



Behaviour Policy

Approved by The Management Board

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1. Introduction

The Triple Crown Centre is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying this behaviour policy. We are committed to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity.

This policy outlines what we expect from all our pupils in terms of their behaviour and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of school time and premises. All pupils can expect sanctions to be applied firmly, fairly, proportionately, consistently and reasonably. The emphasis will be on encouraging good behaviour through positive management and rewards.

This policy aims to:

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

2. Legislation and statutory requirements

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

- **Behaviour in schools: Advice for headteachers and school staff (February 2024)**
- **Mobile phones in schools (June 2026)** – statutory guidance, to be followed from 1 September 2026
- **Searching, screening and confiscation: Advice for schools**
- **Restrictive interventions, including the use of reasonable force, in schools** – effective from 1 April 2026
- **Keeping Children Safe in Education 2026**
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026**
- **The Equality Act 2010**
- **Supporting pupils at school with medical conditions**
- **SEND Code of Practice: 0 to 25 years**
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people**
- **Preventing bullying**
- **Working Together to Safeguard Children 2026**, where relevant to safeguarding practice

In addition, this policy is based on:

- Section 175 of the **Education Act 2002**, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the **Education and Inspections Act 2006**, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

At The Triple Crown Centre, we believe:

- In a consistent approach to behaviour management where staff, The Management Board, parents/carers and pupils understand and accept high expectations of behaviour
- That strong school leadership at all levels is key to promoting self-discipline and respect with pupils feeling safe. Their right to participate and learn without disruption is paramount
- It is key that pupils' needs are met through lessons that are tailored to their abilities, ensuring that pupils complete assigned work
- Staff must have a clear understanding of the strategies needed to ensure high standards of classroom management
- All staff, pupils and parents must understand the school's Rewards and Sanctions systems, which need to be clear and defined so that pupils fully understand what is required to gain appropriate recognition for their work and behaviour, but also to be aware of what will be accepted and tolerated. We expect everyone to be honest, accept responsibility for their actions, respect the rights and property of others, take into consideration pupils' views and understand the consequences of negative and unacceptable actions in order to develop a culture of self-discipline in all areas
- The consistent implementation of accepted behaviour strategies is key in ensuring that pupils appreciate and adhere to accepted good practice. Continual reinforcement is essential
- Continuous staff development in relation to the understanding of our school's expectations is essential
- Continuous staff development in relation to managing behaviour is essential
- Pupil support systems are essential if positive and supportive behaviour structures are to be effective with clearly defined processes, actions and consequences laid out in an appropriate and logical manner and understood by all
- Effective links with parents are vital. Two-way communication and methods of discussing policies and procedures is essential. Parents should be made fully aware of the accepted processes when liaison between school and the home occurs. Similarly, support from external agencies should have set structures and processes so that smooth dissemination of information can take place with the processes understood by all
- The development of a clear and simple process with appropriate external agencies is vital to managing pupil transition to other educational providers

Misbehaviour is defined as:

- Disruption in lessons, in the central area between lessons, and at break and lunchtimes
- Non-completion of classwork or extended learning
- Poor attitude
- Improper school dress which includes the wearing of coats, hats, hoods in the building
- Physical aggression to pupils or staff
- Verbal aggression to pupils or staff
- Damaging school property
- Inappropriate use of ICT

Serious misbehaviour is behaviour for which there could be a suspension or permanent exclusion from school. It can be regarded as unacceptable because of the severity of a particular behaviour or because of the frequency of less serious behaviour. These behaviours stop pupils doing well. They may include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, sexual assault, sexual harassment or other harmful sexual behaviour
- Vandalism
- Theft
- Fighting
- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Vapes
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects that has been, or is likely to be, used to commit an offence, cause personal injury, or damage to the property of, any person (including the pupil)

4. Bullying

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 is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

A single serious incident may not meet the definition of bullying but will still be addressed under the school's behaviour and safeguarding procedures, where appropriate

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Management Board

The Management Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Management Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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

5.3 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The Headteacher and Deputy Headteacher will support staff in responding to behaviour incidents.

5.4 Parents

Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct and 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 their child's Key Worker promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

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 that is 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 the school's behaviour policy and wider culture.

6. Pupil code of conduct

Every pupil is expected to be aware of, understand and follow the code of behaviour.

At The Triple Crown Centre, we will:

- Treat pupils, staff, visitors and members of the community with courtesy and consideration
- Respect each other's property, individuality, culture and background
- Respect and look after school property, including keeping it clear of litter
- Be responsible for our own behaviour and ensure that school is a safe and happy place for everyone
- Strive to achieve our true potential and support others to do the same
- Attend school regularly, on time and appropriately dressed
- Know that any behaviour that falls short of our expectations will be dealt with appropriately and reasonably
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Our **Classroom Code of Conduct** is as follows:

**Because we all have the right to learn and be the very best we can,
we have decided to:**

Treat everyone equally by:

- Respecting everyone's individuality
- Allowing everyone the opportunity to learn
- Respecting each other's opinions by listening carefully to everyone's ideas
- Allowing everyone to take turns, so we all have a chance to learn

Care for each other and our School by:

- Being polite to and appreciative of each other
- Looking after our learning space by not eating and drinking in class
- Ensuring everyone is safe in the classroom e.g. 4 chair legs on the floor when sitting down
- Respecting each other and TCC's property
- Respecting TCC's dress code

Co-operate with staff and other pupils by:

- Being on time to lessons and only leaving the room when we have permission
- Bringing all the equipment we need for learning and having it out ready at the beginning of the lesson
- Following staff instructions first time
- Working to the best of our ability in the classroom
- Completing Extended Learning when set

6.1 Mobile phones

The Triple Crown Centre operates a mobile phone-free school day. Pupils must not use mobile phones during the school day, including during lessons, between lessons, breaktimes and lunchtime. This expectation applies to smart phones and other smart communication devices where these are capable of messaging, accessing the internet, taking photographs or videos, or otherwise communicating with others.

Pupils must switch off their mobile phones and place them in their lockers at the start of the school day. Mobile phones must remain securely stored until the end of the school day.

Failure to follow this expectation will be managed in accordance with the school's behaviour procedures.

The school does not accept responsibility for mobile phones or other personal items that are lost, stolen or damaged.

The school recognises that, on occasion, a parent/carer may need to contact their child during the school day. Parents/carers should contact the main school office by email at triplec@triple-crown.solihull.sch.uk or by telephone on 0121 709 0080.

Reasonable adjustments will be made where required to meet a pupil's individual needs, for example, due to a long-term medical condition or where this forms part of the provision specified in an Education, Health and Care Plan (EHCP).

7. Responding to behaviour

7.1a Responding to good behaviour

The Triple Crown Centre firmly believes that rewards are key to establishing high standards and self-discipline. A range of rewards are therefore used to encourage and reinforce good behaviour. (See Appendix 2 for rewards/sanctions chart)

All staff acknowledge hard work, good behaviour and positive contributions with, for example:

- Verbal praise
- Non-verbal acknowledgement – e.g. a nod, a smile
- Positive comments written in books
- Showing/sharing work (if deemed appropriate) with other pupils in the class
- Displaying pupils work in the classroom and around the school
- Phone calls/letters home
- Merits
- Half termly subject certificates
- Half termly 'postcards home' to celebrate effort, progress across the school achievements throughout the half term

Reward assemblies are held half-termly for the whole school.

7.1b Responding to misbehaviour

Behaviour incidents will be considered in the context of safeguarding. Behaviour may indicate that a pupil is experiencing harm, abuse, exploitation, bullying, mental health difficulties or other vulnerabilities. Where appropriate, staff will follow the Safeguarding and Child Protection Policy and report concerns to the DSL.

Staff may use the behaviour responses and consequences set out in this policy where a pupil's behaviour falls below the school's expectations (See Appendix 2 for rewards/sanctions chart)

These may include:

- A verbal prompt to encourage them to re-focus and re-engage in their work
- Adjusting seating arrangements in the classroom
- Discussion with pupil at the end of the lesson
- Utilise part of pupils' lunchtime to 'catch up with missed work'
- Phone call home

- Personal tutor/ subject teacher meetings with parent/carer
- Placing a pupil on Monitoring Report for a specific period of time
- Meeting with the Deputy Headteacher or Headteacher to agree and sign a behaviour contract (appendix 3)
- Meeting with Headteacher who may activate a suspension
- Meeting with Headteacher and panel of Management Board members

Pupils referred to the Headteacher as a result of a serious incident, will be dealt with in accordance with the Serious Incident Procedure.

Serious incident procedure

Should an incident of an extremely serious nature take place in school, e.g. a fight or unacceptable verbal aggression, the following procedure will take place:

- The Headteacher must be contacted immediately. In their absence, the Deputy Headteacher must be contacted
- The Headteacher/Deputy Headteacher may arrange for the pupil to be removed from lessons or the main body of the school where necessary to maintain safety and allow the incident to be investigated
- The pupil will remain at school but supervised by the Headteacher/Deputy Headteacher or an appropriately designated member of staff
- Parents will be asked to attend a meeting at the school with the Deputy Headteacher/Headteacher, at the earliest opportunity
- Statements will be obtained from relevant staff and pupils who witnessed or were directly involved in the incident (Appendix 4 - 'Witness Statement')
- Following a thorough investigation into the incident, the Headteacher may take the decision to impose a suspension. In doing so, the school will follow the guidance given by the DFE in its document '**Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and student referral units in England July 2026**'
- Serious incidents may also be referred to the police. This may be for clarification as to the police view of the incident. However, the referral may result in advice/warnings being issued to pupils as to their current and future conduct. It may also result in police action being taken

Detentions

What the law allows:

- Teachers have a legal power to put pupils (aged under 18) in detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the pupil does not have permission to be absent
- Weekends – except the weekend preceding or following the half term break
- Non-teaching days – usually referred to as 'training days' or 'INSET days'

All members of staff, including support staff, can impose detentions.

Matters to consider when imposing detentions

Parental consent is **not** required for detentions, although parents will be informed if the detention is out of school hours.

With lunchtime and break time detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff will not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities, which mean the detention is unreasonable
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an allegation against a member of staff that is shown to have been deliberately malicious or knowingly false, the Headteacher will consider whether disciplinary action is appropriate in accordance with this behaviour policy. Any allegation involving a member of staff will be managed in accordance with the school's safeguarding procedures.

8. Behaviour management

The Triple Crown Centre takes a relational and nurturing approach to behaviour. We recognise that positive relationships, predictable routines, clear boundaries and consistent expectations are central to supporting pupils to regulate their behaviour and engage successfully in learning. Where behaviour falls below expectations, staff will seek to understand the factors contributing to the behaviour, while maintaining clear and appropriate boundaries and consequences. Pupils will be supported to reflect on their behaviour, repair relationships where appropriate and develop the skills needed to make positive choices.

8.1 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
- Plan lessons that are well prepared, differentiated, interesting and enjoyable
- Display the pupil code of conduct in addition to their own classroom rules
- Reward good behaviour and good work
- Always challenge unacceptable behaviour, even minor incidents
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils at the start of lessons
 - Establishing clear routines, including a seating plan
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Use a range of appropriate behaviour management strategies to manage low-level disruption

8.2 Restrictive interventions, including the use of reasonable force

Restrictive intervention refers to a range of actions that restrict a pupil's movement or freedom. The use of restrictive intervention, including reasonable force, must always be lawful, necessary, proportionate and reasonable in the circumstances. Staff may use reasonable force where necessary to prevent a pupil from:

- Causing injury to themselves or others
- Damaging property
- Committing an offence
- Causing serious disruption

Physical intervention must never be used as a punishment or simply to enforce compliance with a staff instruction.

Any use of restrictive intervention, including reasonable force, must:

- Be used only where necessary and proportionate
- Use the minimum amount of force and for the minimum amount of time possible
- Maintain the safety and dignity of all concerned
- Be recorded and reported to parents/carers

Before using restrictive intervention, staff should consider whether there are safer and less restrictive alternatives. Staff should take account of the pupil's individual circumstances, including SEND, mental health needs, medical conditions, trauma and any known vulnerabilities.

8.3 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 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 another 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 Headteacher, 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, 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) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). 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.

8.4 Pupil support

The school recognises that behaviour may be a form of communication of an unmet need. Where behaviour is persistent, unusual or represents a significant change from a pupil's usual presentation, staff will consider whether there may be underlying SEND, medical, mental health, safeguarding or other unmet needs.

The school will consider whether reasonable adjustments, additional support, adaptations to the learning environment or changes to provision are required to support the pupil to meet the expected standards of behaviour, taking into account their individual needs and circumstances.

9. Pupil transition

To ensure a smooth transition to the next stage of the pupil's education or training the Deputy Headteacher/SENCO will conduct transition meetings. This is to ensure a smooth transition and 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.

10. Training

Our staff are provided with training on managing behaviour, as part of their continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Management Board annually. At each review, the policy will be approved by the Management Board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Management Board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Safeguarding and Child Protection policy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The school will use suspension and permanent exclusion only where appropriate and in accordance with statutory guidance. The school will consider the individual circumstances of each case and ensure that decisions are lawful, reasonable and proportionate.
- Pupils are supported to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Management Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Management Board annually.

Appendix 2: Rewards and Consequences Chart

REWARDS	
Positive Behaviour · Achievement · Success	
Positive Behaviour / Achievement	Recognition / Reward
Learning behaviours aligned with CROWN Skills:  Communication  Resilience  Organisation  Willingness to Try  Nurturing Others	Class Teacher - Non-verbal acknowledgement via body language - Verbal recognition and praise - Positive feedback in marking - Sharing pupils' work within class
Learning behaviours that go beyond expectations and contribute positively to learning	Class Teacher - Merit(s) - Display work in classroom - Phone call home & record on the communication log
Consistently excellent learning behaviours that support progress and achievement	Class Teacher - Phone call home & record on the communication log - Subject awards for effort
Excellence in:  Attendance  Progress and/or attainment  Demonstrating the school values	Headteacher - Attendance awards - Headteachers award - Rewards experiences

Stage	CONSEQUENCES	
	Support · Refocus · Progress	
	Behaviour Concern	Action
1 	Low level disruption <i>Off task, leaving a seat without permission, distracting other pupils, failure to engage/complete classwork etc.</i>	Class Teacher - Verbal prompt or encouragement - Discreet reminder of expectations - Conversation with the pupil to refocus them on learning
2 	Persistent Stage 1 disruption <i>Rudeness to staff/pupils, inappropriate language etc.</i>	Class Teacher - Issue a lunchtime catch-up session - Inform the Personal Tutor - Inform parent/carer - Record incident and actions taken on MyConcern as a Stage 2 incident
3 	Persistent Stage 2 behaviour <i>Defiance, play fighting, swearing, vandalism, racist, anti-disability, sexual or homophobic language etc.</i>	Deputy Headteacher - Inform parent/carer (<i>DHT to direct staff</i>) - PT/subject teacher meets with parent/carer and place pupil on monitoring report - Record incident and actions taken on MyConcern as Stage 3 incident
4 	Persistent poor behaviour or a serious breach <i>Physical assault, intoxication or possession of illegal substances, threatening behaviour, theft etc.</i>	Headteacher - SLT meeting with parent/carer and a Behaviour for Learning Contract agreed - Suspension, where appropriate - Record the incident and actions taken on MyConcern as a Stage 4 incident

Appendix 3: Behaviour for Learning Contract



Behaviour for Learning Contract

Pupil Name:

I agree to:

- 1.
- 2.
- 3.
- 4.

Signed: _____ (pupil)	Date: _____
Signed: _____ (Parent/Carer)	Date: _____
Signed: _____ (Member of SLT)	Date: _____

Appendix 4: Witness statement



WITNESS STATEMENT

Name of witness		
When and where incident took place		
Who was involved in the alleged incident (pupil and staff)		
Details of incident		
What do you think may have caused the incident?		
Signed (witness)		Date:
Name of supervising staff (if pupil is the witness)		
Signed		Date: