



DIOCESE OF
ST ALBANS
MULTI-ACADEMY TRUST

Trust Behaviour Policy

Policy type	Trust wide with local context (Tier 3). From The Key
Review	Every three years
Author/Responsible Officer	Governance Officer and Cluster Education Lead
Approved by	Trust Board
Date of approval	April 2025
Date of next review	April 2028

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

Our mission, vision and values

Our Trust has a clear **mission** at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles. In our Trust, just as in the wider Church of England community, 'flourish' refers to prospering, thriving and growing. It means prayerfully encouraging all within our schools so that they might prove fruitful, successful and contented in the longer term. We seek to provide space generously for all to flourish in life and all of its structures. Equitable treatment for all pupils, staff and the wider community is a core part of enabling this long term, holistic flourishing.

We have a clear **vision** about creating successful schools for the benefit of their communities and we expect every school in the Trust to continuously improve. All schools provide rich and diverse curricula which evolve to meet the needs of their children and local communities, as well as delivering educational excellence to enable them to continue to flourish in later life.

The way we work and deliver against our mission is critical to our Trust. We have shared, agreed **values** of:

Hope; Nurture; Equality; Respect; Collaboration

The Trust's vision is underpinned by a Christian values framework which is adopted by all schools. It provides clear expectations for all Trust employees on how we wish our values to impact on all areas of school life. It draws on, and is informed by, the National Church of England Vision for Education and the Diocesan Board of Education Vision.

Each school within the Trust has a personalised vision for education, developed locally to reflect the individual character and needs of the school community. This vision is underpinned by the Trust's wider vision, and agreed with the Trust, but it is owned and driven by the headteacher and their LGB.

Our community

Our Trust is dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all and no faiths, from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, which enables every child to flourish.

Underpinning all of the Trust's work is a belief in educational excellence. The Trust serves all stakeholders by providing schools with the highest levels of academic rigour and pastoral care.

Our schools are places where children and young people develop and thrive intellectually, socially, culturally, and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience along the way. Pupils will be enabled to succeed in an atmosphere of high expectation, aspiring to educational excellence with a firm foundation of values.

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

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.

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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 approach to maintaining high standards of behaviour that reflect the values of the school and trust
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour 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](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [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

Violations are 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 violations are 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 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
 - 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)
 - Mobile phones that have not been handed in to the office

4. Bullying

4.1 Definition

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

TYPE OF BULLYING	DEFINITION
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)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

4.2 Signs and Symptoms

- 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
- Patterns of behaviour will be monitored
- In certain cases parents will be informed and asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police and / or local authority 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
- Staff will respond to the bully who may require support

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, holding each headteacher to account for its implementation.

5.2 The Headteacher

The headteacher 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

Adults in our school have an important responsibility to model high standards of behaviours and build relationships.

Staff are responsible for:

- Ensuring all children in their care fully understand the school values and the school rules. Refer to 'Ready, Respectful, Safe'
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Provide a **personalised approach** to the specific behavioural needs of particular pupils, liaising with the Special Educational Needs Coordinator and outside agencies as appropriate.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- **Recording behaviour incidents promptly** records need to be completed as soon as practicably possible – within 24 hours
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, 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 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards

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

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

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

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

6. School behaviour curriculum

Caldecote CE Academy is a Church of England School, and therefore our ethos and values are underpinned by Christianity. This is based on Christian teachings and the concept of forgiveness and a fresh start. The Christian Values the school holds strongly reinforce this. We believe that in a caring school, respect for individuals and good relationships between all members of the school community is central to well-being.

At Caldecote CE Academy, we aim to provide a safe, happy environment in which all members of the community adopt a positive, caring attitude towards others and towards the environment.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing behaviour and dynamic interventions that support staff and learners. Every individual is valued and achievements, whether they are personal, social or academic, are celebrated. We encourage responsibility in terms of punctuality, care of themselves, of others, and their surroundings and in terms of their attitude towards a positive work ethos.

We aim to

- Provide a calm, safe environment which values kindness, care, good humour, tolerance and empathy for others, ensuring all children can achieve their very best.
- Promote the values and ethos of our Church of England school.
- Raise children's self-esteem and resilience; and help them to have confidence in themselves.
- Recognise that each child is an individual with their own needs and recognise their role within our school community
- Help children to become aware of their own and the needs of others.
- Promote respectful and thoughtful behaviour between all members of the school community.
- Promote independent self-discipline in our children and encourage them to accept responsibility for their own behaviour and the consequences of it
- Teach children the skills, values and attitudes needed to achieve and maintain excellent behaviour as a minimum for all
- Employ a consistent approach to behaviour throughout the school.
- Involve parents and carers in celebrating the good behaviour of their children.
- Develop an understanding of the importance of the school values in our lives and why they need adhering to.
- Positively involve children, staff, parents and carers in a common purpose and direction.
- Have behaviour plans in place for specific children.
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To listen, with respect, to one another
- To develop self-discipline and the ability to learn and work both independently and cooperatively

Promotion of Self Esteem

The school's values, well-being and PSHE have a high profile within the school, where varied strategies are employed to develop social skills, build team spirit, promote moral values and raise self-worth. Independence and responsibility are highly valued, for example, collective worship leaders, Pupil Governors and Agents for Change.

Expectations

We all have a responsibility for behaviour, values and ethos.

Everyone who works, learns or visits the school is expected to treat each other in a polite and well-mannered way.

These include:

- Pupils to pupils
- Adults to pupils
- Adults to adults
- Pupils to any adult member of staff, helper or visitor
- Visitors or parents to staff and pupils.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings, all members of the school community and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

Outline your approach to pupils using their mobile phones during the school day here, in line with the DfE's [mobile phone](#) and [behaviour](#) guidance.

- Pupils in year 5 and 6 may bring a mobile to school. It must be handed in to the front office in the morning before going into class and needs to be collected at the end of the school day, after leaving class.

7. Responding to behaviour

Our Behaviour Policy is based on the **Five Pillars of Pivotal Practice**¹:

- 1. Consistent, calm adult behaviour** - consistency, adult behaviour, emotional control, teacher expectations.
- 2. First attention to best conduct** - rewards, recognition, praise, motivation, engagement.
- 3. Relentless routines** - rules, routines, follow-up, teacher habits, non-verbal cues.
- 4. Scripting difficult interventions** - de-escalation, disruption, delivering sanctions, confrontation.
- 5. Restorative conversations** - restorative

7.1 Classroom management

Teaching and support 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 curriculum or 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

RESTORATIVE PRACTICE

Caldecote CE Academy uses Restorative Practice to promote outstanding conduct and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom and any form of humiliation or sarcasm is unacceptable. Alongside the scripted, restorative questions, it is important to discuss and reinforce the action of forgiving, so that children begin to understand that anyone can make mistakes and being able to forgive supports the development of strong relationships and friendship.

Every effort will be made to maintain safety maintain safety and retain all children's access to education. Efforts will be made to establish the truth of a situation and issues addressed appropriately and promptly.

7.2 Safeguarding

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

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

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

Please refer to 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 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:

- Stars of the week: From YN to Y6, children from each class are chosen as 'Stars of the week' for going 'over and above' or for producing excellent work during the week. These achievements are shared during our celebration worship.
- Praise cards home: Sincere recognition for those children who have gone 'over and above consistently.'
- Values coins demonstrating going above and beyond and go in to the collective team pot – end of half term reward which is discussed with the children in the team and they choose a suitable reward.
- A dojo reward system is used throughout EYFS, KS1 and KS2. The children are clear about when and how many dojos are awarded for each positive above and beyond behaviour behaviours.

7.4 Responding to misbehaviour

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

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

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

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour as outlined in appendix 1.

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- 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/carers
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Reminder: Quietly speak to the child, and say what the behaviour is that you would like to see. Remind them that you know that they can do it, and refer to previous good behaviour.

Caution: If behaviour is repeated – quietly explain to child that they really need to think about their choices. Warn them that will need to talk to you about it at break-time or lunchtime if the behaviour does not change. Remind them that you know that they can do it, and refer to previous good behaviour.

Time off lunch or break-time: If behaviour is repeated, explain that they will need to talk to you at break-time or lunch-time. Remind them that if behaviour occurs again, they will be working in another classroom.

Time in another classroom: If behaviour is repeated – the child is moved to another classroom for a period of time using the buddy classroom system.

Reflection: A discussion with the child needs to help them reflect on their behaviour. Questions will be asked to encourage the child to reflect on the incident. Questions chosen will be dependent on the age of the child, but may include:

What happened?

What were you thinking at the time? (encourages reflection)

What have you thought since?

How did this make people feel? (impact of their behaviour?)

Who has been affected? (child to see the bigger picture?)

List the people who have been affected?

How have they been effected?

What shall we do to put things right?

How can we do things differently in the future?

Lunchtime consequences

Reminder: 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 – explain to child that they really need to think about their choices. Warn them that will need to remain with you for 5 minutes if the behaviour is repeated.

Missed time: If behaviour is repeated, child stands by you for 5 minutes. Inform child that if behaviour is repeated, they will be removed from the playground.

Removal from playground: If behaviour is repeated, a member of SLT, or teaching staff if SLT not available, will be sent for by a sensible child.

Reflection: At the end of lunchtime, the playground supervisor will talk to the child with a member of SLT present about the incident (See questions above).

When these steps have been taken, staff must complete behaviour incident forms/lunchtime behaviour forms. This information is then transferred onto CPOMS (our secure, online monitoring system).

Parents/Carers will be contacted if a child reaches the ‘time in another classroom’, or ‘time off lunch-time/break-time three times. This contact will be logged on CPOMS.

If the negative behaviour involves bullying, racist, sexist or homophobic remarks, this information will be recorded on CPOMS and reported termly to the Trust board and the Local Authority as required.

Work not completed by a child due to poor behaviour will be sent home to be completed and the parents informed.

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

7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in a bound, page numbered book and 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.

7.6 Searching and confiscation

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.

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

Searching a pupil

Searches will only be carried out by a member of staff 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 and DSL 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.

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

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 (or most senior member of staff on site) will make the report.

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

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to 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 Detention

- Pupils can be issued with detentions during break or lunch
- The school will decide whether it is necessary to inform the pupil's parents/carers.

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

- Conflict with a medical appointment

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 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 an alternative place in school
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by staff in other classrooms and will be removed for a maximum of 1 day as part of an internal suspension.

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.

Parents/carers will be informed on the same day that their child has been removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, which may include

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment
- Team Around the Child meetings

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, and any protected characteristics of the pupil.

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 SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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.

- 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
- Reasonable adjustments following guidance from external agencies

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

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 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Access and Inclusion

Telephone

0300 300 6291

E-mail

access.inclusion@centralbedfordshire.gov.uk

Website

[Access and Inclusion Service](#)

10. Supporting pupils following a sanction

- Reintegration meetings with parents and pupil on the first day back at school
- Daily contact with a key member of staff
- A report card with personalised behaviour goals
- Behaviour support plan put in place
- Team Around the Child meetings

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to 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 may 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 needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Consistent application of the behaviour policy
- For the academic year 25 / 26, Caldecote CE Academy is taking part in the PINS programme (Partnership for Inclusion of Neurodiversity in Schools)

Behaviour management will also form part of continuing professional development.

A sample staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every half term by the headteacher

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 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 1 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 and Inclusion Lead 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

Special Educational Needs and Disability Policy

Admission Policy

Anti-bullying Policy

Administration of Medication Policy

Appendix 1: Sample staff training log

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

Appendix 2: Sample behaviour log – this information to be included on CPOMS

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	
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)	



PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	
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):	

Behaviour	Sanction	Other Actions
➤ Deliberately harming another person- physically or emotionally ➤ Deliberately damaging property ➤ Leaving class without permission ➤ Attempting to leave school property ➤ Serious challenges to authority ➤ Repeated/serious swearing ➤ Verbal or emotional abuse	Referral to Headteacher or senior teacher. Fixed term internal suspension (will include break times and lunch times). Work missed – completed at home.	Parent/Carer meeting. Behaviour plan implemented if not already in place Behaviour to be logged on CPOMS. (If the verbal abuse/behaviour involves bullying, racist, sexist or homophobic remarks, this information will be reported termly to the Trust board and the Local



➤ Harmful or offensive racist and homophobic comments		Authority). Outside agencies contacted as necessary.
➤ If behaviours above are repeated or behaviour is deemed serious enough by Headteacher. ➤ If Headteacher does not feel that they can keep the staff, child or other children safe.	Referral to Headteacher or senior teacher. Fixed term suspension in line with Central Bedfordshire guidelines.	Parent/Carer meeting. Re-integration meeting with parents/carers when child returns to school. Parent Support Coordinator to work with parents/carers.
➤ Extreme violent or emotional abuse towards peers or adults. ➤ Very serious challenges to authority ➤ Repeatedly leaving (or attempting to) school grounds ➤ If Headteacher does not feel that they can keep the staff, child or other children safe.	Referral to Headteacher or senior teacher Permanent exclusion in line with Central Bedfordshire guidelines.	Central Bedfordshire Council to find child another school.