



Trust Behaviour Policy

Policy type	Trust wide with local context (Tier 3).
Review	Every three years Updated February 2026
Author/Responsible Officer	Governance Officer / Director of Education / Director of Safeguarding
Approved by	Trust Board
Date of approval	February 2026
Date of next review	February 2029

This policy is a mandatory policy for all DSAMAT Academies and must be implemented with localised amendments

Enabling all to flourish: Rooted in God's love



OUR POLICY STATEMENT

'Enabling all to flourish rooted in God's love'

JOHN 10:10

Our Trust's mission is to ensure that all pupils are enabled to flourish; academically, socially, spiritually, physically and mentally, rooted in God's Love. This belief is central to our vision and our work in service of our communities, pupils, staff and families and is rooted in our Christian Foundation. Our policies are underpinned by our Trust and Schools Christian Visions, serving a range of different contexts and school communities.

Our commitment to mutual flourishing within the school community is recognised within our policies and procedures and ensures that we are governed by principles that are guided by the central belief of prospering, thriving and growing for all. Our policies are based on the belief that equitable treatment for all pupils, staff and the wider community is essential for ensuring holistic flourishing for all. Each policy is developed collaboratively and draws upon and is informed by the National Church of England Vision and the Diocesan Board of Education Vision. Our policies are adapted to recognise the individuality of each school and its community.

Our policies provide clear expectations for all Trust colleagues and ensures a consistency of approach across our schools and that we are living out our Trust values of Hope, Nurture, Equality, Respect and Collaboration.

Each policy forms part of our Trust Governance and ensures that we are held to the highest standards as we carry out our duties.



The Diocese of St Albans Multi-Academy Trust

c/o Manshead CE Academy | Dunstable Road | Caddington | Bedfordshire LU1 4BB | 01582 840183 | admin@stalbandsmat.co.uk

Enabling all to flourish: Rooted in God's love

Statement of Intent

This is the Diocese of St Albans Multi-Academy Trust (DSAMAT) over-arching Behaviour policy and must be implemented and adhered to in each of the academies within the Diocese of St Albans Multi Academy Trust along with those working within the central team.

This policy will also be implemented and adhered to from the first day of any other school joining the Trust.

For the remainder of this document, the Diocese of St Albans Multi Academy Trust will be referred to as DSAMAT.

Contents

1. Aims	4
2. Legislation, statutory requirements and statutory guidance.....	4
3. Definitions.....	4
4. Bullying.....	5
5. Roles and responsibilities.....	7
6. School behaviour curriculum	9
7. Responding to behaviour	9
8. Serious sanctions	20
9. Responding to misbehaviour from pupils with SEND	23
10. Supporting pupils following a sanction	24
11. Pupil transition.....	24
12. Training	25
13. Monitoring arrangements.....	25
14. Links with other policies	26
Appendix 1: Sample staff training log	27
Appendix 2: Sample behaviour log	28
Appendix 3: Sample letters to parents/carers about pupil behaviour – templates	29

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school and trust-wide approach to maintaining high standards of behaviour that reflect the values of the school and trust
- Outline the expectations and consequences of behaviour which falls short of our expectations
- 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 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](#)
- <https://www.gov.uk/government/publications/school-exclusion> Suspension and permanent exclusion from maintained schools, academies and pupil referral units
- [Restrictive Interventions including the use of reasonable force 2026](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors during lesson time, 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)

Enabling all to flourish: Rooted in God's love

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - E-Scooters
 - 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)
 - Smart Watches that have internet or cellular connectivity (the internet must be offline at all times).

4. Bullying

4.1 Definition (Adopted from the Anti- Bullying Alliance)

This policy needs to be read alongside our Trust Safeguarding Policy.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. Bullying can be in person or online.

Bullying is, therefore:

- Hurtful
- Repeated, often over a period of time
- Demonstrates a power imbalance
- Intentional

Bullying can include: (taken from the Anti- Bullying Alliance [Our definition of bullying](#))

TYPE OF BULLYING	DEFINITION
Physical	Punching, poking, kicking, hitting, biting, pinching etc
Verbal	Name calling, sarcasm, spreading rumours, threats, teasing, belittling.
Emotional	Isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
Sexual	Unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse expose to inappropriate films, sharing of nudes/semi nudes and/or videos.
Online / Cyber	Posting on social media, sharing photos, sending nasty text messages, social exclusion.
Indirect	Can include the exploitation of individuals and can include any type of bullying
Prejudice-based and discriminatory, including: • 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)

At UTS we use the 'Anti-Bullying Alliance; definition of bullying, which has 4 key elements: hurtful, repetition, power imbalance, intentional. Our agreed definition is: 'The repetitive intentional hurting or one person or group by another person or group, where the relationship involves the imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.

A student may indicate by signs or behaviour that he or she is being bullied these include if the pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school e.g. toilets
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes their behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

4.3 Procedures

- Incidents of bullying should be reported to a teacher or SLT and recorded where appropriate.
- In certain cases, parents will be informed and asked to come into a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- An attempt will be made to help the bully/bullies change their behaviour.
- Support will be provided for the student(s) being bullied.

Enabling all to flourish: Rooted in God's love

4.4 Outcomes

- The school behaviour policy will be applied.
- Involvement of external agencies where applicable.
- Monitoring by appropriate adult(s).
- Formal recording.
- Liaison with parent/carer.

5. Roles and responsibilities

5.1 The board of trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and, through the CEO, Director of Education and the Director of Safeguarding, holding each headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving the localised content of this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Overseeing and monitoring how staff implement this policy, including 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 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)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Ensuring pupils and parents/carers new to the school receive a clear induction and understand the expectations placed upon them
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Building positive partnership with parents, carers and external agencies, working collaboratively to create behaviour plans and implement reasonable adjustments where required
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling positive relationships and expected behaviour

Enabling all to flourish: Rooted in God's love

- Behaving professionally at all times, upholding the profession and ensuring the Teacher Standards are met at all times
- Supporting pupils to follow the school's rules and meet the school's expectations, providing personalised support where required
- Recording behaviour incidents promptly using the schools' internal systems, including recording and reporting any use of force or seclusion.

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

5.4 Parents and carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Take responsibility for setting and supporting clear boundaries at home to support their child's capacity to regulate when at school
- 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
- Work collaboratively with the school to co-produce behaviour support plans where needed
- Work collaboratively with the school and external agencies to create plans for reasonable adjustments for pupils with SEND or other vulnerabilities where required
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work linked to behaviour (for example, attending reviews of behaviour support plans, plans for reasonable adjustments and risk assessment planning where appropriate)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

Pupils will be made aware of the following when starting school and at regular intervals during the academic year:

- School rules and systems in place to keep pupils safe at school
- The expectation the school has for behaviour in class (Behaviour for Learning) and when out of class during transitions, break times or arriving / leaving the school site.
- School systems for rewards and consequences, supporting pupils to be clear about how they will be supported to ensure their behaviour meets the expected standards.
- Clarity about consequences for poor behaviour and how these build in severity over time
- The school's key rules and routines for specific subjects and learning spaces: E.g. Science labs, Cooking Rooms, PE and Sports facilities
- How parents/carers are included with supporting students where required and how positive behaviour news is shared with parents/carers
- The pastoral support available to them and who they can access should they need support in any way

Pupils will be supported to achieve the behaviour standards and will be provided with regular reminders wherever appropriate. This will include a personalised approach where required and partnership with parents / carers and external agencies where required

Pupils will be supported to develop an understanding of rules, routines and systems to support the wider safeguarding and behaviour culture within the school

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

6. School behaviour curriculum

We believe that highlighting and rewarding positive behaviour gives children a model to aspire to and learn from. Recognising positive and appropriate behaviour lies at the heart of behaviour management practice. We recognise children who demonstrate positive behaviour in the following ways:

- Day to day staff praise, in lessons, during play and free time and as part of wider school experiences. 'Shout Outs for Joy' and 'Thank you for your Kindness' cards given to those showing these values and being a role model to others.
- Dojo Points / House Points are awarded to children for living our values, showing kindness and respect, supporting others when needed and for displaying good manners. 'Well Done' postcards are sent home in recognition of showing our values, modelling school rules and completing work to the best of a child's ability/progress being made.
- Weekly Celebration Worship, includes children being honoured for living our Values and for excellence.
- Lunchtime staff reward children for positive behaviour, kindness and for following school rules

6.1 Mobile phones

Ursula Taylor C of E school is a phone-free school for children. **Phone-free** means phones are prohibited from the beginning to the end of the school day. This includes during lessons, the time between lessons, break and lunchtime. It means pupils shouldn't use phones as calculators, or for research during lessons.

- Pupils in Years 5 and 6 who walk to and from school are with parents' permission allowed to bring a mobile phone on site.
- Mobile phones are to be switched off at the school gate then handed to a class teacher where the mobile phone will be locked away until the end of the day. Mobile phones will then be returned and are to be switched on **ONLY** after leaving the school gate.
- Mobile phones found on a pupil or in a bag will be confiscated until the end of the school day. The phone will be returned to the child and parents informed. If this is repeated a child will **NOT** be allowed to bring a mobile phone to school.
- Mobile phones will be stored away in a locked cupboard to mitigate the risks of distraction and disruption.
- Online safety advice is taught in PSHE lessons regularly.
- Exceptions to the rules may be permitted, e.g. for medical or personal reasons

7. Responding to behaviour

Visible consistency is at the heart of our behaviour management strategy. Through our school rules of **Be Ready, Be Respectful and Be Safe**, all children understand the expectations, routines and consequences within our school. Staff apply behaviour procedures consistently and fairly, ensuring that pupils are ready to learn, show respect to others and contribute to a safe, positive environment for all.

Be Ready

- Children are aware of the school rules, routines and consequences.

Enabling all to flourish: Rooted in God's love

- Staff consistently apply procedures so that pupils know what is expected and are prepared to learn.

Be Respectful

- Everyone follows the same agreed behaviour expectations.
- Staff model fairness and consistency, treating all children with respect and ensuring expectations are applied equally.

Be Safe

- Clear rules and consequences help create a calm, orderly and secure environment.
- Consistent behaviour management supports children's emotional and physical safety by reducing uncertainty and promoting positive choices.



7.1 Classroom management

All School staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the agreed school behaviour rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

Enabling all to flourish: Rooted in God's love

- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Use restorative conversations
- Using positive reinforcement

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 behaviour may be an indicator of an adverse experience in a pupil's life or if they are at risk of harm or suffering 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 the school's child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes 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 and for pupils to feel valued and part of the wider school team.

Positive reinforcements and rewards will be applied clearly and fairly to celebrate success, reward pupils who have made improvements to their behaviour and to reinforce the rules, routines and systems, further enhancing the safeguarding culture within school.

We believe that highlighting and rewarding positive behaviour gives children a model to aspire to and learn from. Recognising positive and appropriate behaviour lies at the heart of behaviour management practice. We recognise children who demonstrate positive behaviour in the following ways:

- Day to day staff praise, in lessons, during play and free time and as part of wider school experiences
- Dojo Points / House Points are awarded to children for living our values, showing kindness and respect, supporting others when needed and for displaying good manners.
- Weekly Celebration Worship, includes children being honoured for living our Values and for excellence.
- Lunchtime staff reward children for positive behaviour, kindness and for following school rules
 - 'Well Done' postcards are sent home in recognition of showing our values, modelling school rules and completing work to the best of a child's ability/progress being made
 - 'Shout Outs for Joy' and 'Thank you for your Kindness' cards given to those showing these values and being a role model to others.

7.4 Responding to poor behaviour

Within DSAMAT all schools follow the [DfE 'restrictive Interventions including the use of reasonable force'](#) which applies to school from April 2026

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 expected standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that poor behaviour will always be addressed.

Enabling all to flourish: Rooted in God's love

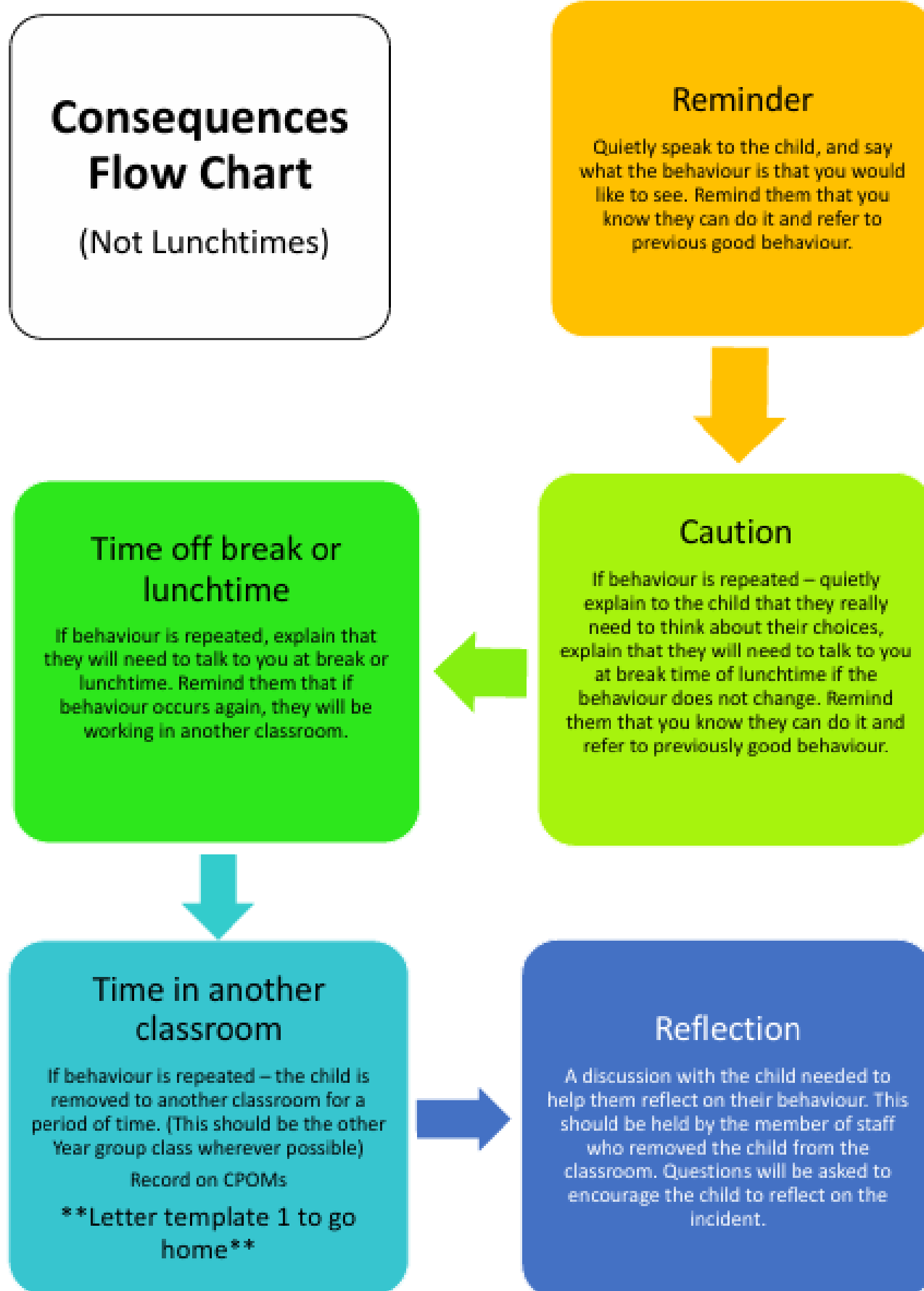
De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

Seclusion (keeping a pupil in a confined space away from others) may be used by staff as a non-disciplinary measure to ensure the safety of others by protecting them from harm when another pupil is experiencing high levels of emotional or behavioural dysregulation.

Pupils with SEND or who are vulnerable will be supported through reasonable adjustments to understand, engage with and meet the expectations of the behaviour policy. This may include personalised behaviour plans and risk assessments where required.

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 sanctions in the future.



Consequences Flow Chart

**Breaktimes /
Lunchtimes**

Reminder

Quietly speak to the child, and say what the behaviour is that you would like to see. Remain calm and unemotional.



Caution

If behaviour is repeated – quietly explain to the child that they really need to think about their choices Warn them that is repeated, they will need to stay with you for five minutes.



Missed Time

If behaviour is repeated, child will stand by you for five minutes. Inform child that of behaviour is repeated they will be removed from the playground.



Removal from Playground

If behaviour is repeated – the relevant Phase Leader will be sent for to remove the child from the playground.

Record on CPOMS

****Letter template 1 to go home****



Reflection

At the end of lunchtime, the lunchtime supervisor will speak to the child with the Phase Leader present using the restorative questions.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis.

7.5 Restrictive Interventions – ‘Reasonable force’

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a legal power to use reasonable force, in certain circumstances:

To prevent or stop a pupil from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at the school, whether during a teaching session or otherwise.

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 clearly by the end of the day the incident occurred by the staff member/s involved and be reported to parents/carers.

When considering using reasonable force, staff should be appropriately trained in the use of positive handling of pupils. Staff should also consider the risks and carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The following examples demonstrate times when physical contact with pupils is appropriate and does not give rise to the question of reasonable force and other restrictive interventions.

- To give first aid
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip. Or when helping a pupil to a space they have chosen to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching

In DSAMAT Schools we follow and have due regard for the DfE ‘Restrictive Interventions including the use of reasonable force’ guidance from April 2026 when this guidance came into force.

7.6 Searching and confiscation

Staff members are permitted to use reasonable force to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items only, not items banned under school rules only.

All searches, regardless of what is found, will be recorded on CPOMs and parents/carers will be informed.

Searching 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; in some circumstances the item will be returned directly to parents / carers E.g. E-Scooters.

We will also confiscate any item that is harmful or detrimental to maintaining high standards of behaviour. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Refusal to comply with confiscation of an item may result in the use of suspension on the grounds of refusing to follow reasonable requests from staff.

Searching a pupil

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

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

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

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to a senior 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.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.

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

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

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

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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 above) 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 above
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

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

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

Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the 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.

Strip searches

Enabling all to flourish: Rooted in God's love

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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

Who will be present

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

One of these must be the 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, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

Any 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.

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 a DSAMAT 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, the headteacher / deputy headteacher 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 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:

- Follow the Trust Child Protection and Safeguarding Policy
- 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 the school 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 the school child protection and safeguarding policy our trust Allegations Against Staff policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1

If the behaviour policy is not followed and breaking (or persistent breaking) of the school rules occur/serious behavioural incident occurs the following could be implemented:

- Removal from the classroom
- Seclusions
- Letter sent home to parents
- Parent/carer meeting
- Behaviour plan implementation or review
- Recording on CPOMS
- Involvement of external agencies where appropriate

Formal Suspension

Enabling all to flourish: Rooted in God's love

Where behaviours are repeated or considered sufficiently serious, behaviour contract is breached or where the Headteacher believes the safety of staff or pupils is at risk:

- Fixed-term suspension in line with DfE and Trust guidance
- Formal suspension letter
- Parent/carer meeting
- Reintegration meeting on return
- SENDCo and/or external agency involvement where required
- Notification to the Local Authority

Permanent Exclusion For the most severe cases, including:

- Extreme violence
- Serious emotional abuse demonstrating intent towards peers or adults
- Very serious challenges to authority
- Repeatedly leaving the school grounds
- Situations where the Headteacher cannot keep staff or pupils safe

The sanction may be:

- Permanent exclusion in line with DfE and Trust guidance
- Trust exclusion procedures followed
- Notification to the Local Authority

The Trust Behaviour Policy identifies suspension and permanent exclusion as the most serious sanctions and should be used only as a last resort after other interventions and in-school sanctions have been considered.

Behaviour	Sanction	Other actions
• Deliberately harming another person – physically or emotionally • Deliberately damaging property • Leaving class without permission • Attempting to leave school property • Continuous refusal to comply • Repeated / Serious swearing • Repeated verbal or emotional abuse (bullying) • Harmful or offensive racist, sexist or homophobic language.	Referral to Headteacher or Deputy headteacher Removal from classrooms and Seclusion Letter 1 home to parents.  Letter 2 home to parents.  Letter 3 home to parents.	Parent / Carer meeting. Behaviour plan implemented if not already in place Behaviour to be logged on CPOMs Outside agencies contacted as necessary.
• If behaviours above are repeated or behaviour is	Referral to	Parent/Carer meeting

deemed serious enough by Headteacher. If Headteacher does not feel they can keep the staff, child or other children safe.	Headteacher. Fixed Term suspension, in line with DfE/Trust guidance. Formal Suspension letter to be given to Parents.	Re-integrations meeting with Parents/Carers when child returns to school. SENDCo involvement / External agencies where required. Suspension reported to Local Authority.
- Extreme violence, or emotional abuse, demonstrating intent towards peers or adults - Very serious challenges to authority - Repeatedly leaving school grounds - If Headteacher does not feel that they can keep the staff, child or other children safe.	Referral to Headteacher Permanent Exclusion in line with DfE / Trust Guidance.	Bedford Borough / Trust Exclusions policy and processes to be followed. Suspension / Exclusion reported to Local Authority

8.2 Removal from classrooms and Seclusion

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 supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the pupil to regain emotional or behavioural regulation and calm in a safe space (seclusion)

Pupils who have been removed from the classroom are supervised by deputy headteacher/ assistant headteacher and will be removed for a maximum of 30 minutes or until emotional / behavioural regulation has been regained.

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

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

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. This will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances the pupil is not acting with intent. Seclusion will not be implemented by staff through threat of punishment.

Recording removal from class or seclusion:

Incidents of removal from class or seclusion **MUST** be recorded as soon as practicable after the event. It should be recorded by the staff member/s involved and they should endeavour to do this no later than the same day. The incident **MUST** be recorded in writing and the requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Parents/carers will be informed on the same day that their child has been removed from the classroom or has been removed for seclusion. A written record that confirms parents / carers have been informed must be retained.

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

- Targeted support
- Short-term behaviour report card
- Behaviour Support Plan
- Reasonable adjustments for pupils with SEND or vulnerabilities.

Staff will record all incidents of removal from the classroom in the school behaviour log / management system, along with details of the incident that led to the removal, any protected characteristics of the pupil and that parents / carers have been informed.

8.3 Suspension and permanent exclusion

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

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

Please refer to our trust exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEN

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) or a specific vulnerability.

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 individual needs. 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 a 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. School and parents will co-produce a behaviour support plan, detailing any reasonable adjustments to be made and including any risk assessments which may be required. These plans will be made with the involvement of external professionals where required.

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

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Use of seclusion in cases where pupils are experiencing high levels of emotional or behavioural dysregulation

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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

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

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

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

The provisions set out in Section F of the EHC plan must be secured and the school will work in partnership with parents, Local Authority and external professionals.

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

Heather Lewis (SEND Officer) – hlewis@bedford.gov.uk

10. Supporting pupils following a sanction

When reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction or following suspension. The following measures are put into place:

- Reintegration meetings, including parents/ carers where required
- Restorative approach conversations to reset the pupils understanding of rules and routines
- Behaviour support plan and Risk Assessments to be written/ reviewed
- Daily contact with the deputy headteacher or staff point of contact
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils and their parents / carers to understand behaviour expectations, rules and routines by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

Enabling all to flourish: Rooted in God's love

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

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

12. Training

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

- The proper use of reasonable force
- The needs of the pupils at the school
- SEND CPD specific to individual needs

Behaviour management will also form part of continuing professional development.

A sample staff training log can be found in Appendix 1.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every term by Kate Hall. Headteacher.

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

- Quality Assurance of recording and reporting to ensure statutory duties are being maintained
- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

The trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Governance Officer, Director of Education and Director of Safeguarding every three years, 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 Trust Board via the EE committee

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Inclusion Policy
- UTS Behaviour and Discipline Policy
- Special Educational Needs and Disabilities Policy



Appendix 1: Sample staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE



Appendix 2: Sample behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	



Appendix 3: Sample letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____



Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour expectations, which is set out in our behaviour policy. [insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____



Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

