

Behaviour and Attitudes Policy



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Contents

Values statement

1. Aims
2. Legislation, statutory regulation and statutory guidance
3. Definitions
4. Bullying
5. Roles and responsibilities
6. School behaviour curriculum
7. School routines
8. Praise and rewards
9. Responding to misbehaviour
10. Serious sanctions
11. Reasonable adjustments and pupils with SEND
12. Mobile phones
13. Monitoring

Appendices:

- A. Definitions
- B. Child on child sexual violence and sexual harassment
- C. Items banned from the school premises
- D. Off-site direction and managed moves

Values Statement

Our commitment to creating a positive behaviour culture is reflected in our school vision statement and underpinned by our three values.

At Meole Brace School, we are ready to learn, respectful of all and take responsibility for our actions, so that everyone succeeds.

We are committed to being an inclusive, safe environment, free from disruption, discrimination or intimidation, so that we can all learn, make progress and thrive.

LEARNING – We want our students to enjoy learning, remain curious and be inspired to achieve their very best, through a rich, ambitious and coherent curriculum.

RESPECT – We will always endeavour to show care, kindness and tolerance towards each other, valuing and celebrating the contributions and traditions of all. We will use our values to create an inclusive environment and we will learn to take responsibility for our actions.

SUCCESS – We recognise and celebrate success in all its forms, both within school and beyond. We learn from our mistakes and persevere to be the very best we can be.

1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- 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 operates in conjunction with the following school policies:

- Attendance
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy

- Complaints Procedures Policy
- Drug and Alcohol Policy
- Mobile Phone Policy

3. Definitions

The school's rules and expectations are broadly framed under what we refer to as the 'Meole Brace Way', detailed in section 6 of this policy.

3.1 Misbehaviour is defined as behaviour contrary to the values of the school, such as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude and disrespect
- Incorrect uniform
- Poor punctuality or truancy
- Use of mobile phones without permission

3.2 Serious misbehaviour is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, any illegal behaviour or repeated breaches of the school rules. A list of serious misbehaviour can be found in **Appendix A**.

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment are detailed in **Appendix B**.

Items banned from the school premises can be found in **Appendix C**, along with guidance on searching and confiscation.

4. Bullying

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.

Bullying is, therefore:

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

Bullying can include:

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

Our Anti-bullying Policy details our school's approach to preventing and addressing bullying.

5. Roles and Responsibilities

All persons connected with school are responsible for abiding by and supporting our Meole Brace Values.

5.1 The governing board:

- The monitoring, implementation and effectiveness of the Behaviour and Attitudes Policy
- Holding co-headteachers to account for its implementation
- Reviewing this policy in conjunction with the co-headteachers

5.2 The co-headteachers are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour and receive appropriate training to do so

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

5.3 Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour in line with the 'Meole Brace Way'
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents on school systems
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 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 or form teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions and reintegration meetings)
- Regularly accessing Go4Schools to keep informed of positive and negative behaviour events, including the scheduling of detentions
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.6 Pupils:

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards.

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy through forums such as Student Parliament.

Support will be given to pupils who arrive part way through an academic year.

6. School behaviour curriculum

The Meole Brace Way captures the school ethos, values, lesson learning journey and positive character traits which will allow students to flourish. They underpin the school's behaviour curriculum.

There are a wide range of ways in which the school encourages all its pupils to have a positive attitude and to manage their behaviour, including, but not limited to:

- Clear values, expectations and school routines, understood by all
- Having high expectations of our pupils' behaviour and conduct
- Regular assemblies and tutor time sessions dedicated to educating pupils on The Meole Brace Way
- Building positive relationships with pupils and their families so that we can work together to overcome barriers
- A praise and rewards system which recognises all aspects of positive behaviour and contribution to school life
- Ensuring that expectations and reward and sanction systems are applied fairly and consistently across the school
- Support and reasonable adjustments for pupils with special education needs and disabilities (SEND)
- Investment in pastoral care
- A robust personal development curriculum, including strong careers and aspiration programmes
- Promoting and teaching a culture of kindness, tolerance and respect

7. Praise and rewards

Praise and recognition is at the heart of a positive behaviour culture; it allows staff to recognise all that we value in our pupils' conduct, contributions and successes and underpins the values of Meole Brace School.

The school operates a house point system, and points are aligned with school values.

The school also recognises and rewards pupils through:

- Verbal praise
- Students of the month, whereby pupils are nominated by each department
- Strong or improved attendance
- Head of House and Head of Year recognition
- Headteacher letters home
- Positive calls and communication home
- House competitions
- Awards evenings and celebration assemblies
- Pupil leadership opportunities, such as Sports Leaders and Prefects

There are a variety of reward opportunities across the school year against different criteria. These rewards are largely operated by the Heads of House. There is a house point reward system in operation which sets out various thresholds, such as number of net house points earned over a period.

8. School routines

The school understands that pupils work best when there are predictable, consistent and established routines implemented across the school.

8.1 Morning tutor time routines

- Pupils need to be in their tutor rooms by 8.50am
- Be R.E.A.D.Y. is the Meole Brace morning routine which takes place each day in tutor time. It aims to ensure that pupils are punctual, dressed and equipped for the day, that mobile phones are placed in safes and key notices are delivered.
- If pupils have assemblies, they will be taken to assemblies by their tutor, lined up in silence before entering the hall, seated in form rows and pupils will start and end assemblies by standing in silence
- Tutor time schedules ensure each start to the school day is orderly and purposeful, whilst allowing time for tutors to establish and build strong working relationships with their tutees
- Tutor time is built into the start and end of each so that pupils have an opportunity to discuss any concerns before or after their lessons

8.2 Lesson routines

- Pupils are greeted at the door by their teacher

- Pupils enter the room calmly, sitting in their designated seat, which will be determined by the classroom teacher in their seating plan
- Equipment out, with bags and coats placed out of the way
- Pupils complete the R+R slide, underlining their date and title
- At any time during the lesson when the teacher speaks, pupils listen carefully and in silence
- Pupils are dismissed and leave in an orderly way, ensuring their chairs are tucked in and working space clear
- Different classrooms are dismissed at staggered times to allow for calm corridors

Teachers ensure that the routine remains consistent throughout the year to create a predictable and enjoyable environment.

Teachers employ strategic seating arrangements to promote good behaviour and attitudes and meet the needs of pupils as indicated in pupil passports.

Students must not leave lessons without obtaining the permission of a member of staff. A corridor pass is given to pupils needed to leave the lesson. Whilst the school does not stop pupils leaving lessons to go to the toilet, pupils are encouraged to use their breaks. We do not typically allow pupils to leave for the toilet in the first or last 10 minutes of a lesson. When pupils do leave the lesson for the toilet, a record is made on Go4Schools; this does not carry any negative weighting. The school will contact home when pupils are regularly missing lessons for toilet breaks to determine a resolution. Toilet passes are given to pupils with medical needs.

9. Responding to misbehaviour

9.1 Approaches to managing misbehaviour:

The purpose of managing negative behaviour is to seek and encourage a change in behaviour. This is achieved by supporting pupils in recognising how the behaviour came about, what they should have done differently, and in taking responsibility for their actions.

Generally, the school will use a graded response in line with the school sanction ladder. However, the school reserves the right to decide what they consider to be the most appropriate level of sanction, taking into account the severity of misbehaviour (including the impact on others) and the previous record of the pupil, where relevant.

We endeavour, where possible, to privately reprimand. For example: we will speak quietly to an individual or may ask them to step outside for a private conversation, if appropriate.

We label the behaviour and not the child. For example: 'Your behaviour is not allowing me to talk to the class'. The pupil will feel that they can change their behaviour, whereas they may not feel that they can change themselves. This also removes the feeling of 'personal attack' a pupil may feel.

9.2 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 pupils to be engaged
- Display the Meole Brace Way and refer to it when making expectations clear
- Using de-escalation strategies
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting, modelling and promoting good behaviour
 - Allowing pupils to start lessons with a 'clean slate'
 - Using positive reinforcement
 - Apply the school's sanctions appropriately

9.3 Resolution

Rebuilding relationships with pupils and giving pupils a 'fresh start' is a key element of behaviour management. Resolution work is there to model behaviours pupils can use in the next stage of their life.

Conflict resolution between pupils is also an important part of encouraging a positive behaviour culture and are facilitated by tutors, Heads of Year, the Wellbeing Team and Pupil Intervention Team.

9.4 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.

9.5 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.

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

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class for a short time
- Moving a pupil to a different seat or removing them from the room to work in another classroom
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school (set through Go4Schools)
- Loss of privileges
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom to work elsewhere for a fixed period of time
- Suspension
- Permanent exclusion, in the most serious of circumstances

Sanctions are recorded on Go4Schools with the relevant negative house points associated with the event.

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.

9.6 After school detentions: We are a school that issues after-school detentions. All parents and carers who send their children to us accept and support the use of this sanction. Parents and carers are responsible for having the Go4Schools app which will ensure they are emailed and notified of all detentions.

9.7 Damage to school property: Pupils responsible for damage to the fabric of the school, or other's belongings, will be expected to pay part, or the whole of the cost of repair or replacement.

9.8 Restrictive interventions, including use of reasonable force

'The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.' (DfE Restrictive interventions, including use of reasonable force, in schools – effective from 1 April 2026).

For more information, please see our 'Use of reasonable force, restrictive interventions and seclusion' policy on our website.

9.9 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with 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 the headteacher themselves.

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

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

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

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

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

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

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

Where deemed required, the school may use a hand held wand detection device, which is able to locate concealed items such as mobile phones or other metal items under the list of banned items. The school follows its detection policy in these circumstances.

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher, deputy headteacher to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in **Appendix C** but not to search for items that are only identified in the school rules.

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a

member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.10 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

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

9.11 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.12 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 DSL 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.

9.13 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

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

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

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

9.14 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

10. Serious sanctions

10.1 Detentions

All staff have the authority to issue detentions. Pupils can be issued with detentions during break, lunch or after school. Detentions are recorded and communicated through Go4Schools.

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

10.2 Removal from classrooms

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

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

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom may be subject-exited into a nearby classroom or placed into another classroom.

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

Parents/carers will be informed if their child is removed from the classroom via Go4Schools.

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

- Meetings with Head of Year or pastoral members of staff
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency referrals

10.3 Direction off-site and managed moves

Moving to another school:

Sometimes it is necessary for a pupil to be educated somewhere else as a response to misbehaviour. In our school we use three approaches.

Off-site Directions

This process is used where, despite intensive support, a pupil still needs support with their behaviour, which could be improved through being educated elsewhere. In these cases, we may decide that your child will be educated somewhere else for a limited period.

In this situation, a pupil could be educated at another school or alternative provision setting. This could also include a pupil splitting time between 2 different locations. We only use this process where it is the best way to support a pupil's behaviour. This arrangement is commonly known as "off-site direction".

If a pupil has an EHC plan, then we inform and involve the Local Authority who are told about an off-site direction placement.

Managed Moves

In some cases, we may all agree that it is best for a pupil to move to another school permanently. This can occur in the following circumstances:

- a. It could be a joint decision that a permanent supported move would be in the pupil's best interests.
- b. It could be a joint decision FOLLOWING an off-site direction placement (process 1 above). In this situation it is jointly decided it is best for the pupil to move to the placement school permanently, following an off-site direction placement. This is known as a managed move.

Managed moves are voluntary and have parent's and both school's agreement before they take place. Our school will explain to you clearly the case for the managed moves, with the consequences and benefits clearly outlined, but we will not pressure parents into agreeing to one. Wherever possible we will involve / inform the Local Authority.

A managed move only occurs when it is in the pupil's best interests and all parties, including the new school and parent, agree it would be best for your child to move to another school permanently.

We do not use a 'trial period' or 'trial admission' for managed moves, as a managed move is a permanent move to another school. Sometimes though, we do use a placement through off-site direction, as a first step, that then may later become a permanent managed move (see Section 3, transition from off-site direction to managed move).

Where pupils have an EHC plan, we will contact the Local Authority prior to the move and if the Local Authority, both schools and parents are in agreement that there should be a managed move, the Local Authority will follow the process for changing an EHC plan. Placements are supported by regular review meetings (every 4 weeks).

Combined approach: where off-site directions later become managed moves.

If during the period of off-site direction, it becomes clear that a permanent change would be better to support the pupil's needs, a managed move can be considered. This is how this transition may operate:

- a. Review the placement: use the off-site direction placement review process to consider effectiveness of the provision.
- b. Ensure parents, the pupil and both school representatives are part of that review and any decision making. Ensure that parents and schools are in agreement to convert to a managed move.
- c. Plan the move. If a managed move is agreed upon, co-ordinate next steps and agree a date to ensure a smooth transition. Complete the direction off-site form. Complete usual admissions processes.

It is essential to ensure that parents don't feel pressured into accepting a managed move, as this would be considered off rolling, which is unlawful.

10.4 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.

Following a suspension, a reintegration meeting will be held.

11. Responding to misbehaviour from pupils with SEND

The school has high expectations of behaviour for all pupils. Behaviour expectations apply consistently across the school, but consistent treatment does not always mean identical treatment.

The school will consider the individual circumstances of pupils, including disability, SEND, medical needs and safeguarding concerns. Where a pupil is disabled, the school will consider whether its policies or practices place them at a substantial disadvantage and whether reasonable adjustments are required.

The school will monitor behaviour data to identify any disproportionate impact on particular groups of pupils and will review its practice where concerns are identified.

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). The school will consider whether SEND or disability may have contributed to an incident of behaviour, while recognising that not all behaviour displayed by a pupil with SEND or a disability will necessarily be caused by their SEND or disability.

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

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

As 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.

Our approach to anticipating and removing triggers will largely mean utilising strategies outlined in pupil passports, which will also refer to best use of seating plans, uniform adjustments for sensory issues, and interventions a pupil receives to further support them inside the classroom, such as zones of regulation.

11.2 Adapting sanctions for pupils with SEND

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

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

If the answer to any of these is 'yes', the school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Reasonable adjustments and pupils with SEND

The school recognises the need for reasonable adjustments for pupils whose behaviour is impacted by their special educational needs and/or disability. The following will be taken into consideration before the application of the school's sanction procedure:

- Whether the pupil was unable to behave differently
- Whether the pupil understood the instruction or rule in question

Reasonable adjustments may relate to preventative strategies, communication, routines, the implementation of sanctions or the way in which a pupil is supported to understand and respond to their behaviour.

Adaptations might include modified sanctions as well as further support to enable the pupil to better understand or reflect on their behaviour. These could include:

- Time out cards to 'reset' and emotionally regulate
- Specific places in seating plans, especially for pupils with hearing, visual or sensory need
- Adjustments to uniform if there are sensory or medical needs
- Interventions to help pupil organisation
- Silent fidget tools

If the behaviour of a pupil with SEND continues to breach the behaviour policy, the school may call an early annual review (for EHCP pupils) or conduct a review of the pupil's needs and support to best consider how parents/carers and the school can work together to overcome barriers.

11.4 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.

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

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. Mobile Phones

The school takes a robust approach to mobile phones in line with DfE guidance: [Mobile phones in schools - GOV.UK](https://www.gov.uk/guidance/mobile-phones-in-schools) . Pupils are not permitted to have their phones on them during the school day. Pupil mobile phones will be kept in safes for the duration of the school day. Phones must be handed to tutors during morning registration and they will be returned during tutor time at the end of the school day.

Exemptions for medical reasons only will be authorised by Senior Leadership.

Pupils who do not comply with these rules will have their phone confiscated and the phone returned at the end of the school day. A sanction will also be applied. Pupils who repeatedly breach the rules will have their phone confiscated and parents/carers will need to collect the phone from school site at their convenience.

Parents/carers may be asked to attend school to support if a pupil is refusing to hand their phone in.

The school operates an additional mobile phone policy which is published on our website.

13. Monitoring arrangements

14.1 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 stakeholders

The data will be analysed every regularly by the Deputy Headteacher and pastoral team.

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Appendix A

Definitions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting and aggression
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items as outlined in **Appendix C**

Appendix B

Child on child sexual violence and sexual harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Behaviour of this kind is never tolerated and will be sanctioned.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, or online
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection, Safeguarding Policy a Keeping Children Safe in Education; appropriate steps will be taken to stop the harassment and prevent any recurrence.

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

Appendix C

Items banned from the school premises

The following items are banned from the school premises:

- Fire lighting equipment (matches, lighters)
- Illegal drugs
- Vapes and e-cigarettes
- Alcohol
- Solvents
- Weapons
- Knives or other sharp/bladed items
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Fireworks
- Dangerous chemicals
- Caffeinated energy drinks
- Pornographic material
- Any item that a member of staff reasonably suspects has been or may be used to:
 - Harm others
 - Commit an offence

The headteacher and the staff they authorise have a statutory power to search a pupil or their possessions when they have reasonable grounds to suspect they have an item from the banned list.

Staff members may instruct a student to remove outer clothing, including hats, scarves, shoes, boots and coats.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs, vapes or tobacco), from the school office.

The headteacher will always be notified when any item is confiscated.

See our separate Alcohol and drugs policy for further information.

Appendix D

Off-site direction and managed moves

Direction Off Site form

Data Protection Act 1998

Information given by you is needed to help Schools in supporting and maintaining records of students who are involved in a managed move. This information is kept in part on a computerised database and in part as paper records. Schools may keep this information until the student is at least 24 years old. This information may be shared with the DCSF, LAs, schools, colleges, training establishments, health and welfare practitioners, prospective employers, Connexions and other organisations that may be nominated by the LA or School.

Receiving School/Provision:		
Headteacher :		
Home School:		
Headteacher:		
Person Completing this form: Name & Role		
Person Completing this form: contact details:	Tel:	Email:

BACKGROUND INFORMATION COMPLETED BY HOME SCHOOL

Student Forename:	Student Surname:						
DOB:	UPN:						
Year Group:	Male/Female/Pronouns she/her he/him they/their (please circle)						
Parent/Carer name(s):							
Current Address:							
Home Tel:	Mobile:						
Ethnic Origin (please circle)							
White	Black	Black	Indian	Pakistani	Bangladeshi	Chinese	Other (specify)
	African	Caribbean					

Medical Information (if available) including hearing and vision. Please state if any medication is prescribed.

Health Care Plan attached? Yes / No

SEN Code of Practice (please circle if applicable)		
SENDS	Yes / No	
EHCP	Yes / No	NB: If Yes LA must be informed

Most recent IEP to be attached			
Are there any current safeguarding concerns? Y/N			
If yes, please give the name and contact details of the DSL at the Home School:			
Please give the names and contact details of any external agencies who are currently supporting the student (e.g. Educational Psychologist, Learning Support Services, Social Services, Early Help, etc): <i>Copies of all relevant reports would be useful.</i>			
Date(s) of Pupil Planning meeting(s)			
Those attending PPM:			
Actions Following PPM:			
Number FTE this year		Total FTE days this year	
Attendance % this year (figure)		Attendance print out attached	

BACKGROUND INFORMATION COMPLETED BY HOME SCHOOL			
Reason for the Direction Off Site:			
Describe the student's strengths and strategies that work well:			
What behaviours are causing concern (please list in order of severity)			
Type of Behaviour	Low Frequency (1 occurrence a week)	Medium Frequency (3-4 occurrences a week)	High Frequency (5 or more occurrences a week)
	☐	☐	☐

	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
Any known issues outside of the school and in the community? Contextual Safeguarding			

Direction off site, Multi Agency Planning Meeting	
Managed Move meeting: Date:	Time:
Present:	Role:
Pupil's strengths:	Actions to build on strengths
1.	1.
2.	2.
3.	3.
Concerns regarding Pupil:	Actions to mitigate concerns:
1.	1.
2.	2.
3.	3.
Names and signatures:	
Parent:	Home school link:
Student:	Receiving school / organisation link:

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Direction Off Site Review meeting 1	
Review meeting 1 (4 weeks approx):	
Date:	Time:
Present:	Roles:
Working well:	Concerns:
Targets to improve:	
1.	
2.	
3.	
Names and signatures:	
Parent:	Home school link:
Student:	Receiving school link:
Date and time of next meeting:	

Direction Off Site Review meeting 2	
Review meeting 2 (8 weeks approx):	
Date:	Time:
Present:	Roles:

Working well:	Concerns:
Targets to improve: 1. 2. 3.	
Names and signatures:	
Parent:	Home school link:
Student:	Receiving school link:
Date and time of next meeting:	

<i>Direction Off Site Review meeting 3 (if needed)</i>	
Review meeting 3 (12 weeks approx):	
<i>Date:</i>	<i>Time:</i>
Working well:	Concerns:
Targets to improve: 1. 2. 3.	

Names and signatures:	
Parent:	Home school link:
Student:	Receiving school link:
Date and time of next meeting:	

Direction Off Site Final review meeting		
Date of final review	Outcome	Date of return to home school (OR date of transfer to receiving school)

Signed Current School:.....

Print:.....Date:.....

Signed Receiving School:

Print:.....Date:.....

Signed Parent:.....

Print:.....Date:.....

NB: If the Direction Off Site is successful please ensure a copy of this form is sent to admissions (school-admissions@shropshire.gov.uk)

Referral for a Managed Move

Information given by you is needed to help Schools in supporting and maintaining records of students who are involved in a managed move. This information is kept in part on a computerised database and in part as paper records. Schools may keep this information until the student is at least 24 years old. This information may be shared with the DCSF, LAs, schools, colleges, training establishments, health and welfare practitioners, prospective employers, Connexions and other organisations that may be nominated by the LA or School.

Proposed Receiving School:		
Headteacher :		
Home School:		
Headteacher:		
Person Completing this form: Name & Role		
Person Completing this form: contact details:	Tel:	Email:

BACKGROUND INFORMATION TO BE COMPLETED BBY HOME SCHOOL							
Student Forename:				Student Surname:			
DOB:				UPN:			
Year Group:				Male/Female/Pronouns she/her he/him they/their (please circle)			
Parent/Carer name(s):							
Current Address:							
Home Tel:				Mobile:			
Ethnic Origin (please circle)							
White	Black African	Black Caribbean	Indian	Pakistani	Bangladeshi	Chinese	Other (specify)

Medical Information (if available) including hearing and vision. Please state if any medication is prescribed.

Health Care Plan attached? Yes / No

SEN Code of Practice (please circle if applicable)		
SENDS	Yes / No	
EHCP	Yes / No	NB: If Yes LA must be informed
Most recent IEP to be attached		
Are there any current safeguarding concerns? Y/N		
If yes, please give the name and contact details of the DSL at the Home School:		

Please give the names and contact details of any external agencies who are currently supporting the student (e.g. Educational Psychologist, Learning Support Services, Social Services, Early Help, etc): <i>Copies of all relevant reports would be useful.</i>			
Dates of Pupil Planning meeting(s):			
Those attending PPM:			
Actions Following PPM:			
Number FTE this year		Total FTE days this year	
Attendance % this year (figure)		Attendance print out attached	

TO BE COMPLETED BY HOME SCHOOL IN ADVANCE OF MANAGED MOVE MEETING			
Name and role of home school link:		Name and role of proposed school link:	
Reason for the managed move:			
Describe the student's strengths and strategies that work well:			
What behaviours are causing concern (please list in order of severity)			
Type of Behaviour	Low Frequency (1 occurrence a week)	Medium Frequency (3-4 occurrences a week)	High Frequency (5 or more occurrences a week)
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
Any known issues outside of the school and in the community? Contextual Safeguarding			

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Managed Move Multi Agency Meeting	
Managed Move meeting: Date:	Time:
Present:	Role:
Pupil's strengths:	Actions to build on strengths
1.	1.
2.	2.
3.	3.
Concerns regarding Pupil:	Actions to mitigate concerns:
1.	1.
2.	2.
3.	3.
Names and signatures:	
Parent:	Home school link:
Student:	Receiving school link:

Signed Current School:.....

Print:.....Date:.....

Signed New School: (if successful) :.....

Print:.....Date:.....

Signed Parent:.....

Print:.....Date:.....