English Martyrs Catholic Voluntary Academy
Behaviour and Anti – Bullying Policy

" We grow and learn with the gifts we have been given, following in the footsteps of Jesus "

Approved by: Head teacher and Chair of Governors	Date: November 2025
Last reviewed on: November 2025	
Next review due by: November 2026	

1. Our mission and virtues

This policy reflects the idea that God is central to all learning. Jesus taught us to 'love each other as I have loved you' In our school we have a positive approach to behaviour– we recognise and celebrate good behaviour. Forgiveness is at the centre of our faith and means that everyone is given the opportunity to make a fresh start. In addition, this policy upholds our desire to ensure that every child has the support they need to achieve their potential in a safe, healthy environment.

We understand the strong link between emotional wellbeing and good behaviour. We work hard to ensure that child support systems are in place to ensure that all children have every opportunity to achieve emotional wellbeing, learn well, develop high self-esteem, and therefore behave well.

We believe that good behaviour is essential to ensuring that children can learn well in a happy, secure, and caring environment which allows all our pupils to learn in an atmosphere which is focused on improving their life chances and helping them to grow their gifts from God so that they can maximise their potential. We consistently expect a

high standard of behaviour from children and expect all adults to be excellent role models for our children.

English Martyrs CVA is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. We recognize that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these relational conflicts and stop them from progressing to bullying behaviours.

Virtues

Our school virtues form the ethos of the school, underpinning all we do and influence the culture. Virtues are positive patterns of behaviour intended to respect God, ourselves, each other and our brothers and sisters. We have ten virtues which are: respect, confidence, love, kindness, courage, love of learning, resilience, faith and forgiveness.

2. **Aims**

The main aims of this policy are:

- To make the Catholic faith the foundation of our school culture. To ensure that our children respect themselves and others as children of God who are unique and special. Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the right to learn in a calm, safe and supportive environment regardless of differences.

- Establish a whole-school consistent approach to maintaining high standards of behaviour that reflect the virtues of the school. Outline the expectations and consequences of behaviour. Define what we consider to be unacceptable behaviour, including bullying and discrimination.

3. **Roles and responsibilities.**

The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.

- Ensuring that the school environment encourages positive behaviour.

- Ensuring that staff deal effectively with poor behaviour

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

- Ensuring that Designated safeguarding leads are known by all staff and wider community so that reports of bullying can be reported to them directly. These will need to be recorded on CPOMS and Arbor in line with our behaviour analysis.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Being aware that children may bully other children and this can happen inside and outside of school and online. All staff know the important role they each have in preventing and tackling bullying.

- Recording behaviour incidents promptly onto Arbor. Challenging pupils to meet the school's expectations

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

Parents and carers

Parents and carers, where possible, should:

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

- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the 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

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.

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.

4. Whole school rules

A set of school rules will be established which are consistently applied throughout the whole school. These rules are explicitly taught and modelled to pupils. All children have a clear understanding of the rules, routines and expectations of behaviour and are therefore able to understand the consequences of their behaviour.

Our whole school rules are centred around our school mission and virtues.

Always try your best

Show respect

Move calmly and quietly around school

Wear your uniform with pride

Take care of one another and our things

Please see appendix 1 for further guidance and explanation.

5. Our behaviour curriculum

Classroom management

Teaching and support staff are responsible for teaching the behaviour curriculum as well as modelling the tone and context for positive behaviour within the school.

They will:

• Create and maintain a stimulating environment that encourages pupils to be engaged.
• <u>Display</u> the school rules and sanctions within classrooms.

• Develop a positive relationship with pupils, which will include:

    o Greeting pupils in the morning/at the start of lessons

    o Establishing clear routines

    o Communicating expectations of behaviour in ways other than verbally

    o Highlighting and promoting good behaviour

    o Concluding the day positively and starting the next day afresh

    o Using positive reinforcement

Celebrating 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
 • House points
• Virtue awards
• Individual classroom rewards systems linked to school rules – eg – stickers, raffle tickets, stars and class reward time.

Sanctions

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback to be given immediately after the poor behaviour causing the least possible disruption to the learning of other pupils.
- Feedback to criticise the behaviour and not the child.
- Feedback should be delivered in a calm and professional manner.

- Feedback should include WHY the behaviour was unacceptable, the whole school rule that was broken and WHAT improvements the member of staff requires from the child.

Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the verbal reminder and warning is enough to encourage them to do this. However, at times it may be necessary to give additional warnings and sanctions. Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour. Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit disruptive or difficult behaviour, adults will respond calmly following the scripted intervention set out below. selected.

Tiered Sanction	Explanation and Feedback
Reminder	A verbal reminder of the rules. Example: ".... You are shouting out which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in the future"
Warning	A verbal warning. You have been reminded of the rules and expectations and have chosen to not follow them. You have now received a warning.
Yellow card	Issue a yellow card and explain that this is because the child has chosen not to follow the rules after a reminder.

 	You have been reminded of the rules and expectations and have chosen to not follow them. You have now received a yellow card and I will need to speak to you at break time/lunch time/at the end of the day.
Red Card	Explain that they have continued to choose not to follow the rules or have shown a significant behaviour and as a consequence they have received a Red Card. This means that they will now need to spend the full breaktime or lunchtime reflecting on their choices on the desk in Mrs Brown's office which will include completing a behaviour reflection. Red cards will immediately be issued for any significant misbehaviour. "_____, you are continuing to break the school rule of being safe and have now received a RED CARD. You will now spend your breaktime thinking about the choices you have made in Mrs Brown's room." "_____, you have broken the school rule of being safe by hurting another child deliberately. You will now spend your breaktime reflecting on this in Mrs Brown's room.

Repeated significant incidents will result in a meeting between parents and SLT to determine next steps such as an individual behaviour plan or weekly behaviour log.

The headteacher may consider a suspension or permanent exclusion. Please see the Suspension and Exclusion Policy.

6. **Bullying**

Definition of bullying

• Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

• Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

• This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

• Bullying can be a form of child on child abuse and can be physically and emotionally abusive; it can cause severe and adverse effects on children's emotional development.

• This is not an exhaustive list.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings

- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

School ethos

English Martyrs CVA community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our academy can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Deliver teaching in connection with RSHE programme in year groups.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the CMAT and other relevant organisations when appropriate.

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The head teacher/ designated safeguarding lead will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will investigate any concerns and appropriate action will be taken.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Any devices brought into school must be handed in to the school office and parents must sign a letter giving consent .
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.
  This may include:
    - advising those targeted not to retaliate or reply;
    - providing advice on blocking or removing people from contact lists;
    - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence using route to resilience or ELSA programme.
- Providing ongoing support; this may include: working and speaking with staff, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could

include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

- **Pupils who have perpetrated the bullying will be helped by**:
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the attitude and behaviour of the child.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.
  - Sanctioning, in line with school behaviour policy.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the head teacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern where appropriate and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

- ***Adults (staff and parents) who have perpetrated the bullying will be helped by***:
  - Discussing what happened with a senior member of staff and/or the head teacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints policy.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

Preventing bullying

Environment

The whole school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:
- Consider a range of opportunities and approaches for addressing bullying throughout the RSHE curriculum and other activities, such as: through displays, assemblies, peer support, the school parliament.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

- *We will:*
- Regularly canvas children and young people's views on the extent and nature of bullying through school parliament and pupil questionnaires.
- Ensure that all pupils know how to express worries and anxieties about bullying. o Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents and carers

We will:
- Ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers on the school website.

- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints policy and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The head teacher will be informed of bullying concerns, as appropriate.
- The head teacher will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:

www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
Childnet International: www.childnet.com

7 . Physical restraint
In some circumstances, fully trained staff may use reasonable force to restrain a pupil to
prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:
- Always be used as a last resort y staff who have been trained.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be applied in a way that maintains the safety and dignity of all concerned.
- Never used as a form of punishment.
- Be recorded and reported to parents.

8.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 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 if:

• The SLT team 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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, or designated safeguarding lead (or deputy) 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 designated safeguarding lead (or deputy) , 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 but not to search for items that are only identified in the school rules.
An authorised member of staff may search a pupil's outer clothing, pockets, possessions, trays or lockers.
Outer clothing includes:

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

Searching pupils' possessions

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

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items) 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.

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.

9.Off-site misbehaviour
Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
• Taking part in any school-organised or school-related activity (e.g. school trips)
• Travelling to or from school
• Wearing school uniform
• In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
• Could have repercussions for the orderly running of the school
• Poses a threat to another pupil
• Could adversely affect the reputation of the school

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

10.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.

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

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

- Responding to a report

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

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

12. Fixed term and permanent exclusions.
We do not wish to exclude any child from school, but sometimes this may be necessary. These are some of the incidents that can lead to a fixed term or permanent exclusion : damage to school property, aggressive and or physical behaviour towards themselves other children or adults working in the school, a safety risk for themselves or others, possession of a weapon in school and the use of drugs or alcohol during the school day. This is not an exhaustive list. Please see the school exclusion and suspension policy.

14.Pupil transition
Inducting incoming pupils
The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour curriculum and the wider school culture.

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.

15.Monitoring Arrangements
Monitoring and evaluating school behaviour
The school will collect data on the following:
- Behavioural incidents – which are recorded on Arbor.
- Attendance, fixed term or permanent exclusion.
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation where appropriate.
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Catherine Scott (SENDCo)
The data will be analysed from a variety of perspectives including:

- At school level
- By year group
- By vulnerable group
- By location • At the level of individual members of staff
- By time of day/week/term

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 curriculum and policies to make changes.

Training
Regular training on behaviour will happen during the year, this will be in response to areas identified from analyse.
New staff will be provided with training on induction.