



DSA Behaviour and Attitudes, and Behaviour Curriculum

The St Alban's Behaviour Policy provides the rationale, procedures and curriculum for a positive and safe environment in which children develop their character. The policy enables pupils to make positive choices through a combination of Character Behaviours, Catholic Virtues and what they have been taught in our Behaviour Curriculum. It has been developed by all stakeholders and written for the benefit of all members of the school community to support the Common Good.

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Behaviour and Attitudes Policy and Behaviour Curriculum

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The Purpose of the Behaviour Policy

The St Alban's Behaviour Policy provides the rationale, procedures and curriculum for a positive and safe environment in which children develop their character. The policy supports staff to manage behaviour effectively for the benefit of all. The academy recognises that the policy will only work if all staff adhere to it all of the time. The policy enables pupils to make positive choices through a combination of Character Behaviours, Catholic Virtues and what they have been taught in our Behaviour Curriculum. It has been developed by all stakeholders and written for the benefit of all members of the school community to support the Common Good.

Our Academy Vision

Learning, Loving and Living together, side by side with God.

Learning

- *Embrace my opportunities to grow, aspire, thrive and excel.*
- *Become Christ through the Good News.*

Loving

- *Show love, tolerance and acceptance of all around me.*
- *Love others as Christ loves us.*

Living

- *Leading, serving and walking with my community.*
- *Living in communion with Christ.*

Our Academy Rules

Learning

Always try your best

Loving

Show respect

Living

Take of one another and our things

Character Behaviours

In order to fulfil this vision, our pupils have chosen and are taught about 'Character Behaviours' which they reflect on and strive to live out in their everyday interactions so that they are choosing the correct behaviour for the situation they are in. In order to develop exceptional behaviour, attitudes and character, we focus on:

- Self-awareness
- Teamwork
- Aspiration
- Loving
- Bravery
- Appreciation
- Non-judgemental
- Service

We believe that pupils are responsible for their behaviour in the first instance, that most behaviour is intentional, and that both their families and staff have a responsibility to support them behave positively and safely. We believe that almost all behaviour is intentional and that by choosing to use these behaviours, after they have been explicitly taught in the correct situation, with the support of families and staff, pupils have every opportunity to flourish and to thrive.

Definition of Behaviour

We define **behaviour** is everything we **do** and **say**, not only when we are on our own, but also with and towards others.

1. Aims

This policy aims to:

- › Value positive behaviour exhibited by all members of the school community
- › Learn what positive behaviour is, the importance of it and to take responsibility for it, understanding the concept of intentionality.
- › Create a positive culture that promotes excellent behaviour and where positive behaviour is chosen by pupils so everyone has the chance to thrive, learning 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
- › Enable responsibility for behaviour and for positive behaviours become habitual
- › Provide an inclusive approach where all pupils have the right to experience a positive and safe environment, showing consideration to the needs, rights, views, and property of others
- › Outline the expectations and consequences of both acceptable and unacceptable behaviour, showing how behaviour is managed with compassion, support and challenge
- › 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 and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- › 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

Protected Characteristics

At Alban's, we treat people with equality. We are proud of the diversity within our community and ensure that our vision and values provide the best possible chance for pupils, staff and all stakeholders are treated fairly and with respect, regardless of their race, gender, religion, or any other protected characteristic.

Protected characteristics are certain personal characteristics that are protected under the UK Equality Act 2010. These characteristics are important do that no particular group are unfairly discriminated against.

The protected characteristics in the UK include:

Age - this refers to a person's age, whether they are young, middle-aged, or elderly.

Disability - this includes both physical and mental disabilities.

Gender reassignment - this refers to a person who is undergoing, has undergone, or is proposing to undergo gender reassignment.

Marriage and civil partnership - this includes people who are married, in a civil partnership, or who have dissolved their civil partnership.

Pregnancy and maternity - this includes women who are pregnant, have given birth within the last 26 weeks, or are breastfeeding.

Race - this includes a person's race, colour, nationality, or ethnic or national origins.

Religion or belief - this includes a person's religious beliefs, or lack of belief.

Sex - this refers to a person's biological sex, whether they are male or female.

Sexual orientation - this includes a person's sexual orientation, whether they are heterosexual, gay, lesbian, bisexual, or any other sexual orientation.

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

3. Definitions

Misbehaviour is defined as:

- Actions in opposition to the St Alban's Character Behaviours
- Actions in opposition to the Behaviour Curriculum, including disruption in lessons, in corridors between lessons, and at break and lunchtimes,
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the Behaviour Curriculum
- Any form of bullying
- Sexual violence and sexual assault (including intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like 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
- Racist, sexist, homophobic, transgender or discriminatory language and/or behaviour, especially in relation to the protected characteristics
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs, including tobacco and cigarette papers
 - Stolen items
 - Fireworks

- Indecent 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).

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship(s) involve an imbalance of power. It involves negative behaviours (defined below) which occur Several Times On Purpose (STOP).

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, unkind looks
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, pulling faces
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• 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)
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy. To reduce the chances of bullying happening in our school, a team of Anti-Bullying Ambassadors have been selected and trained by the Diana Trust. They are led by our Assistant Headteacher for Behaviour, Attitudes and Character, Mrs Ruston-Donald, who investigates every allegation of bullying.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher and Assistant Headteacher

The Headteacher and Assistant Headteacher 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
- › 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, SEND policy, anti-bullying policy and other related policies to offer pupils both sanctions and support when necessary
- › Ensuring that the data from Edukey is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils, implementing reasonable adjustments to promote equity
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations, being open to feedback and modifying practice where required

- Recording behaviour incidents promptly using Class Dojo, Edukey and phase meetings
- Challenging pupils to meet the school's expectations
- Engage effectively with families.

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

5.4 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 and engage effectively with teachers and school leaders (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture
- › Follow the Parent Code of Conduct outlined on our website: <https://www.stalbansderby.srscmat.co.uk/>

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

5.5 Pupils

Pupils will:

- › Make intentional positive choices
- › Care for one another and themselves
- › Actively participate in the life of the school.
- › Learn the Behaviour Curriculum and follow the expected standard of behaviour they should be displaying at school
- › Follow the school's key rules and routines
- › Understand the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › Know what pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour standards through a weekly gathering and half termly in class sessions. The Behaviour Curriculum will be taught and practised.

Pupils will be provided with repeated induction sessions wherever appropriate.

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

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.

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

5.6 All members of the community

Everybody is expected to:

- Take responsibility for their own behaviour
- Respect the rights of others, especially the protected characteristics.

6. Our Behaviour Curriculum

To support the Character Behaviours, our Behaviour Curriculum (see appendix 4) defines the routines, procedures and related knowledge that pupils are taught how to behave in our school. Pupils are then expected and reminded to choose to behave appropriately in line with our taught curriculum both in school and in society as a whole.

Our Character Behaviours are displayed in every classroom and around the school. Staff refer to character behaviour on a daily basis to embed them into daily routines. The Character Behaviours act as a whole school behaviour target to be focussed on each week, and pupils are rewarded during Achievement Act of Worship in order to raise awareness of how behaviour affects themselves and others.

In order to ensure that the Behaviour Curriculum is embedded and that pupils have every possible chance of successfully meeting the expectations of the academy, we review and retrieve knowledge each half term and in weekly gatherings.

See the table below which shows when and how the curriculum is taught and reviewed.

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Full review of Behaviour Policy	Mini-review of Behaviour Policy	Full review of Behaviour Policy	Mini-review of Behaviour Policy	Full review of Behaviour Policy	Mini-review of Behaviour Policy
Weekly reteach of one element of Behaviour Curriculum	Weekly reteach of one element of Behaviour Curriculum	Weekly reteach of one element of Behaviour Curriculum	Weekly reteach of one element of Behaviour Curriculum	Weekly reteach of one element of Behaviour Curriculum	Weekly reteach of one element of Behaviour Curriculum
Achievement Act of Worship	Achievement Act of Worship	Achievement Act of Worship	Achievement Act of Worship	Achievement Act of Worship	Achievement Act of Worship
Weekly Character Behaviour Gathering	Weekly Character Behaviour Gathering	Weekly Character Behaviour Gathering	Weekly Character Behaviour Gathering	Weekly Character Behaviour Gathering	Weekly Character Behaviour Gathering
Praise and Worship	Praise and Worship	Praise and Worship	Praise and Worship	Praise and Worship	Praise and Worship
Class Dojo Points	Class Dojo Points	Class Dojo Points	Class Dojo Points	Class Dojo Points	Class Dojo Points

Where appropriate and reasonable, and without acting against our academy vision, adjustments may be made to the Behaviour Curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Pupils in Year 6 are allowed to bring their phones to school. On arrival to the school site, their phones are switched off and handed into the office for safe keeping throughout the school day. At the end of the day, pupils are able to collect their phones from the school office and switch them on when they are off site.

Under no circumstances are pupils allowed to use their phones for any purpose on the school site and the academy will accept no for loss or damage of pupils' mobile devices.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Some of the proactive strategies that school staff will use to enable a positive and safe environment are (but are not limited to):

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Review and rehearse the Behaviour Curriculum
- Manage low level disruption immediately using SELF-awareness and/or 3, 2, 1
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Provide feedback immediately to adhere to the Behaviour Curriculum
 - Highlighting and promoting good behaviour, praising positive behaviour with specific examples, linking the action to the Character Behaviours
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement and be positive with pupils.

SELF-Awareness

To ensure pupils are focused on who is speaking and on their learning, and to eliminate low-level disruption, we use **SELF-Awareness**. Each letter of **SELF** stands for a different action we expect from pupils. The actions are:

- Sit up
- Engage with questions and discussions
- Look and listen
- Focus on who is talking

When many pupils are not showing SELF-Awareness, staff will say, 'Show me your SELF-Awareness' and pupils will be expected to **sit up, engage, look and listen and focus on who is talking**. Sometimes, staff may need to spend some time checking that pupils know what each letter of SELF means, how to show it and discuss why it is important.

3, 2, 1

To transition to the next part of a lesson or task, teachers use **3, 2, 1** to support pupils. Each number represents a different stage of the transition. These stages are:

- 3 – Stop what you are doing and stop talking – pause to give time from them to stop
- 2 – Put everything down (including hands) – pause to give them time to finish sentences/put their things down
- 1 – Show your SELF-Awareness – pause and wait for everyone to **sit up, engage, look and listen and focus on who is talking.**

Seating Plans

Seating plans are devised by teachers and reviewed frequently, in order to foster a conducive learning environment for all. Teachers ensure that there is a clear plan for classes for lining up and in assembly, with children requiring more support sitting close to a member of staff. A calm area within the class is designated for pupils with the most complex needs.

The Learning Environment

The learning environment has been designed to support positive behaviour choices. Pupils are enthused and motivated by the vibrant and relevant curriculum, teachers pedagogy and practice, and work which is pitched at an appropriate level and challenge. Classroom environments are positive and promote pupil and staff conversations and engagement, which minimises the fear of failure and actively encourages the development pupils' characters. Classrooms have been designed to create a calm and minimal learning space that does not lead to cognitive overload.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We 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. This will usually be an action from our weekly priority pupil meeting.

Please refer to our [Child Protection and Safeguarding policy](#) for more information.

7.3 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, usually through rewarding the St Alban's Character Behaviours using Class Dojo points. 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 positive behaviour culture.

To celebrate positive behaviour choices, we acknowledge pupils by (but not limited to):

- Praise
- Stickers
- Celebrating work in class and on displays

- Class Dojo points for exhibiting the St Alban's Character Behaviours
- Acknowledgement, certificates, badges and sustainable gifts in Acts of Worship, including: Golden Book, St Alban's Character Behaviour Award, Class Dojo winners and Merits, including invitations to family members to join
- Visit to chosen members of staff
- Communicating praise to parents via a phone call or written correspondence
- Roles within the school, including (but not limited to): School Council, Chaplaincy Team, Anti-bullying Ambassadors, Eco-Team and Subject Ambassadors
- Personalised rewards may be issued to specific children when they are following an agreed behaviour programme.

7.4 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 pupils 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.

For a pupil who chooses to misbehave, there are a number of strategies to promote positive choices and consequences. The strategies used depend on the seriousness of the unwanted behaviour and its persistence.

Escalation Chart

Stage	Action	Detail
1	Acknowledge / Remind	Acknowledge the behaviour with specific feedback about their behaviour and non-verbal cue (eg. pause, eyebrow raised, blank face)
2	1 st Warning	Warn pupil about the Character Behaviour they are not demonstrating. Ensure this is done, where possible, privately, and done in a low-key, calm tone. Staff may ask: Do you know how to x? Do you know why x is important? (To be positive, safe, secure.) Do you value x? (If the answer is no, teaching on BC or CBs may be required) Give the pupil the opportunity to correct their behaviour.
3	2 nd Warning	Parent Informed Warn pupil of the Character Behaviour(s) they are not demonstrating and explain that a neutral dojo will be issued, which families will be able to see. Ensure this is

		done, where possible, privately, and done in a low-key, calm tone. Explain that if their behaviour doesn't change, it will move to the first escalation which is 'Reflection and Reset'.
4	1 st Escalation	'Reflection and Reset'. Tell the pupil that because their behaviour has not changed after the second warning, they will now be removed from class and complete independent work in reflection for at least the rest of the session. This is logged by the member of SLT in Edukey as 'Removed from class' and a member of SLT will speak with a parent/carer to inform them. Pupils will either have a restorative or correctional conversation involving the class teacher and senior leader before returning to the class. Pupils reset in class at the start of the next session.
5	2 nd Escalation	Parent Involvement If behaviour continues, pupils are removed from class and a phone call takes place with the child and SLT member to explain what is happening and to give them an opportunity to help correct their child's behaviour.
6	Fixed Term Suspension	Where there is no behaviour change following parental involvement, a fixed term suspension will be issued.
7	Permanent Exclusion	For serious one-off dangerous incidents, repeated persistent disruption or other reasons set out by Derby City IYFA a permanent exclusion could be issued.

Reflection and Reset

Pupils will complete their work in a designated area of the school (such as the DT area or other suitable space). The SLT on duty, which is published each day in the daily bulletin, will log this on Edukey as a 'Removal from class'. The member of SLT will inform parents over the phone or face to face. The letters in the appendix will be sent to parents if behaviour persists over time. Decision about letters to be sent to parents will be decided and managed by the Priority Pupil team on a case-by-case basis.

Immediate Level 4 Behaviours

Some behaviours which could adversely affect the positivity, safety and security of others are more serious and will require immediate intervention in order to protect the wellbeing of others.

These will include:

- Refusal to follow instructions from any member of staff
- Swearing
- Spitting
- Negative physical behaviour, including fighting
- Bullying
- Racism

- Using derogatory homophobic language or any derogative language and/or behaviour against the protected characteristics.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account, including intention. As a result, unless there are specific extenuating circumstances, these incidents will usually be deemed as 'Level 4' with pupils being removed from class and parents informed. A senior leader will be involved in the investigation and next steps and log it on Edukey with the relevant heading based on the severity of the incident. Parents of both parties (the perpetrator and the victim) will be notified by a phone call or face to face conversation at home-time by the senior leader managing the case. All contact with parents will be recorded on Edukey using a 'meeting log'. Pupils will usually receive ongoing support as a result of these incidents. This will be decided at the weekly priority pupil meeting.

Personal circumstances of the pupil and the intentions 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.

For further details on serious sanctions, please refer to section 8.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. 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 (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.

Further details on the use of reasonable force [can be found in our Restraint and Physical Intervention policy.](#)

7.6 Confiscation, searches, screening

Searching, screening 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, 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 ensure 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 pupils.

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

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

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

- Assess whether there is an urgent need for a search

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

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

If they still refuse to co-operate, the member of staff will contact the Headteacher or DSL to try and 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 from causing disorder.

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- Trays
- Coats
- Bags

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

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

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

Informing the Designated Safeguarding Lead (DSL)

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

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

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

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if 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.

All DfE guidance will be followed in the unlikely event of a strip search conducted by the police:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

7.7 Off-site misbehaviour

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher, DSL or DDSL will make the report.

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

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

7.10 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. All reports will be recorded on Edukey.

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
- Discussion at Priority Pupil meetings
- 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:

<https://www.stalbansderby.srscmat.co.uk/wp-content/uploads/sites/4/2022/10/Safeguarding-Policy-DSA-SRS-2022-23.pdf>

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 Removal from classrooms

In response to serious incidents, 1st escalations or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time in line with the escalation ladder.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted and the escalation ladder implemented, unless the behaviour is so serious as to warrant immediate removal (Level 4 behaviours).

Pupils who have been removed will complete work independently for at least the rest of the session under the supervision of a member of staff. This work may differ from the mainstream curriculum.

Pupils will 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.

The school will consider an alternative approach to behaviour management for pupils who repeatedly cause low-level disruption or who are frequently removed from class, such as:

- Analysing ABCF plans (Antecedent, Behaviour, Consequence and Function plan) used to monitor and record behaviour to identify triggers, before implementing a bespoke behaviour plan
- Use of teaching assistants
- Short term behaviour plans
- Long term behaviour plans
- Pupil support units or alternative provision
- Multi-agency assessment
- Managed moves.

Leaders will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on Edukey.

Exit strategies – for use in extreme circumstances only

In class, if a pupil causes a disturbance that threatens the safety and well-being of others, the behaviour will be managed at Level 4. If the pupil refuses to leave, the class teacher will escort their class out of the classroom and send for a member of the Senior Leadership Team. The child will then be escorted to a suitable location using 'Positive Handling' techniques if required.

8.2 Suspension and permanent exclusions

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

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

Please [refer to our Exclusions policy for more information](#).

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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 of pupils 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 causing any substantial disadvantage to a disabled pupil 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, especially those with reports and EHC plans. These may include:

- Adapting the curriculum
- Short, planned movement and sensory breaks
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding the vast array of complex SEND needs, relevant to our context at that time
- Use of breakout spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

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

- Was the pupil was unable to understand the rule or instruction?
- Was the pupil was unable to act differently at the time as a result of their SEND?
- Was the pupil behaving in this specific way because of 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.

9.3 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 to create the plan and review it on a regular basis.

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

The provisions set out in 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 first work with parents make contact with the local authority to discuss the issue and involve agencies for support. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

This includes measures like:

- Resetting after a period of reflection
- Reintegration meetings
- Targeted intervention deployed by the Priority Pupil team
- Daily contact with a member of staff on their pathway
- Contact with families for updates.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour policy, Behaviour Curriculum and the wider school culture.

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- The needs of the pupils at the school, including the barriers to their success
- Specific detail about the academy's behaviour curriculum
- Positive handling and Restraint and Physical Intervention training
- How SEND and mental health needs impact behaviour.

Behaviour management will also form part of continuing professional development at fortnightly staff meetings, whole school weekly gatherings and as part of the curriculum.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, alternative providers, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

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 pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher, Assistant Headteacher and governors 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 Headteacher.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying
- Attendance
- Communication
- Exclusions
- Child Protection and Safeguarding
- Managing Allegations
- Parent Code of Conduct
- Restraint and Physical Intervention
- Staff Code of Conduct
- Uniform

Appendix 1: written statement of behaviour principles

Our Character Behaviours encompass our principles for behaviour in our academy and our wider community. We expect member of our community to focus on their self-awareness, teamwork, aspiration, loving, bravery, appreciation, non-judgement and service to others.

The behaviour of our staff and volunteers is outlined more clearly in our Code of Conduct.

The following principles are expectations for all:

- Every member of the community understands they have the right to feel safe, valued and respected, and to be able to learn and play free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination, especially in relation to the protected characteristics
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by all stakeholders, including pupils, families, staff and governors
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are taught and expected to take responsibility for their actions, knowing that our behaviour is almost always intentional
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

Appendix 2: email communication or formal letters to parents about pupil behaviour - templates

First behaviour email/letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour email/letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour email/letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 3: The St Alban's Behaviour Curriculum

Attendance and punctuality

We:

- arrive between 8:45 am and 8:55 am and go straight to our classroom
- know that if we are late, it could affect our attitude, we will miss learning time and we may not be ready to learn
- know that, unless we are ill, it is essential to be in school
- know that attendance at school doesn't just help us become more intelligent, it also helps our friendships, our fitness and our faith
- usually have lots of fun with our friends and teachers.

Behaviour - lunchtime

In the hall, we:

- always listen to and respond appropriately to all adults
- line up, one behind the other, using a quiet voice to talk
- verbally request our dinner choice (not just pointing)
- use manners
- talk to others on our table, including anyone we don't usually sit with
- stay seated, until 'allowed' to move
- try to use a knife and fork correctly
- empty our own tray properly in the right place.

Behaviour - outside school

We:

- live out the St Alban's Character Behaviours at school, at home and in the community
- keep ourselves, and others, happy and safe, both when we see them in person or when we use the internet.

Behaviour - unstructured time (break and lunch)

We:

- always listen to and respond appropriately to all adults
- play safely, thinking about the safety of others, never using negative physical behaviour
- are kind to everyone, considering their feelings
- look out for people who look alone or sad, including them in our play
- share and take care of the equipment, leaving all areas of the school tidily
- use manners.

Classroom Routines

We:

- respond positively and politely to staff
- walk in and out of the classroom calmly and quietly

- organise our belongings quickly
- complete our 'do now' task, sit or show readiness to learn without question
- join in together with our morning, lunchtime and end of the day prayer
- know where we sit (carpet /learning /table places)
- look at the visual timetable to know what we are learning
- show **SELF**-awareness: - **S**it up - **E**ngage - **L**ook and Listen - **F**ocus on who is speaking
- tidy up as a team
- line up calmly and quietly, in a straight line, looking forwards, with our arms by our side or behind our backs
- use equipment responsibly, find it independently and carry scissors safely.
- ask to use the toilet during lessons.

Completing work in books

We:

- date every piece of work
- write a title or question for every piece of work
- use a ruler when underlining, drawing lines and striking out a mistake
- write one digit per box
- aspire to our neatest handwriting possible in every subject
- care about our books by not drawing (or scribbling) on or in them and making sure corners are unrolled.

End of the day routine

We:

- gather our bags, coats and water bottles calmly, quietly and quickly
- remember all of our belongings
- join in with the end of the day prayer
- wait for the teacher to call our name or give permission before leaving the classroom.

Group Work

We:

- work as a team
- celebrate teamwork
- discuss ideas with quiet voices
- listen to and value the ideas of others, ensuring that everyone has a chance to speak
- compromise if other people's ideas are different to our own.

Liturgies, liturgical prayers, acts of worship and assemblies

We:

- walk in and out calmly and quietly, in a straight line, looking forwards, with our hands in prayer (or other chosen class action)

- show **SELF**-awareness: - **S**it up - **E**ngage - **L**ook and Listen - **F**ocus on who is speaking
- sing together as a team.

Manners

We:

- say 'please' when we ask
- say 'thank you' when we receive or someone serves us
- say 'excuse me x' and wait if we want someone's attention or somebody is in our way
- use names when we talk to other pupils and staff (e.g. Mr/Mrs/Miss x)
- hold doors open for others
- smile (when we are feeling happy)
- are all peacemakers, maintain good relationships and try to have positive interactions with **everybody**.

Moving around school

We:

- walk calmly and quietly
- walk in a straight line when we are with our class
- walk forward, looking where we are going
- walk with our arms by our sides or behind our backs
- hold doors open for others
- care about our school environment, picking up litter that we see and avoiding displays
- greet people positively and politely.

School Uniform

We:

- wear our uniform with aspiration and pride
- tuck our shirts in
- wear our ties correctly
- tie our shoelaces
- pull the sleeves of our jumpers or cardigans down to our wrists
- store jumpers or cardigans appropriately when we are not wearing them (not around our waist)
- take out or cover earrings for PE
- respond positively to reminders from staff about smart uniform
- ***Know that if incorrect uniform is worn, staff will inform the Priority Pupil team.**

Speaking in class

We:

- raise our hands to ask questions or to contribute ideas to class discussions

- engage in discussions with our partner by facing them
- are ready always to respond when the teacher is 'cold calling'
- show patience when we are waiting to share our ideas
- focus on who is talking, giving eye contact (where we can)
- wait until everyone is focussing before we begin speaking
- speak loudly and clearly so that everybody in class can hear
- remove hands and jumpers from our mouths
- show **SELF**-awareness: - **S**it up - **E**ngage - **L**ook and Listen - **F**ocus on who is speaking.

Visitors

We:

- smile, say 'hello' and ask them their name
- check if they are wearing the correct lanyard – if not, we tell an adult
- answer their questions politely, to the best of our ability
- talk to visitors positively about things that we have learned and have done
- are open and honest
- use our manners
- thank them for visiting our academy.