

Behaviour policy

September 2024

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1 Policy statement

1.1 Vision, mission and values

We aim to achieve and maintain outstanding behaviour across our academies through a commitment to fulfilling the Trust vision:

To inspire. To raise aspirations. To create brighter tomorrows.

We are committed to creating a positive culture where pupils can learn in a calm, safe, and supportive environment.

We promote values, attitudes, beliefs, social norms and routines that support such an environment. Disruption and harmful behaviour are not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.

We aim to equip all pupils with a sense of belonging, a sense of self-worth, and the aspiration to become increasingly self-disciplined and able to make positive choices for themselves.

1.2 Purpose and intent

This policy, and academy appendices, adhere to the latest guidance found in [behaviour in schools – advice for headteachers – July 2022](#).

This policy should be read, where applicable, in conjunction with the Trust anti-bullying policy, suspensions and exclusions of pupils policy and safeguarding policy.

Application of this policy enables all staff to:

- support and model good behaviour
- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour
- ensure every member of the Trust community feels valued, respected and fairly treated
- provide an ethos and environment within which everyone feels safe

- foster discipline and mutual respect between pupils and their peers, and between staff and pupils
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult
- effectively manage behaviour for pupils with special educational needs and disabilities (SEND) through recognising the importance of inclusivity and graduated responses
- consistently respond to and sanction specific behaviour issues (including misbehaviour online and suspected criminal behaviour)
- sanction pupil behaviour transgressions using appropriate steps in accordance with the academy sanctions procedures
- ensure that when applying this policy, under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, arrangements are made to always safeguard and promote the welfare of pupils

2 Roles and responsibilities

Specific academy approaches to managing behaviour in their local context are found on the academy website under the respective local academy behaviour appendix.

All local systems adopted in our academies for managing and recording behaviour, including those incidents involving child-on-child sexual harassment and abuse, are centred on achieving a positive climate for learning and a respectful, secure pupil culture.

Principals (with the support of the executive principal) will:

- ensure that, as far as possible, all behaviours in the academy follow the principles outlined in the behaviour for schools advice for headteachers guidance
- communicate and expect the highest standards of behaviour modelling from the staff
- delegate responsibility for management of pupil behaviour to staff at all levels from teaching assistants, through classroom teachers, faculty leaders and pastoral leaders to members of the senior leadership team as appropriate
- invest in continuous professional development for staff and support to effectively manage and maintain good behaviour
- provide effective pupil support systems and interventions
- ensure the academy has appropriate arrangements to manage pupil transition

- provide sound organisation and facilities enabling the best climate for learning
- ensure that a graduated response to behaviour gives due regard to individual needs and circumstances - this is especially (but not exclusively so) for those pupils with special educational needs. See [SEND policy](#) and [HM Government SEND Review – Mar 2022](#)
- ensure that positive and negative behaviours are recorded and monitored through the respective academy management system
- recognise absence as a behaviour (in accordance with the Education Inspection Framework) which will be assertively monitored and managed in accordance with the latest guidance on enforcement found in [Working Together to Improve School Attendance 2022](#). See our [attendance policy](#) for further details
- respond to all incidents of sexism, sexual harassment, and sexual violence in accordance with our child protection/safeguarding policy
- adopt a firm and decisive approach to sexual harassment and violence
- manage, and provide sanctions for, incidents of child-on-child abuse, including sexual harassment and violence through the safeguarding and child protection policy
- handle malicious allegations through our pastoral and safeguarding structures
- ensure that through their respective academy curriculum offer and wider pastoral system they deliver preventative measures to address bullying, including cyber-bullying, prejudice-based and discriminatory bullying (see anti-bullying policy)
- ensure that incidences of any of the above are robustly dealt with via the respective academy consequence pathway and escalation process
- where appropriate, involve relevant external agencies and partners as part of the immediate behaviour management and longer-term resolution process with individuals and / or groups of pupils
- consider a period of suspension and / or other strategies for those pupils whose behaviour consistently falls well below the standard (and subsequently cannot be managed by the first stages of the consequence system)
- reserve the right to apply the ultimate sanction of permanent exclusion for those pupils where suspension and subsequent graduated responses, including alternative provision where appropriate and available has not been successful
- where a one-off instance of serious, threatening, or dangerous behaviour is deemed to have met or exceeded the threshold of acceptable conduct, consider applying the ultimate sanction of permanent exclusion. See section 6 and our [suspension policy for further details on exclusions from school](#)
- include the following in the *local academy behaviour appendix* to the Policy:
 - How behaviour is managed and by whom – referral / escalation
 - The academy specific consequence pathway / system

- The academy specific rewards and sanctions system
- Entry and exit routines and expectations
- Uniform and use of mobile / smart phones and other media
- Absence, punctuality, and lateness with reference to the specific timings of the academy day
- Representing the academy off site (including conduct on buses where applicable)

Staff (through delegated responsibility from the principal) will:

- follow this policy alongside the specific arrangements highlighted in the local academy appendix
- apply fairness and proportionality in accordance with statutory guidance
- apply a consistent approach to behaviour management, including the use of rewards
- demonstrate strong leadership, setting the climate for secure behaviour
- apply effective classroom management that is focused on sense of belonging, sense of self- worth and motivating pupils to be aspirational
- always model good behaviour
- liaise in a timely way with parents, carers, and other agencies to support positive behaviour
- clearly communicate the academy behaviour expectations, systems, and procedures
- continue to promote the British Values of respect, tolerance, and the rule of Law
- provide a secure, orderly, healthy, and safe environment for children
- consider pupils views and concerns, ensuring that they receive fairness of treatment
- promote good and appropriate behaviour through purposeful, enjoyable learning because of well-planned and delivered lessons in well-managed classrooms

Local academy committees will:

- assume the overall responsibility for ensuring the statutory contents of the policy are understood and adhered to at academy level
- delegate day-to-day responsibility for delivering the core elements of the over-arching Behaviour Policy to the Principal of each academy
- support academy leaders to drive improvements in behaviour and ensure all pupils are receiving high quality of education through positive behaviours and attitudes
- ensure there is a clear and sustainable focus on enabling staff and pupils to learn and improve
- ensure academy staff receive appropriate training on behaviour
- ensure through delegated responsibility that all employees of Diverse Academies will consistently follow and implement the policy
- quality assure the implementation of the policy and respective academy policy appendices

Trustees Board and the chief executive officer will:

- approve the Trust mission, vision, and values in collaboration with the executive leaders
- promote and demonstrate the values and core goals and ensure that self-evaluation in behaviour priorities will effectively achieve these and will drive performance
- monitor progress in behaviour indicators and practice to ensure these are embedded across the organisation
- hold executive leaders to account for the educational performance of the organisation and its pupils
- take steps to assure the quality of education and behaviour and attitudes provision by overseeing standards and outcomes through relevant indicators across all academies within the Trust
- monitor behaviour in the context of the intent, implementation, and impact of the quality of education
- engage with stakeholders including parents/carers, staff and pupils and wider community
- understand and consider the views of stakeholders within the Trust to ensure that the vision, core goals, values and culture align to the needs of the communities the Trust serves.

Pupils will:

- come to school on time and demonstrate expected behaviours around attendance and punctuality
- understand and follow well established classroom routines at their respective academy
- behave well and experience a positive climate for learning
- show respect and courtesy towards all members of the academy community
- receive additional behavioural and learning support according to their individual need
- reinforce positive attitudes and celebrate their and other's achievements
- feel confident that in their academy they are known and valued as individuals

Parents should:

- support the academy in the application and enforcement of this policy
- inform the academy of any challenging behaviour exhibited at home, any special education needs that may be affecting behaviour or changes in circumstances that may account for changes in their child's behaviour
- ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped
- work with the academy in support of their child's learning

- attend virtual or in person meetings at the academy with staff to discuss their child's behaviour [and adhere to any parenting contracts put in place]
- inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy)
- support their child in homework and other opportunities for home learning
- attend Parents' Evenings to discuss their child's progress, if reasonably possible
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensuring that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child

3 Benefits of the policy

- To always keep staff and pupils safe.
- To enable pupils to work and succeed in an orderly, respectful, and purposeful learning environment leading to positive outcomes.
- To enable teachers and other staff to deliver high quality learning to all pupils.
- To have a school culture which celebrates positive learning and acknowledges respectful relationships at all levels.
- To create a widely understood and achievable framework for outstanding behaviours from all stakeholders.

4 Record keeping

The overall responsibility for record keeping in our academies is taken by the principal and the respective member of the Senior Leadership Team responsible for Behaviour and attitudes within the academy.

Our academies will keep accurate records of behaviour incidents at all levels. Low level incidents are tracked to enable each academy (and the Trust) to track persistent low-level disruption. Thorough, accurate records for more serious incidents, especially those which involve consideration of suspension or higher sanctions. Such tracking at all levels also enables support, mentoring and interventions to be put into place as appropriate to student need.

These records must be kept on a database through SIMS or a suitable alternative and provide comparative data to show trends over time.

Referrals through the behaviour log will be quality assured over time through the Education Review Meeting (ERM) process and by the Trust as part of the internal review process. Patterns of persistent low-level disruption, as well as more extreme behaviours will be analysed and acted upon by academy leadership teams.

5 Equality

In accordance with the Equality Act 2010 each academy makes reasonable adjustments to the application of their behaviour policy where the behaviour is due to a reason related to the child's disability, thereby ensuring that disabled children are not placed at a disadvantage.

Staff seek to identify the underlying cause of any unacceptable behaviour (for example an unmet special educational need or exposure to adverse childhood experiences) and put in place interventions and measures to address the cause and prevent the behaviour re-occurring.

Our academies aim to identify 'triggers' which may lead to challenging behaviour persisting or worsening. They ensure that children who are displaying challenging behaviour because of an underlying disability or special educational need are not unlawfully discriminated against.

Our overriding aim is to work with the academies, parents/ carers, and other agencies to find ways of modifying the child's behaviour, so that the whole academy community can be safe and successful. Our priority is that the climate in the classroom and around each Academy is calm and positive so that young people can learn effectively.

Our academies work closely with parents of children who display a recognised behaviour difficulty / condition, ensuring a consistent approach and continuous support between home and the academy, to mitigate against further sanctions.

6 Sanctions

Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. Staff will try de-escalation techniques to avoid the use of sanctions wherever possible before there has been any significant risk of disruption or harm". However, staff can sanction children whose behaviour falls below the standard which could reasonably be expected of them. Relational mentoring will be used where appropriate to help prevent further behaviour issues arising. Each academy may impose sanctions in response to pupil misconduct. All sanctions will be reasonable

and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and protected characteristics.

The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or promoting improvement. Each academy will use a range of sanctions in response to incidents of poor behaviour. These sanctions may include:

- verbal reprimand
- requiring a written apology
- confiscation of a pupil's property
- missing break time
- extra work or repeating unsatisfactory work until it meets the required standard
- the setting of written tasks as punishments, such as writing lines or an essay
- academy-based community service or imposition of a task – such as picking up litter, weeding academy grounds, tidying a classroom, helping clear up the dining hall after mealtimes or removing graffiti
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular academy events such as sports day or prom
- internal exclusion
- detention including during break time, lunch time, after normal academy hours or at weekends
- regular reporting including early morning reporting, scheduled uniform and other behaviour checks, or being placed “on report” for behaviour monitoring
- removal from a class or groups
- education off-site for a designated period
- suspension or permanent exclusion
- other tailored sanctions that are considered to be effective based on context

Academy staff aim to work in collaboration with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.

The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding pupils' behaviour when necessary.

Each academy encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

Under no circumstances will illegal or inappropriate, items or behaviour be tolerated in the academy, and all pupils must respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or permanent exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- gambling on academy property
- recording or taking images of pupils or staff without their express consent
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs"
- carrying, supplying, or taking prescription drugs or non-prescription drugs without lawful reason
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- carrying an offensive weapon
- arson
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the academy rules (see Annex).
- unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will be encouraged to engage with supervised education in a suitable environment. Failure to attend and or failure to cooperate with this offer will be an added consideration when deciding on the most suitable sanction/course of action.

The length of time of a lesson removal will be tailored to the needs of the pupil, proportionate to the reason they were removed. Considerations will be made for a planned successful reintegration, back into the classroom when this is appropriate to all parties.

Staff will consider whether any assessment of underlying factors of disruptive/harmful behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom. The pupil should be offered the opportunity of reflection and relational encouragement as well as setting out clear behavioural expectations and the consequences of failing to comply to promote the prevention of such behaviour in the future.

If a child has a social worker or is a looked after child, the principal will ensure that the social worker and/or Virtual School Head (as applicable) are informed of the lesson removal and adaptations to the Personal Education Plan are made to reflect the behaviour support in place.

Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of academy hours when it is reasonable after having considered whether:

- the detention may put the pupil at increased risk or compromise their safety
- the pupil has known caring responsibilities or religious requirements
- the detention timing conflicts with a medical appointment
- parents ought to be informed of the detention
- suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent

During lunchtime detentions, staff will ensure that sufficient time is given for the pupil to eat, drink and use the toilet.

Relational mentoring and restorative conversations may take place during lessons, between lessons and after lessons. Such a conversation as soon as possible after poor behaviour is a very effective strategy. Staff should be able to have a conversation with a pupil at the end of the day or at a suitable time that is convenient for staff and possibly of some inconvenience to the pupil. This should not cause an increased risk of harm to the pupil e.g by causing the pupil to have to walk home in the dark or affect their transport. Staff should therefore ask the pupil how they are getting home if they wish to speak to them briefly after school. If cooperation is an issue then this should also be considered when the matter is followed up and could result in further sanction.

Permanent exclusion will only be used as a sanction of last resort in response to a serious breach, or persistent breaches, of this behaviour policy and/or where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the Trust's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or permanently exclude.

7 Pupils with special educational needs and/or disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age
- has a disability which prevents or limits them from accessing the curriculum
- has behavioural, emotional, or social difficulties which impact adversely on their learning and progress

The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the trust will do all it can to ensure that the pupil receives appropriate support. In line with the Equality Act 2010⁴ and the Children and Families Act 2014⁵, academies will take such steps as is reasonable to avoid any substantial disadvantage to a disabled child without causing serious risk of disruption or harm to other pupils, staff or others. Academies will use their 'best endeavours' to meet the needs of those with SEND (including children who have unidentified SEND). The Trust will not automatically assume that because a pupil has SEND, this must have affected their behaviour on a particular occasion – this is a question of judgement for the respective academy and on the facts of the situation.

A tailored approach should be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's [special educational needs and disabilities policy](#) for more information.

The respective academy will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures that may be used include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that 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 who has medical skin conditions
- training for staff in understanding conditions such as autism

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Suspensions and permanent exclusions

Suspension and permanent exclusion decisions, procedures and protocols in our academies are always made in line with the latest [DfE guidance, suspensions and exclusions, May 2023](#).

In the most severe cases which merit higher level intervention, we may involve the appropriate authorities, such as police, to investigate the individual(s) concerned. Protocols for this are outlined in the safeguarding policy.

All our academies, at all times, adhere to the guidance on suspensions, and the Trust policy.

Further information on the way we manage suspensions and exclusions are found in the suspensions and exclusions of pupils policy.

9 Investigating incidents

Initial investigations of minor infringements of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading.

If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

The Trust uses close circuit television (CCTV) within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.

In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

All investigations adopt the balance of probabilities standard of proof.

10 Searching, screening and confiscation

When dealing with situations outlined below the academy leadership must consider and adhere to the specific guidance outlined in the Trust safeguarding policy and guidance outlined in the latest DfE publication – [searching and screening in schools - July 2022](#).

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the principal or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with special educational needs (SEND), and making reasonable adjustments that may be required where a pupil has a disability.

Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the academy rules, or is evidence in relation to an offence, staff may confiscate, retain, or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate, a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.

The principal and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item, or if they believe that a search has revealed a safeguarding risk, without delay. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the respective academy rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from **causing disorder**.

Any search without consent must be conducted by a member of staff of the same identified sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the pupil(s) involved and will advocate for pupil's wellbeing at all times. Before calling police into the academy, 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 by consulting with the designated safeguarding lead and academy Principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. **'Strip Searching' must NOT be carried out by any of our employees.**

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time, and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. This data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

The academy may require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

11 Use of reasonable force

The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the principal has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where pupils need to be held to help them to calm down will be recorded, any consideration should be given to the need for risk assessment and mitigation of risks in tailored support for the pupil. Parents should be informed as a matter of course.

12 Bullying

The Trust wants to make sure that all pupils feel safe and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality. Bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Bullying can be verbal or physical, in person or via electronic, on-line, or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chance of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional, and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

Please refer to the Trust anti-bullying policy for more information.

13 Suspected criminal behaviour

In cases when a member of staff or principal suspects criminal behaviour, our academies will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case.

These initial investigations will be fully documented, and the academy make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the academy ensures any further action they take does not interfere with any police action taken.

However, our academies retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will normally be appropriate to make in tandem a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Reports of child-on-child sexual violence and abuse can be especially difficult to manage. We always follow part 5 of KCSIE guidance.

We will act swiftly in response to instances of alleged child-on-child abuse and will follow our safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance found in part 5 of KCSIE on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

14 Behaviour off-site – to and from the academy

The academy will apply sanctions within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy, staff will consider:

- whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour

- the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

Pupils are not permitted to leave our academy sites during the day *without prior authorisation / permission*.

On all academy-organised excursions, children and staff follow the respective academy and provider behaviour policy.

It is our expectation that our pupils model good citizenship in and out of their academy.

15 Post 16/sixth form students

Local academies have their own specific arrangements for post-16 / sixth form students, who may leave the respective academy/post 16 centre site at designated times. These are found in the local academy appendix.

We expect each of our post 16/sixth form sites to operate a **secure registration system to record timed entry and exit for students, as a basic safeguarding and fire-safety protocol**.

All students must always adhere to this expectation. Failure to do so, will result in appropriate local sanctions being applied by the academy.

While off-site, students must behave in accordance with the respective academy behaviour policy. Failure to act appropriately will be addressed through the local academy sanctions protocols.

Post 16/sixth form students are role models in their respective academies, and as such will be subject to phase (key stage 5) specific academy behaviour and consequence systems.

16 Use of mobile phones, smartphones and other electronic devices

We expect that mobile phones and other devices are never a barrier to learning, or a cause of disruption or online bullying/abuse in our academies.

We delegate local academy protocols to our principals and executive principals in respect of this.

We expect well developed plans to be in place for the management of mobile phones and other devices and give autonomy to our academies to take a measured approach in enforcement of these local protocols.

At all times we encourage good behaviour, an effective and proportional response to incidents of misbehaviour both in and out of the classroom and will support staff in tackling behavioural issues related to their misuse.

We expect our academies to put in place measures to mitigate the risk of distraction, disruption, bullying, and abuse associated with mobile phones. Any issues with the misuse of the devices will be addressed through the usual sanctions applied by the academy.

Further details can be found in the local academy behaviour policy appendix.

17 Alternative provision (AP)

All of our academies, when making a referral to alternative providers, must adhere to the protocols outlined in the [alternative provision non-statutory policy](#).

18 Complaints

All Diverse Academies seek to resolve any issues within the academy through the pastoral team . In the unlikely event there are further concerns please refer to the Diverse Academies [concerns and complaints policy](#).

19 Review of the policy

This policy is reviewed annually to reflect any further legislative or guidance changes.