unkind words to yourself
F	Follow all instructions the first time
 WILLIAM FARR C of E Comprehensive School	

Appendix 2: Consequences Hierarchy



Consequences Hierarchy

This guide is not exhaustive and does not cover every behavioural incident. It is designed to assist and support staff in deciding upon the most appropriate action to take using their professional judgement. Staff should familiarise themselves with SEND Passports and Behavioural Support Plans for individual students for any adjustments which may need to be made. When applying sanctions, context, intent and circumstances of the incident must be considered. This is why certain behaviours fall within 1 or more categories as they will be scale depending.

Fixed Term Suspension	Serious breach of Behaviour Policy, Persistent breaches of Behaviour Policy Homophobic, Transphobic or Racist behaviour or language, Persistent defiance, rudeness or breach of behaviour policy, Physical behaviour Theft, Vandalism, Bullying, Banned item	These behaviours must be referred to HOY for investigation. Sanction and support to be determined by SLT/HOY.
Internal Suspension	Swearing, Bringing into school or using a mobile phone in school, Bringing into school a banned item, Using a banned item, Homophobic, Transphobic or Racist behaviour or language, Defiance and/or rudeness to staff, Physical behaviour including 'play fighting' Vandalism/Damage to property, Bullying Poor behaviour on the school bus	These behaviours must be referred to HOY for investigation. Sanction and support to be determined by SL/HOY.
After school detention	Truancing Persistent disruptive behaviour Unkind behaviour Not attending a lunchtime detention Unsafe behaviour Graffiti Poor behaviour on the school bus	These behaviours can be dealt with by Middle Leaders.
Detention	Continued disruption in the classroom, Lateness to lessons Chewing gum Wearing uniform incorrectly* Lack of equipment Lack of classwork Poor behaviour on the school bus Lateness*	These behaviours can be dealt with by the individual member of staff or by Middle Leaders. *Centralised detention
Verbal Warning	Low Level Disruption in the classroom Lack of equipment Wearing uniform incorrectly Lack of classwork/Homework/poor effort Unkind behaviour that can be 'nipped in the bud' early	These behaviours can be dealt with by the individual member of staff.

Appendix 3: Procedures for dealing with Disruption in the Classroom

The following principles have been borne out of the review work and have informed procedures:

- To create a culture of exceptionally good behaviour: for learning, for the school community and for life
- Positively managing behaviour is everyone's responsibility and therefore staff must be supported to be as effectively as possible by knowing how to respond to particular behaviours through a planned Induction and CPD programme
- To have stepped, layered and hierarchical procedures and consequences required for responding to a range of behaviours
- To empower the teacher to be able to have responsibility to deal with behaviour incidents themselves alongside the behavioural policy
- To balance the requirement for consistency in the application of sanction with the particular needs of an individual students, especially those with complex needs and to apply reasonable adjustments as necessary
- Clarity on consequences for particular behaviours to be communicated to students and parents, creating more transparency and consistency
- To work with an understanding that use of Bromcom will not, by itself, create consistency of behaviour. Procedures in conjunction with use of MIS are therefore necessary.

Proactive Behaviour Strategies to Prevent Low Level Disruption

See David Stott's work – Suggested ways to prevent low level disruption may include meet and greet, positive language and use of praise, positive noticing, checking for understanding, giving opportunities for responsibility, pre-warned questions. Also see Strategies teams already use which are successful in preventing LLD.

Overview of behaviours which bypass procedure – HOY to be made aware as soon as possible:

Swearing, mobile phone, banned item (see Behavioural Policy for list), serious defiance and rudeness, racist, sexist, homophobic language, serious physical, aggression, damage to school property.

C1, C2, C3 in 3+ subjects = HOY action – to be determined by HOY.

Disruption to Learning

Despite using positive strategies, behaviour has moved beyond low level:

C1

C1= 1st Formal Warning

Make clear the behaviour change required

Continue Proactive Behaviour Strategies

C2

C2 = Continued Disruption

Options (1 or more as appropriate):

Verbal reprimand, short term removal from the classroom in line of sight, move seat

Make clear the behaviour change required

C3

C3= Sustained Disruption

Options (1 or more as appropriate):

Longer removal from lesson (in sight), Class teacher detention, departmental step out room, Reflection card and teacher conversation, Reflection card and HOD conversation

Continue Proactive Behaviour Strategies

C1, C2, C3 x 2 =

HOD Lunchtime Detention

Failure to attend HOD Lunchtime Detention will result in SLT afterschool Detention

In an Emergency, staff to use Bromcom call out facility:

The callout facility should only be used in an emergency situation where allowing a pupil to remain in the classroom causes an immediate safeguarding risk to themselves or others in the classroom including staff and where the only option to maintain a safe environment is for the pupil to be removed from the classroom with immediate effect.