Behaviour Policy

History of document: To be reviewed annually and re-approved by the Local Governing Body every three years, or sooner if deemed necessary.

Author	Member of staff responsible	Date approved	Date of renewal	Notes
Iain Addison	Iain Addison	Policy reviewed by Welfare Governors April 2024	September 2024	

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1. Introduction

The ethos of St Aidan's as a Christian school encompasses all aspects of care and value of the individual. Every member of the St Aidan's community has the right to feel safe and happy and therefore has a duty to behave in a considerate way and to respect the rights of others. All pupils should care for and support each other.

This Policy embraces the school's aims of ensuring that its Christian tradition is expressed in the values it upholds, in the whole curriculum, and in its daily living. St Aidan's has a behaviour policy because it believes that pupils learn best in an ordered environment. The whole school's policy is informed by basic principles to which the governing body is fully committed based on Christian values, and which allow every child to feel safe, secure and 'loved'.

St. Aidan's Church of England High School is committed to developing the character of every single student. We want them to thrive within school and take part in the multitude of opportunities which the school offers them. The Behaviour Policy and the systems it explains, aims to support students to grow as individuals whilst flourishing as part of our community. We believe that supporting students through positive interactions with them, promotes a unique sense of community. The sense of "working together" must be maintained and conversations with students, staff and parents/ carers are at all times aimed at achieving positive choices.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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 students.

As a school we endeavour to protect children and young people from harm and help them achieve in life. We will seek to ensure that through the consistent application of this Policy that all students will see the benefits of true relationships between themselves and all people working within the school community.

2.1. Christian Ethos

Given its foundation, the school endeavours to encourage all people working within the school to treat each other in the light of the Christian Gospel.

Staff - Pupils   Staff - Staff   Pupils - Pupils

The ethos of the school depends upon a sophisticated understanding of the different needs of children who are moving through the complexities of adolescence. Accordingly, the following are guidelines within which staff should work. Staff are encouraged to seek discussion or help within

departments and year groups and always to ask for advice or refer difficulties or issues that they cannot resolve themselves.

3. Inclusion

The school extends a welcome to children who, for whatever reason, are disadvantaged by their personal circumstances. There are a number of students in school with complex social, emotional or behavioural needs. For the vast majority of our students, the guidelines that follow are appropriate but there are a very small number for whom a different approach is necessary. The school recognises that these students do not respond to sanctions and need a more therapeutic approach from a small group of staff. The Learning Support and Inclusion Departments should be approached for advice in these cases.

4. Restorative Practice

Restorative practice is central to our ethos. Children (and adults) need to feel that they belong. We know our children well and believe that while relationships are not built in a day, they are built daily. Behaviour not translated will be transferred so we try to understand what behaviour is telling us. Every adult interaction can be an intervention so positive talk to students to build this sense of belonging is paramount to what we do.

Through connecting with students, we can both a sense of community but more a sense of belonging. Through building relationship capital, we can ensure our school values of WALK are lived:

- Wisdom
- Aspiration
- Learning Together
- Kindness

Challenging behaviour can be seen also as distressed behaviour. Our Pastoral systems are mirrored in all aspects of school life. The sanctions explained in section 7 are to support Teaching and Learning when there has been a breakdown in the relationships between staff and students or students to students. It is the reparation work which goes on after a sanction which leads to the rebuilding of our community.

We work relentlessly to understand behaviour. All staff consider the context when interpreting behaviour and actioning any consequences in school. We consider what a child may be trying to say by their behaviour and we ask the right questions to investigate the situation and to offer support: 'What has happened to the child?', 'What is the story?' and not 'What is wrong with the child?'

It is important that we take the time to interpret behaviour. Jones and Bouffard (2012) and Banerjee, Weare and Farr (2014) suggest that interventions for pupils' social and emotional learning should be integrated into the daily life of the classroom rather than provided through discrete programs. We

advocate an integrated Whole School Attachment Aware Approach. According to the Attachment Lead Network, an attachment aware school is one where the whole staff:

- Have a good understanding of the impact of significant relational traumas and losses upon pupils.

- Have attachment principles firmly embedded within all their policies.

- Use an attachment framework to understand behaviours.

- Know who the troubled pupils are in their school.

- Prioritise employing and supporting key adults to build special relationships with troubled pupils.

- Allocate a TouchBase team to the pupil – Key Adult, Teacher/Form tutor, INCO/SENCO, Assistant Head/Head of Year, Head teacher who ensure consistency of approach.

- Engage in quality staff care to optimise care giving capacities and ensure stability and retention of staff.

- Research the starting point of pupils in their care, tracing back over their lives from pregnancy onwards to reflect upon the possible impact of relational traumas and losses experienced.

- Know the developmental age of the pupils in their care differentiating emotional and social tasks and expectations.

- Develop individual development plans for individual pupils that run over a course of 2-3 years.

- Engage in relentless care.

- Direct any conflicts or difficulties with the pupil through the Safe Base team allocated rather than getting too involved themselves.

- Facilitate relational proximity rather than distance at times of difficulty with the pupil.

- Integrate and channel any advices from outside agencies into the IDP via the Key adult and/or Safe Base team.

- Engage in a careful balance of both nurture and gentle challenge to support troubled pupils into learned security.

- Work closely with the family to develop a shared understanding of the pupil reflecting on possible stressors and calmers.

And are addressing the developmental vulnerabilities of troubled pupils.

Through sharing information, staff briefings and through individual SEND Individual Provision Maps, strategies and support are in place to support children's individual differences and attachment needs. All children are vulnerable in some way during their time in school whether academically or due to SEMH factors, Neurodiversity, SEND and trauma.

There are four ways of working with students, our colleagues and the wider school community:

	To	With
Challenge	Not	For
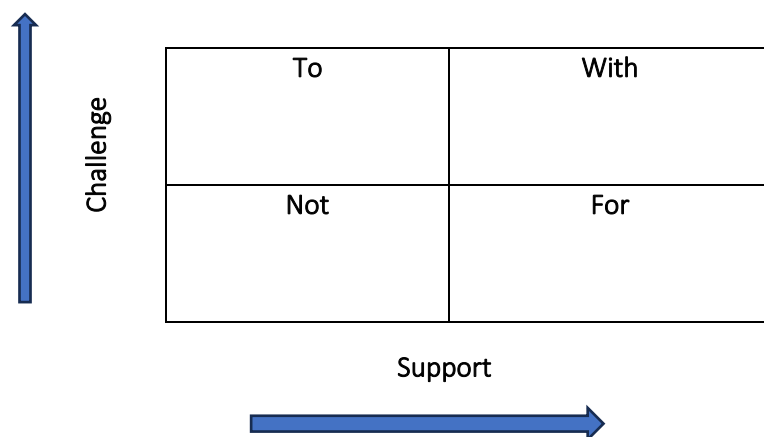
Support

Challenge: expectations and rules to encourage positive choices.

Support: behaviours that show empathy and offer nurture.

At St. Aidans, we are aiming for the "With students", showing high challenge and high support. Our CODE expectations demonstrate the attitudes we wish our students to show and through working alongside students, we support with understanding and empathy. We help to develop a sense of belonging.

The use of language is key in our conversations. **Every interaction can be an intervention:**

Don't say	Instead say
Why did you do it?	Can you share with me what happened?
Can you tell me the truth?	What is your view of what happened?
Who is to blame for what happened?	Who has been affected by what happened? What was the impact on you and on others?
You need to think about your behaviour.	What would you like to see happen? What does that look like for you?
You need to X.	What ideas do you have that would meet both our needs? (The key part of this question is "both our needs").
Who else is to blame?	Have you tried to look at what happened from another perspective?

All staff are responsible for these conversations becoming interventions to support better choices. The challenge element is communicated through high standards and expectations and there are times when sanctions are needed. These will always be followed up through restorative work with the student. Heads of Year will visit the detention room after school and have restorative conversations with students using the language above. Once students have been identified through receiving multiple sanctions, Heads of Year will invite parents/ carers for a meeting with the student

to discuss how we can ensure the student meets our expectations and our sense of community is rebuilt.

5. 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 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

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 explaining that academies should publish their behaviour policy and anti-bullying strategy

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

6. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Chosen non-completion of classwork or homework.
- Poor attitude (demonstrated by disrespectful language)
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Defiance and non-compliance with school expectations despite being given multiple chances.
- 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, or sharing of unwanted explicit content

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

  - Knives or weapons

  - Alcohol

  - Illegal drugs

  - Stolen items

  - Tobacco and cigarette papers

  - E-cigarettes or vapes

  - Fireworks

  - Pornographic images

  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

7. Roles and Responsibilities

7.1. The Governing Board

- 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

7.2. The Headteacher/Deputy Headteacher (Pastoral)

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Welfare Governors Sub-Committee
- Giving due consideration to the school's statement of behaviour expectations (CODE)
- 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 students
- 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 students 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 students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

7.3. Teachers and staff

Staff are responsible for:
- Creating a calm and safe environment for students
- 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 students
- Modelling expected behaviour and positive relationships
- Using restorative language in interactions with students
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7.4. Parents and carers

Parents and carers, where possible, should:

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

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

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

- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, 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.

7.5. Students

Students 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

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

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

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

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

7.6. School behaviour Curriculum

Students 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 students to learn

- Move quietly around the school

- Treat the school buildings and school property with respect

- Wear the correct uniform at all times

- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

8. Mobile Phones

Please see the Bring Your Own Devices/ Mobile Phone Policy.

9. Responding to Behaviour

9.1. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged

- Display the CODE Expectations:

Behaviour expectations in class.

Community: Be respectful.

Organisation: Be learning ready.

Determination: Be focused and on task.

Enterprise: Be responsible.

Teachers will explain the CODE attitudes to learning at the start of every lesson. This is to help teach the expected behaviours and to ensure students are fully aware of the expectations of them. When students are not meeting these expectations, teachers will refer back to the CODE attitudes to learning. Teachers will also reward students when they

are going "above and beyond" these basic expectations and will inform students they are being recognised through record of positive points on our system.

Staff will help to develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

9.2. Safeguarding

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

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

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

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

Child-Protection-Policy-2023-2024.pdf (staidans.co.uk)

9.3. Responding to good behaviour

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be recognised as going "above and beyond" link in with our CODE expectations. The following is an example of positive behaviour linked to our learning habits. Our system with identify these behaviours through recording of positive points.

Learning Habit	Positive Behaviour Being Displayed.	Points
Community	Helping others to succeed	1

	Helping a teacher with a task or demonstration Supporting others with their learning. Contribution to extra-curricular activities	
Organisation	Completing good homework	1
Determination	Responding well to feedback Showing resilience in a task/ activity	1
Enterprise	Academic excellence in class Answering questions Completing good classwork	1

Parents/ carers are notified when their student reaches certain milestones:

Points	Certificate
50 Points	Birch Cross Certificate of Achievement
100 Points	Ash Cross Certificate of Achievement
250 Points	Elm Cross Certificate of Achievement
500 Points	Maple Cross Certificate of Achievement
750 Points	Teak Cross Certificate of Achievement
1000 Points	Oak Cross Certificate of Achievement

Parents/ carers will also receive a weekly email if their child has received 5 positive points for CODE in a week. This is to inform parents/ carers of positive choices students make. We continue to explore ways to inform parents/ carers of the positive choices their child has made.

9.4. Responding to misbehaviour

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

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

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

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

Students' misbehaviour is identified as not meeting our CODE learning habits and displaying poor behaviour choices.

Misbehaviour examples are as follows:

Learning Habit	Negative behaviour being displayed.	Points
Community	Distracting others Disruptive behaviour Shouting out Inappropriate comments Disrespectful comments	1
Organisation	Lack of equipment (Form Tutor only) Late to lesson Uniform issue (Form Tutor only) Failure to complete Homework (Head of Subject Intervention)	1
Determination	Lack of effort Off task Lack of work Poor quality work	1
Enterprise	Refusal to participate Not engaged in learning	1

The school follows a phased response to misbehaviour:

Phase	Choice	Action	Consequence
Phase 1	Negative behaviour	Verbal warning issued.	N/A
Phase 2	Further negative behaviour	2nd warning issued. Teacher intervention e.g. moved seat. Advised of negative behaviour point on Bromcom.	Disruption to learning- 1 point on Bromcom.

Phase 3	Further Negative behaviour	On-call staff requested (through Bromcom). Removed from the classroom. Relocated to "removed room."	Disruption to learning- 2 points 1 hr after school detention for the next evening.
Phase 4	Serious Negative Behaviour	On-Call staff take to Internal Exclusion (Time Away from the School Community – TASC)	TASC and 1 hr after school detention

Phase 1:
Verbal warning issued. The purpose at this stage is to indicate to the student that they are not meeting our expectations. The purpose also is to link the phase 2 action if the behaviour is not remedied. **But** students are given a chance to "Fix it".
Students who are late to lesson are not being responsible so therefore automatically go to Phase 1 (though we are responsive to where students are coming from).

Phase 2:
For continuing to choose negative behaviours, the student is given a 2nd warning. This is also recorded on Bromcom at the end of the lesson. The purpose of this is for the Head of Year to be able to monitor Phase 2 warnings across the year group. The onus is for the class teacher to retain control of their own teaching groups. E.g.: Moving the student to a different seat may be a way to support the learning of the student at this stage.

Phase 3:
A removed room timetable is published which students will be taken to if removed from the classroom. Refusal to go to this room = Time Away from the School Community (TASC) for a full day (commencing immediately and running for the duration of 1 day). If a student has to be removed from a classroom, the teacher records this on Bromcom and the student receives a 1-hour detention for the next afternoon. The student will have a restorative conversation with their Head of Year during this detention and any further action will be decided.

Phase 4:
Parents/ carers to be asked to attend a reintegration meeting following TASC. This can be done on the phone. For repeated behaviours causing a student to be in TASC, this can result in the student being on report to their Head of Year.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Teachers will make reasonable adjustments for students and the restorative approach at the heart of our behaviour system is always the focus. Adjustments for students will be set out on their Individual Provision Map which informs teachers how students need to be given different provision depending on their SEND whether in receipt of a formal diagnosis or not. Students' mental health and wellbeing will also be considered in supporting students.

9.5. Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Members of staff who will be asked to apply "reasonable force" will be trained using Team Teach techniques.

9.6. Confiscation, screening and searching

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

Confiscation

Any prohibited items 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 students after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

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

Subject to the exception below, the authorised member of staff carrying out the search (part of the Safeguarding Team) 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 is 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 students.

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 students. 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 students or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"

- Explain how and where the search will be carried out

- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Deputy Headteacher (Pastoral) 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 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 students' possessions

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

- Desks

- Bags

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 on CPOMS.

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.

9.7. 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 our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

9.8. Online misbehaviour

The school can issue behaviour sanctions to students 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

9.9. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/ member of the Safeguarding 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.

9.10.   Zero-tolerance approach to sexual harassment and sexual violence

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

Students 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

9.11.   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 students accused of misconduct.

10. Serious Sanctions

10.1.   Detention

Students can be issued with detentions during break, lunchtime and after school.

The school parents/ carers will always be informed if their child has received an afterschool detention.

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

•   Compromise the pupil's safety

•   Conflict with a medical appointment

•   Prevent the pupil from getting home safely

•   Interrupt the pupil's caring responsibilities

Detentions are set following a Phase 3 lesson response.

10.2.   Time Away from the School Community (TASC)

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

Students who have been removed from lessons due to repeated disruption of learning or in response to a serious incident will continue to receive education under the supervision of members of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal can be used to:

•   Restore order if the pupil is being unreasonably disruptive

•   Maintain the safety of all students

•   Allow the disruptive pupil to continue their learning in a managed environment

•   Allow the disruptive pupil to regain calm in a safe space

Students who have been removed from the classroom are supervised in TASC and will be removed for a maximum of 3 school days. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Deputy Headteacher (Pastoral).

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

Parents/carers will be informed that their child is to spend time in TASC.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as having an Individual Provision Map to support behaviour management through colleagues making reasonable adjustments to the Behaviour Policy.

Other approaches to avoid repeat behaviours would be:

•   Use of teaching assistants

•   Short-term behaviour report cards

•   Long-term behaviour plans

•   Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

There may be occasions when another school's Internal Exclusion facility is an appropriate response to poor behaviour. If this is the case, St. Aidan's will explain the other responses so far used which have not had the necessary impact and will meet parents/ carers prior to the arrangement in order to explain the current situation and all of the strategies so far used.

10.3.   Suspension and Permanent Exclusion

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Parents/ carers will be informed immediately that a suspension has been decided and work will be sent home to ensure that education is disrupted with the least amount of impact.

11. Responding to misbehaviour from students with SEND

11.1.   Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties 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 students 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 part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Once a student has been identified with SEND, other approaches we use are:

• Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.

• Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.

• Adjusted seating plans to support behaviour in the classrooms e.g. with positive peer role models.

• Training for staff in understanding conditions such as autism and early childhood trauma.

• Use of breakout spaces e.g. the Beacon and the Student Support Office.

11.2.   Adapting sanctions for students with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

•   Was the pupil unable to understand the rule or instruction?

•   Was the pupil unable to act differently at the time as a result of their SEND?

•   Is the pupil likely to behave aggressively due to their particular SEND?

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

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

11.3.   Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

11.4.   Students with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

12. Supporting Students following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. Possible strategies include:

- Receiving SEMH support through the Beacon.
- Mentoring meetings including those with a Student Support Officer.

Appropriate Language	Inappropriate Language
Explain the impact of any inappropriate behaviour	**Do not label the child in a negative way. Focus on the impact of their behaviour bearing in mind that their behaviour could be an unconscious response, for example, to a situation that is stressful for them**
Hitting other children is not something that we expect. It hurts and upsets the person who has been hit.	Hitting is wrong

Where children demonstrate inappropriate behaviour, this is a way of communicating with those around them. They may be showing they are distressed and need support; they may also be showing you that they don't understand what they are expected to do. This behaviour is therefore unlikely to be a conscious, pre-meditated choice and we therefore do not use the word choice	
I want you to think about the behaviour that you are showing and think about what we expect you to do.	You have made the wrong choice by kicking someone. I want you to think about the behaviour that you are showing and make the right choice.
Always use positive language that reinforces our expectations.	**Avoid using the word related to behaviour that you want children to avoid as, if children are struggling to regulate, they may only hear a few (if any) of the words that you are saying. We do not want the one word they hear to be a reinforcement of what we don't want them to do**
We expect you to use a gentle voice when talking to others. We expect you to walk in school to keep yourself and everyone else safe.	Don't shout at your friend. Don't run in school
Be specific when referring to expectations being met.	**Avoid highlighting past behaviours which did not meet expectations as this could either shame the child or reinforce negative behaviours.**
I am really proud that you have remembered to use your quiet voice in the hall when talking to your friends today	I like the way that you're sitting today. This is much better than when you were swinging on your chair yesterday.
The language used throughout school on a daily basis should consistently and positively reinforce our expectations.	**The language should avoid creating temptation or challenge**
The equipment is warm so I'm going to move it over here so that it's out of the way and no-one will burn their fingers.	Don't touch that.
When reflecting with children at a calm point as soon as possible after an event, children will likely need a lot of modelling and support with this process initially and for our children who are not as aware of their own feelings as their peers. We cannot tell children how they are feeling but can be professionally curious in helping them identify and name their emotions. We also do not put our own emotions onto the child.	
When you ran off from the classroom, I wonder if you may have been feeling overwhelmed, like things were too much for you to cope with. What do you think?	When you ran off from the classroom you were overwhelmed.

13. Bullying

Underpinning our ethos is the right of every student to attend school free from worry about bullying or from harmful behaviours from other students. As such, our response to bullying supports creating a positive learning environment for all students.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.
According to the Anti-Bullying Alliance, bullying is:
"The repetitive, intentional hurting 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. It can happen face-to-face or online"

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Physical	Verbal	Emotional	Sexual	Online/Cyber
Pushing Poking Kicking Hitting Biting Pinching	Name calling Sarcasm Spreading rumours Threats Teasing Belittling	Isolating others Tormenting Threatening gestures Ridicule Humiliation Intimidating Excluding Coercion	Unwanted physical contact Inappropriate touching Abusive comments Homophobic abuse	Posting on social media Sharing photos Sending nasty text messages Social exclusion

The Cycle of Bullying:
We recognise that there are different roles within bullying, and it is not as simplistic to label a victim (target) and a perpetrator (ringleader). All those involved need support.

The **Outsider** ignores or doesn't see the bullying and doesn't want to get involved.
OUTSIDER

The **Target** is the person at whom the bullying is aimed at.
TARGET

The **Ringleader** initiates and leads the bullying.
RINGLEADER

The **Reinforcer** supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.
REINFORCER

The **Defender** stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to defend. They might talk to an adult in school.
DEFENDER

The **Assistant** is actively involved in 'doing' the bullying. But does not lead it.
ASSISTANT

Teaching about the effects of bullying:

Students are educated about their roles and responsibilities within bullying and ensuring that St. Aidan's community is free from bullying and its effects. The school's PSHE programme explains to students about how they are expected to conduct themselves and of the harmful effects of bullying. Anti-bullying week is also focused on during Thought for the Day and the corresponding assemblies.

RAISING AWARENESS THROUGH THE CURRICULUM

The impact of bullying

It is important that students appreciate that bullying:

• Is detrimental to the safety and happiness of students

• May have an adverse effect on academic achievement

• May lead to absenteeism and school refusal

• Could lead to low mood, depression and mental health difficulties

• Can have a long-term impact on relationships, mental health and wellbeing

• Can lead to students feeling hopeless, having suicidal thoughts and feelings and

• In extreme circumstances can lead to attempting or committing suicide

Therefore, creating a culture where bullying is not tolerated is intrinsic to our core values. We ensure this through:

- Effective teaching of the preventative curriculum: personal, social, health and citizenship education (PSHCE) and the relationships, sex and health education

- (RSHE) statutory curriculum so that students are always aware that this behaviour is morally and socially unacceptable and will not be tolerated.

- PSHCE/RSHE lessons together with a planned personal development programme, social moral spiritual cultural development (SMSC) and an understanding of modern British values (MBV) continue to address the impact of bullying, hate incidents, prejudice, and discrimination and peer pressure on, social, emotional health and wellbeing.

- Students are encouraged to develop personal and moral values and beliefs and are able to explore, debate and discuss prejudices, discrimination and social injustice historically and in a modern context across the curriculum.
- Form tutors and class teachers are encouraged to discuss bullying and hate incidents as and when appropriate.
- The topic of bullying, hate incidents/crimes, prejudice and discrimination may arise in any lesson and staff are expected to discuss the topic in a sensitive and professional manner.
- Assemblies are periodically used as a vehicle for raising awareness, using relevant examples.
- Bullying is a regular item on the individual agenda of student voice meetings.
- Anti-bullying week - this is used as vehicle for raising awareness (Thought for the Day)
- Effective pastoral support.
- The provision of effective mental health support.

PROCEDURES FOR DEALING WITH INCIDENTS

If a parent/carer believes that their child is a victim of bullying, they should contact the school via e-mail or telephone and ask to speak to an appropriate member of staff. A telephone call and meeting where appropriate will be held to discuss your concerns. It is, unfortunately, the case that at times young people can

be unkind to one another. We ensure that all unkind behaviours are sanctioned, and we work to educate the perpetrator(s).

Where unkind behaviour becomes repeated then this would be classed as bullying, and we have a zero-tolerance approach to this. It is important that where the parent/carer or their child may have evidence of bullying behaviours such as online materials that you keep these and share them with members of staff

All bullying/hate incidents will be treated seriously by staff and referred to the appropriate member of staff without delay.

It is imperative that the victim is supported and is given help, support and guidance. It is also imperative that the alleged perpetrator or perpetrator is given help, support, and guidance.

Every effort must be made to resolve the situation immediately. Where appropriate, 'victim' and 'bully/perpetrator' should be able to resolve the issue restoratively and be brought together to discuss the incident, including exploring the impact of the incident on the victim.

Follow up procedures, tracking and monitoring of repeat incidents should check that the bullying or hate incident and behaviour has not resumed.

The responding member of staff will judge the seriousness of the incident following evidence gathered through their investigation. More serious incidents of bullying or persistent cases will necessitate the involvement of a senior leader.

A record will be kept of all bullying. This will be added to the student CPOMS record.

When investigating a fight, it is important to identify whether it has arisen through bullying or a hate incident. If a student has been severely provoked, this must be taken into account when dealing with the incident. If both parties have been provoked by third parties, it is important to identify the provocateur(s) and deal with them appropriately. N.B: We must never give the impression that we

condone retaliation, although we should treat incidents of this nature sensitively.

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

14. Pupil Transition

14.1.   Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This will be as part of the transition programme into school.

14.2.   Preparing out-going students for transition

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

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

15. Training

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

- The needs of the students at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

16. Monitoring Arrangements

16.1.   Monitoring and Evaluating Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

Perceptions and experiences of the school behaviour culture for staff, students and other stakeholders (via surveys) and through analysis of the behaviour data e.g. positive and negative points being given out.

The data will be analysed every fortnight with the Deputy Headteacher (Pastoral) and Heads of Year.

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

• At school level

• By age group

• At the level of individual members of staff

• By time of day/week/term

• By protected characteristic

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

16.2.   Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Full Governing Body at least annually, 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 Chair of Governors.

ASSOCIATED POLICIES

This behaviour policy is linked to the following policies:

Child protection and safeguarding policy: Child-Protection-Policy-2023-2024.pdf (staidans.co.uk)

Mobile phone policy (Bring Your own Devices)

Anti-bullying policy

APPENDIX 1 – Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

- All students, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to students 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 students and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

- Students are helped to take responsibility for their actions

- Families are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life