Trust Behaviour Policy

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

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

Enabling all to flourish: Rooted in God's love

The Diocese of St Albans Multi Academy Trust is a company limited by guarantee.
Registered in England No 10449374 Registered Office: **Manshead CE Academy, Dunstable Rd, Caddington, Luton, LU1 4BB**

OUR POLICY STATEMENT

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

JOHN 10:10

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

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

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

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

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

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- https://www.gov.uk/government/publications/school-exclusionSuspension and permanent exclusion from maintained schools, academies and pupil referral units
- Restrictive Interventions including the use of reasonable force 2026
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - E-Scooters
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
    - No smart watches/electronic devices

4. Bullying

4.1 Definition (Adopted from the Anti- Bullying Alliance)

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

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

Bullying is, therefore:

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

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

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

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
- confides in an adult/peer

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

4.3 Procedures

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

4.4 Outcomes

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

5. Roles and responsibilities

5.1 The board of trustees

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

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving the localised content of this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Overseeing and monitoring how staff implement this policy, including to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

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

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

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

5.4 Parents and carers

Parents and carers are expected to:

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

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

5.5 Pupils

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

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

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

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

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

6. School behaviour curriculum

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 quiet and calmly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences 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

Pupils in Year 6 may bring a mobile phone onto the school site where this is necessary for travel arrangements before and after school. Mobile phones must be handed to the class teacher immediately upon arrival and will be stored securely during the school day. Mobile phones must not be used anywhere on the school site, including before or after school hours whilst pupils remain on the premises. Mobile phones are brought into school at the owner's risk and the school accepts no responsibility for loss, theft or damage.

Any pupil found using a mobile phone on the school site without permission will have the device confiscated and parents/carers may be required to collect it from the school. Repeated breaches of this policy may result in further sanctions in line with the school's behaviour policy.

This approach is intended to minimise the risks of distraction, disruption, cyberbullying, inappropriate communication, photography and online abuse during the school day.

Exceptions to this policy may be considered in exceptional circumstances, at the discretion of the Headteacher.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning using the agreed method (fist bump, handshake, elbow bump etc)
- 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, trying to ensure any consequences happen the same day
- Follow the behaviour policy for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

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

We will consider whether a pupil's behaviour may be an indicator of an adverse experience in a pupil's life or if they are at risk of harm or suffering harm.

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

Please refer to the school's child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

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

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

Positive behaviour and good role models will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a conversation, phone call or written correspondence
- Certificates, awards and recognition in collective worship
- Positions of responsibility, such as becoming part of the pupil leadership team
- Class dojo/house points
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to poor behaviour

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

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

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

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

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

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

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

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

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

- A verbal reminder of the expectations of behaviour
- Supporting the child to move to a safe space where they can regulate and then return to class once ready
- Expecting work to be completed at home, or at break or lunchtime
- Reflection time at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Putting a pupil 'on report'
- 20/20/20
- Removal of the pupil from the classroom (internal exclusion)
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

7.5 Restrictive Interventions – 'Reasonable force'

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

To prevent or stop a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

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

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

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

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

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

7.6 Searching and confiscation

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

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

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil; in some circumstances the item will be returned directly to parents / carers E.g. E-Scooters.

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

Searching a pupil

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

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team, to try to determine why the pupil is refusing to comply.

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

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

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

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, a member of the Senior Leadership Team will make the report.

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

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

7.10 Sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- 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 Removal from classrooms and Internal Exclusion

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of the Senior Management or Senior Leadership Team and will be removed for a maximum of 1 day or until emotional / behavioural regulation has been regained.

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

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

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

Recording removal from class or seclusion:

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

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

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

- Support from school Emotional Literacy Support Assistant (ELSA)

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment
- Reasonable adjustments for pupils with SEND or vulnerabilities.

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

8.2 Suspension and permanent exclusion

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

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

Please refer to our trust exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEN

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. School and parents will co-produce a behaviour support plan, detailing any reasonable adjustments to be made and including any risk assessments which may be required. These plans will be made with the involvement of external professionals where required.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned. Examples of these measures are below:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long periods of time
- 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 medical reasons
- Training for staff in understanding specific SEND needs
- Use of separation spaces (intervention spaces) where pupils can regulate their emotions during a moment of sensory overload

- Use of seclusion in cases where pupils are experiencing high levels of emotional or behavioural dysregulation

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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

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

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

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

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

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

Hertfordshire Customer Service line - 0300 123 4043

10. Supporting pupils following a sanction

Following a removal from the classroom or a suspension, the school will implement a supportive and structured reintegration process to ensure pupils can successfully return to learning. This includes measures such as:

- Reintegration meetings with parents/carers and relevant staff before the pupil returns to school
- Restorative conversations to rebuild relationships and reset understanding of school rules, routines and expectations
- Behaviour Support Plans and Risk Assessments to be implemented or reviewed where appropriate
- Personalised report cards with individual behaviour targets, regular monitoring and identified staff support
- Graduated reintegration plans where appropriate to support a successful return to full-time learning
- Additional pastoral or emotional support through identified key adults or external agencies where required
- Clear communication between school, parents/carers and external professionals to ensure consistent support strategies are in place

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- The proper use of reasonable force
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Supporting pupils using a therapeutic approach
- Understanding different SEND needs

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every term by Laura Piazza (Headteacher) and Jodie Stalley (Deputy Headteacher).

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

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

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

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Governance Officer, Director of Education and Director of Safeguarding every three years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Trust Board via the EE committee

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

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