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Positive Behaviour

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[Signature]

Chair of Trustees



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1. Policy statement

Smithills School has clear expectations for behaviour which underpin the school's vision of 'Success for All'. As part of this, pupils are supported to take pride in and responsibility for their work and their actions.

To enable this culture to prevail at Smithills School, the school has both positive reinforcement practices in place, alongside clearly established procedures for dealing with incidents of unacceptable behaviour. These practices help to develop the key school values of Independence, Community and Excellence within every pupil. In order to embed the school's values, we believe that pupils must be allowed to make positive choices for themselves. Therefore, our behaviour policy centres around the notion of certainty of sanction rather than always focusing on severity of sanction.

We believe that precise verbal praise is a powerful way of developing happy and purposeful schools. To secure success, our pupils learn to be self-disciplined and make the right choices. We achieve this by establishing firmly embedded practices and routines to foster a calm and purposeful environment; alongside a clear framework to develop positive learning habits.

2. Scope and Practice

Smithills School aims to:

- Have the highest expectations of pupil behaviour in order to achieve 'Success for All'
- Ensure all pupils develop excellent learning habits that they need to be successful in school and in life
- Realise and celebrate the potential of all pupils through promoting independence, high self-esteem and enabling pupils to reach their full potential
- Create an environment in which pupils are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions
- Have a no tolerance approach to bullying and work hard to create a positive and safe learning environment
- Form an active partnership with parents and carers to support their children's learning

2.1 Achieving these Aims

These aims are supported by regular and appropriate staff training; close parental and community links; strategic pupil organisation (taking into account factors such as ethnicity and gender); the boosting of pupils' self-esteem through positive reinforcement and extra-curricular activities; and academy social events aimed at utilising the different life experiences of groups within the community.

2.2 Related Policies

This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Care and Control
- Child Protection and Safeguarding
- Equality



- Exclusion
- Professional Conduct
- Uniform and appearance policy

2.3 Legislation and Guidance

This policy is underpinned by the following legislation and guidance:

- Behaviour and Discipline in Schools (Jan 2016)
- Behaviour in schools, advice for Head Teachers
- Keeping Children Safe in Education 2023
- Education Act 2011
- Equality Act 2010 (revised 2018)
- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (Jan 2018)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)
- Exclusions from a mainstream school
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

2.4 The aims of this policy

This policy aims to:

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

2.5 Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules



- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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

Bullying is, therefore:

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



Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying procedure which can be found on the school's website.

Child on child abuse

Child on child abuse is addressed in our safeguarding policy. Our policy states that:

"Staff are aware the of harm caused by bullying and will use anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to):

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genital or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm,



· sharing of nudes and semi nudes (also known as youth produced imagery)”

The school takes these matters seriously. Staff follow the school’s safeguarding policy, and all matters are investigated by the pastoral and/or senior leadership team. Further details can be found in the safeguarding policy.

2.5 Curriculum

At Smithills School our vision of ‘Success for All’ underpins all that we do. We set high expectations to ensure that every child excels across all aspects of school life. This is as relevant to behavioural expectations as it is academic ones.

Our approaches are pupil centred. Alongside the taught curriculum we offer a wide range of enrichment and extra-curricular opportunities to develop the behaviours and skills which enable pupils to become responsible, educated citizens; creating excellent life opportunities and equipping them for life in modern day society.

There are three relationships that underpin behaviour for learning:

- Relationship with **self**: pupils’ concept of their identity, self-esteem, self-confidence and motivation
- Relationship with **others**: how pupils interact with family, staff, other adults and peers.
- Relationship with **curriculum**: being able and willing to access, process and respond to the information available through the curriculum.

At Smithills School pupils will:

- understand what is expected of them
- be offered a range of experiences through which to develop personal skills
- know how to behave in a wide range of different situations
- be motivated to learn
- develop behaviours that will support them for their future lives, including in the workplace

3 Roles and Responsibilities

The majority of our time is spent reinforcing a culture of high expectations and positivity in order to maintain good order and discipline that allows pupils to maximise their potential. At times, pupils may make the wrong choices and, when this happens, we will take a proportionate response (see Appendix 1). The list below makes clear the power and responsibility of the governing body, Head Teacher and all staff to uphold a safe and secure environment in line with this policy:

- the Trust Board annually scrutinises and approves the Trust policy; they have a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of pupils
- the Local Governing Body annually scrutinises and approves the individual academy policy and practice
- the Head Teacher is responsible for ensuring the school’s policies align to the school’s mission and values, that Smithills School has strong behaviour practices to support staff in managing behaviour, including the use of sanction and praise / reward





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- the Head Teacher and delegated staff have the power to search pupils if it is necessary to maintain safety, discipline and good order and to recover prohibited items (see below 4.0)
- the Head Teacher and delegated staff have the power to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the school and its staff
- teachers have the right to confiscate any property that is not allowed in school
- the Head Teacher and delegated staff have the power to discipline pupils outside of school hours if it is a school-related matter, or the pupil's actions undermine the safety of anyone from our community or the good reputation of Smithills School
- Smithills School has in place a home-school agreement that sets out the duties and responsibilities of our three-way partnership
- Smithills School has the power to impose detentions outside of school hours, without parental consent. However, we do always inform our parents when a detention or correction is to occur outside of the usual working day
- Smithills School works actively within local partnerships (Local Authority Partnership, Behaviour and Attendance Collaboration, Fair Access Protocol: LAP, BAC, FAP) to improve the standard of behaviour across Bolton

Teachers and Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate



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- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

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

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

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

4 Prohibited Items

4.1 In our school the following items are prohibited:

- knives and weapons
- alcohol
- illegal drugs



- stolen items
- tobacco, cigarette papers and vapes
- pornographic images
- any article that is likely to be used to commit an offence, cause personal injury or damage property
- mobile phones, smart watches, handheld devices and earphones
- fizzy drinks, energy drinks, sweets and unhealthy snacks

4.2 In the case of anything illegal, the items will be handed to the police. The Head Teacher can authorise the use of force to conduct search without consent for illegal items or those which may cause offence or harm (e.g. pornography, knives).

5 Reintegration

Our school has the power to use reintegration as a disciplinary sanction and often as a way of avoiding a suspension. Smithills School will ensure that time spent in any such room is used as constructively as possible and that pupils are allowed to eat, drink and use the toilet during timetabled breaks and lunchtime as per the school day. Whilst in reintegration, pupils will complete work set by their teachers and interventions to support pupils when returning to school.

6 Suspension and Permanent Exclusion

Smithills School work very hard to avoid suspension (short term) and permanent exclusions. At times, however, it can be necessary to address a more serious matter. Smithills School complies with the law and communicates with families as clearly as possible. At times, we may use short term placements in other schools to avoid a suspension. If this happens, Smithills School will make the arrangements clear to all involved. Smithills School works with other local schools to facilitate managed moves as an alternative to permanent exclusion. A managed move will take place in order to give the pupil a fresh start. We will support the pupil and give them the best possible opportunity for the managed move to be successful by:

- Ensuring the new school receives information on the pupil including SEND needs, interventions put in place, progress and attainment data.
- Attending regular review meetings
- Remaining in contact with the pupil's parents

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 Head Teacher and only as a last resort. Please refer to our exclusions policy for more information.



7. Sanctions and rewards (Responding to behaviour)

7.1 Overview

When a pupil disrupts learning or behaves inappropriately within the school, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential, however, that all staff are consistent and follow through the sanctions and are fair to pupils. Details of the sanctions and rewards are available on the school's website.

7.2 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.3 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

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



7.4 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Whole-class or year group rewards, such as a popular activity
- Awarding of Value points

The school's reward scheme is called the 100 Club. This is when pupils successfully demonstrate the school's values and retain their 15 values points each week, thus achieving 100% of their values points. Pupils can be rewarded for additional efforts and demonstrating the school values. Pupils in the 100 club will be invited to celebration events.

7.5 Responding to misbehaviour

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

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

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

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Pupils losing values point
- Sending the pupil out of the class
- 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
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

7.6 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 (see appendix 3 for a behaviour log)

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



7.7 Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher, or by the Head Teacher themselves. All searches will be carried out by two members of staff, one of which should be a member of the Senior Leadership team or a Director of Learning.

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head Teacher, 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 Head Teacher, Designated Safeguarding Lead (or deputy), or Vice Head Teacher, to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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



Searching pupils' possessions

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

- Desks
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

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

Support after a search

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

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



Strip searches

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

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

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

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

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

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

Who will be present

For any 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.



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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

7.8 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:



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- 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).

7.9 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.

7.10 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 member of the senior leadership team or safeguarding officer 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.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate



SMITHILLS SCHOOL

SUCCESS FOR ALL

- 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:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

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

7.12 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Corrections (formerly known as detentions)

All staff have the authority to issue pupils with corrections in line with the corrections framework set out in this document.



Pupils can be issued with corrections during break, after school term time.

The school will inform the pupil's parents. In most cases parents will be informed by class charts or a text that their child has received a correction on the day that it has been issued.

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

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

8.2 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by the reintegration manager, the pupil will be informed as to the length they must stay in reintegration for.

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

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

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

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



- Meetings with Directors of Learning or mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support plans
- The use of the Inclusion and Engagement team
- Multi-agency assessment

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 in the behaviour log.

8.3 Suspension and permanent exclusions

Please see the section on Suspensions and permanent exclusion earlier in this policy. For further information please see the school's Suspensions and permanent exclusion policy.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

Smithills School is highly inclusive and we take steps to ensure that our most vulnerable pupils are supported in order to meet our high expectations. We may, therefore, personalise the curriculum in order to avoid potential difficulties and consider ways of ensuring these children can be successful in correction / detention (e.g. in a separate room with trained staff). Ultimately, however, we have high expectations of all our pupils and we ensure that they all experience a fair system.

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

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

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

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



plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds 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

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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



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

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

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

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

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

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Induction of incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Inclusion and Engagement team

At Smithills School we are proud of our truly inclusive educational provision that provides a broad and balanced curriculum that is ambitious for all pupils. We recognise that some pupils will require additional support in order to access the entire curriculum offer. A group of highly



specialised mentors provide bespoke and tailored interventions designed to enable the pupil to develop and become more autonomous in the mainstream setting and to provide them with the skills needed to access the world beyond school.

13. School Behaviour Curriculum

Behaviour for Learning is one of the Smithills Pedagogical principles. Staff receive training on the pedagogical principles as part of the Professional development programme throughout the year.

Pastoral training is calendared for one per half term, where Directors of Learning provide training to staff on behaviour for learning.

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

- o The needs of the pupils at the school
- o How SEND and mental health needs impact behaviour

14. Training and Professional Development

Behaviour for Learning is one of the Smithills Pedagogical Principles. Staff receive training on the Pedagogical Principles as part of the Professional development programme throughout the year.

Pastoral training is calendared for one session per half term. In this session Directors of Learning will provide training to staff on Behaviour for Learning.

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

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- The data collected as part of the behaviour systems i.e. pupils in the 100 club and pupils gaining and staff issuing corrections
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, Trustees, trustees and other stakeholders on their



perceptions and experiences of the school behaviour culture

The data will be analysed every weekly by Directors of Learning and the SLT.

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

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

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

15.2 Monitoring this policy

This behaviour policy will be reviewed by the Head Teacher and Trustees at least annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of the Trust.



CORRECTIONS

C0



An informal warning and advice if you are not demonstrating the school's values.

C0

C1



Deduction of values points - A reminder that things need to improve and that your 100 club status is at risk.

C1

C2



A 15 minute correction to be completed with the member of staff issuing at a time arranged. If this is not attend, it will be dealt with within the department issuing the correction in conjunction with the DoL.

C2

C3



A 30 minute correction that will be completed within year groups.

C3

C4



A 60 minute correction. This is a significant sanction and should only be issued if On Call has been used.

C4

C5



Reintegration for serious breaches of the behaviour policy.

C5

