Engagement Policy

Date of Approval:	**November 2022**
Approved by:	**Paul Roberts LAC Chair**
Review Date:	**November 2023**

Policy Information:

Date of last review	New Policy	Review period	Annually
Date approved	**November 2022**	Approved by	Local Academy Council
Policy Owner		Date of next review	November 2023

Updates made since the last review:

Review Date	Changes made	By whom
New Policy		

Contents

Page numbers to be adapted once additional information is added

1. Aims

This policy aims to:

- provide guidance to class teams, parents and carers, governors and other stakeholders on how we support our pupils to self-regulate, manage their behavioural responses and feel safe so they are able and ready to learn

- provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to pupils with a range of learning needs at Hallmoor school

- define an empathic culture that reflects and reacts appropriately to behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

- establish a whole-school approach to teaching and maintaining high standards of behaviour that reflect the values of the school

- outline our response to behaviour and 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. Key beliefs

At Hallmoor, we accept our responsibility as key adults to meet the emotional and cognitive needs of all members of our school community. We recognise that not all of our pupils are able to manage their behaviour independently. Directing our energies toward the proven success which comes from being in positive relationships, our policy is written to ensure that all pupils, staff and visitors feel safe, valued and cared for and enjoy a sense of belonging.

We understand that behaviour communicates an underlying need. We understand our role is to meet those needs and support pupils to be able to recognise and meet their own needs in preparation for adulthood and that these are skills that need to be explicitly taught and learned throughout life.

We seek to meet these needs through:

- age, diagnoses and cognitively appropriately supported and restorative practise
- a focus on resolution and interactive repair to support the emotional regulation and well-being of our pupils
- recognition of the importance of practise built on a shared philosophy which places caring, positive relationships at its centre
- a belief that every child should be supported to make sense of their environmental and emotional landscape
- a belief that every child – with the right support and interventions - can learn and enjoy a degree of independence in regulating their own emotions in preparation for adulthood
- explicit teaching around behaviour and the meaning of our rules

Few behaviours are a result of conscious choice and so external control will not be effective in changing behaviour patterns in the long term. Relational, regulatory and restorative approaches are our fundamentals in supporting the development of internal control and regulation.

We believe in providing pupils with:

- a personalised response to supporting their emotional development and well-being
- staff who are willing and able to reflect, learn, seek support and work collaboratively with other professionals
- skills and strategies to manage their own emotional responses with increasing independence
- staff who are up to date with current, research-based, best practice in behaviour management
- access to resources to promote effective communication and regulation

And whilst each individual pupil will benefit from a consistent approach, being consistent and fair is not about everyone getting the same (equality), but everyone getting what they need (equity).

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:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

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

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

3. Definitions

Our pupils can often display responses to their environment, or events within their environment, that are not socially acceptable. It is the role of the adult to accept the emotional landscapes of our pupils and support them in the moment as well as provide support over time in learning to self-regulate and meet their own needs. Where we define such behaviours, we always appreciate the cognitive ability of the individual and acknowledge that behaviour is often not of conscious choice or otherwise arises from a limited menu of behaviours that the pupil has access to for purposes of communication.

The DfE guidance uses the terminology misbehaviour. In our context, we treat behaviours that would be defined as a mis-behaviour as intended to communicate a need but that might limit engagement.

We call these **non-problem-solving behaviours** (NPSB).

These may present as:

- disruption in the learning environment, during transitions times or during unstructured times

- inability to comply

- disengagement

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NPSB will typically limit a pupil's level of engagement and may be observed as a behaviour that:
- prevents reduces participation in educational and social activities.
- isolates the pupil from their peers
- affects the learning of themselves or others
- places the pupil or others in physical danger
- causes serious damage to property

NPSB are recognised as a form of communication with an underlying need

All behaviour is considered with the cognitive ability and life experience of the pupil but there may be times when pupils display behaviours that could be considered as **serious misbehaviour**.

Serious misbehaviour is defined as:

- 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 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

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

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

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, 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy [insert link].

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for:

Reviewing and approving this behaviour policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with behaviour that challenges

Monitoring how staff implement this policy to ensure pupils are recognised for their positive behaviour and sanctions are applied appropriately

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 (see section 13.1)

- o Reviewing and approving this behaviour policy
- o Ensuring that the school environment encourages positive behaviour
- o Ensuring that staff deal effectively with behaviour that challenges
- o Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to pupils whilst taking into account pupils individual needs
- o Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- o 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
- o 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
- o Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- o Ensuring that the data from the behaviour monitoring system is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

Creating am emotionally and physically 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 and through every interaction with pupils

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular pupils

Considering their own behaviour on the school culture and how they can uphold school rules and expectations

 Recording significant behaviour incidents promptly (CPOMS)

Monitoring non-problem-solving behaviours over time and providing data to inform supportive practise

Challenging pupils to meet the school's expectations

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

Provide a personalised approach to the specific needs of all pupils

5.4 Parents and carers

Parents and carers, where possible, should:

- ο Get to know the school's behaviour policy and reinforce it at home where appropriate
- ο Support their child in adhering to the school's behaviour policy
- ο Inform the school of any changes in circumstances that may affect their child's behaviour
- ο Discuss any behavioural concerns with the class teacher promptly
- ο Take part in any pastoral work (for example: attending reviews of specific behaviour interventions)
- ο Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- ο 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.

5.5 Pupils

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

- How to seek support from key adults within their classroom

- How to seek support from key adults outside of their classroom

- The routines within their classroom

- The routines of the wider school day

- Resources to access to support self-regulation

- How to contribute to the school behaviour culture through their School Council

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

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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

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

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.

6. Supporting self-regulation and positive engagement

Relationships

All adults are key adults for pupils in our school. Positive relationships form the basis for creating trust, instilling a sense of safety and allowing effective learning to take place. Pupils at Hallmoor will be met emotionally available adults. All adults should recognise the potential for limited menus of behavioural responses our pupils may have access to when communicating their emotional landscape or physical needs. We regard mistakes as learning opportunities and remove the struggle for power by remaining curious about and working to understand the drivers behind the behaviour.

Pupils can expect:

- Adults to maintain a stance of PACE[i], being Playful, Accepting, Curious and Empathic

To be treated with dignity and respect by adults, both when regulated and during crisis

- To be treated with dignity and respect by other pupils

The adults must manage their relationships with pupils, ensuring that they:

- Actively build trust with all pupils

- Have high expectations and demonstrate our belief in them

- Treat all pupils with dignity and respect in every interaction, accepting them, not talking over them or about them in their presence or in front of other pupils

- Maintain curiosity about the function of a non-problem-solving behaviour

- Communicate carefully and appropriately with pupils

- Hold firm boundaries with care

- Remain non-judgemental in all situations

- Recognise their own emotional response to a pupil's behaviour and seek a change of face when needed

- Use behaviour data to inform future support

Parents and carers

Positive working relationships with parents and carers are integral to the effective support of pupils.

Parents and carers should expect:

- To be informed of changes to the school's behaviour policy

- guidance on how to support their child in adhering to the school's behaviour policy

- to be invited to work in collaboration if their child's behaviour becomes a cause for concern

- to be given time to discuss their concerns around their child's behaviour or inform of any change in circumstance that may affect behaviour

- to be updated on any interventions in place for their child

- to be included in the design of Risk Reduction plans or other interventions if agreed, to ensure consistency between school and home

- to be invited to take part in the life of the school and its culture at organised events

Quality of Provision

To promote engagement and reduce non-problem solving behaviours, we need to meet the needs of our pupils at their stage of development.

To do this, we need to:

- Ensure a pupil's 'voice' is heard and we have communication systems in place and readily available at all points in their day.
- Know clearly, their sensory processing difficulties and have plans in place and resources available to help the pupil access sensory strategies that may support de-escalation
- Accurately access and understand pupils' needs – referring to EHCPs and Annual Reviews
- Incorporate advice from professionals into our practice
- Support pupil's to develop high levels of self esteem
- Know what motivates each pupil and use this as positive reinforcement
- Frequent positive reinforcement that is appropriately descriptive when things are going well and minimal feedback for non-desirable behaviours
- Where appropriate, involve pupils in the marking and evaluation process, giving feedback in a supportive way that is appropriate to their understanding
- Active and explicit teaching of behaviour for learning

7. School behaviour curriculum

We believe that positive behaviour must be learned and in supporting their learning process, pupils can expect:

- To have access to an environment that allows them to communicate effectively to all adults throughout the day

- Safe and familiar routines within the classroom and wider school environment

- Clear and progressive rules for appropriate behaviour that are taught explicitly throughout their school life

- To be taught strategies to self-regulate and communicate their needs

- To be taught to understand consequence

- To be taught about safe and appropriate behaviour outside of the school community

- Explicit teaching of the science behaviour and its link to mental health and wellbeing

- Age appropriate teaching through PSHE and RSE

- Intervention and support where needed

Sensory processing needs.

Sensory processing refers to the way the brain receives and deals with sensations and decides what emotional response we should take. For people with a sensory processing difficulties, the brain receives information from the senses but does not process or organise this appropriately and therefore tells us to give an inappropriate response. The response is what other people see us do and is described as our behaviour or our behavioural response, therefore difficulties with sensory processing can directly affect our emotional regulation and our behaviour.

To support our children's emotional regulation so that they are ready for learning

Sensory processing is the process of registering, discriminating, adapting and responding physically and emotionally to input from the environment. Sensory processing difficulties can impact on our pupils' ability to self-regulate and engage appropriately. Class teams should ensure that they:

- Organise the environment with clear, visual cues and signposts (written/symbol/objects of reference).
- Consider any auditory and visual challenges within the classroom that may cause distress for those with sensory processing challenges, e.g., is it too bright, busy or load.
- Measure language processing needs and the use of language – use appropriate communication to meet the child's needs, speak clearly, calmly and leave adequate processing and response time
- Ensure pupil's sensory needs are supported through embedding sensory diets and movement breaks into the daily routine, both as a class group and to meet individual needs.
- Ensure access to appropriate equipment – fidget toys, chews, a quiet area, a movement area, etc
- Take social demands of working with others into account.
- Consider the impact of change and try to prepare the children to manage the anxiety this can have.
- Implement co-regulation techniques to support the child to access sensory / movement strategies that support regulation e.g., Zones of regulation. This helps to teach pupils to recognise and label emotional states and feelings, and to soothe independently
- Monitor physical and emotional well-being of pupils and recognise physical and emotional signals of a child being distressed, unwell, in pain or upset

Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010)

Environment

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school and for taking advantage of learning opportunities as they arise.

They will:

- Create and maintain an appropriately stimulating environment that encourages pupils to be engaged

- Establish purposeful and consistent routines

- Share their own classroom rules in line with the school ethos

- Pitch the language/communication aids we use to the ability of the individual

- Develop a positive relationship with pupils by:

  o Greeting pupils positively in the morning/at the start of lessons

- o Supporting 'Soft landings' at transition points throughout the day

- o Establishing and maintaining clear, purposeful and predictable routines

- o Communicating expectations of behaviour appropriate for the child

- o Highlighting and promoting good behaviour

- o Concluding the day positively and starting the next day afresh

- o Reflecting and adapting practise to suit the needs of the individual and the group

Sensory processing needs.

Sensory processing is the process of registering, discriminating, adapting and responding physically and emotionally to input from the environment. Sensory processing difficulties can impact on our pupils' ability to self-regulate and engage appropriately. Class teams should ensure that they:

- Organise the environment with clear, visual cues and signposts (written/symbol/objects of reference)
- Measure use of language – speaking clearly and calmly and leaving adequate response time
- Ensure pupil's sensory needs are supported through embedding sensory diest and movement breaks into the daily routine
- Ensure access to appropriate equipment – zuma rockers, fidget toys, chews, weighted aids, vibrating pillows etc
- Take social demands of working with others into account
- Teach pupils to recognise when they are becoming dysregulated, helping them to label emotions and feelings so they are able to access strategies to soothe independently
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset

Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010)

7.1 Mobile devices

Foundation, KS1, KS2, KS3 and KS4 Pupils, may use mobile devices on transport to and from school for personal use.

Pupils will not have general access to mobile devices during the school day.

Pupils may be granted access to their phones for personal reasons during the school day (this does not include as a tool for regulation).

Post 16 pupils will be allowed their phones during lunchtimes in the sixth form common room.

Mobile devices must not be used to film, photograph or record during the school day.

Mobile devices must not be loaned out or shared with anyone during transport or the school day.

If a pupil is unable to regulate usage, or usage of a mobile phone poses a risk to themselves or others, a management agreement will be arranged with parents.

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 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 [insert link].

7.3 Responding to good behaviour

Our pupils are not always able to cognitively process 'reward' and we do not wish to encourage a culture where the reward is the incentive for good behaviour above motivation for the event itself. We do recognise that extrinsic motivators can be needed in order to develop behaviours, such as using PECS to encourage engagement. When a pupil's behaviour consistently meets or goes above and beyond the expected behaviour standard, staff will *recognise* the pupil for this achievement. This provides an opportunity for all staff to reinforce the school's culture and ethos of appreciating the individual.

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

Positive behaviour will be recognised with:

- Verbal and non-verbal praise specific to the event being recognised

- Communicating praise to parents via a phone call or written correspondence

- Whole school, Phase and class celebration assemblies

- Positions of responsibility

- Creating opportunities for special times or events to recognise, individual, whole-class and whole school efforts

7.4 Responding to misbehaviour

Individual sanctions – the withdrawal of privileges may only be used when pupils understand the relationship between the sanction and inappropriate behaviour(s) displayed and where the sanction is consistently effective in reducing the inappropriate behaviour.

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

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in the moment to restore a calm and safe learning environment. Following an incident of misbehaviour, staff will work with colleagues and the pupil over time to reduce 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 an empathic, consistent, fair and proportionate manner, so pupils know with certainty the behaviours that are expected.

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

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

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

Our pupils do not always understand 'sanctions' and staff are expected to measure any form of sanction by:

- The pupils' ability to understand their own behaviour

- The pupils' ability to regulate their own behaviour

- The nature of the incident

- The purpose of the sanction – ie to create an opportunity for repair or to allow the pupil to recover

When giving sanctions, staff will also consider the positive purpose of the sanction and the learning that will be support through the sanction – for example "time-out" and isolation of a pupil only serves to teach them that the adults are not available for them when their needs are greatest. Support should be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to misbehaviour:

-
- Finding a more suitable environment for the pupil in the moment – ie breakout space

- A verbal, limited verbal or non-verbal reminder –with emphases the desired behaviour

- Support from the adult to un-pick the drivers behind the behaviour

- 'Time-in' with a key adult

- Restorative actions where the pupil is cognitively able to understand this process

- Referring the pupil to support from the wider staff team – ie pastoral support staff

- Agreeing a set of taught behaviour strategies

- Suspension

- Permanent exclusions, in the most serious of circumstances

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 and opportunity for repair.

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 maximum care, minimum 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 or for compliance

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.

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 ==select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead],== 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.

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, 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:

Desks

Lockers

Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

If they believe that a search has revealed a safeguarding risk

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

Informing parents

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.

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, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if 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, 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 the role of the appropriate adult).

The pupil's parents 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

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

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, entitlement 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 if, 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.

Screening

If your school screens pupils upon entry to the school, set out your school's approach here.

Explain:

What the screening arrangements entail

How reasonable adjustments will be made for pupils with SEND

How the school will respond to a pupil who refuses to be screened

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 / member of the senior leadership team / pastoral lead] 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.

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:

- o   Manage the incident internally
- o   Refer to early help
- o   Refer to children's social care
- o   Report to the police

Please refer to our child protection and safeguarding policy for more information [insert link]. Edit the above to reflect the processes you have in your child protection and safeguarding policy.

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 [insert if you have a standalone policy for allegations against staff: and a statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Hallmoor does not issue detentions. A child may require time-in with a key adult to:

- Unpick an incident or a behaviour
- Keep a child safe
- Maintain good order

These will happen during the school day.

8.2 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 that is meaningful, but it may differ from the mainstream curriculum.

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, 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 are supervised by [name or job title], and will be removed for a maximum of [insert length of time here].

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as [outline your approach here]:

Meetings with learning coaches

Use of teaching assistants

Short term behaviour report cards

Long term behaviour plans

Pupil support units

Multi-agency assessment

Staff 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 in the behaviour log.

8.3 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 [insert link].

9.2 Adapting sanctions for pupils with SEND (Different heading needed??? Or not needed as covered in 7.4)

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

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

School staff may consider if a pupil who exhibits challenging behaviour to determine whether they has 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 make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Birmingham Local Authority: SENAR Team

Email: SENAR@birmingham.gov.uk.

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.

[Adapt this section to include information about your strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension.

This could include measures like:

Reintegration meetings

Daily contact with the pastoral lead

A report card with personalised behaviour goals]

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 and the wider school culture.

Pupils will receive a pre admissions photo pack and social story about the school and be invited to look around the school with parents.

Children and their families will be invited to an admission meeting which will include discussions about behaviours both positive and any that could be a concern, allowing staff to gain an understanding of different known behaviours, possible triggers and regulating strategies.

Pupils will have individualised transition plans which are reviewed daily by class staff building up to full time provision.

During initial time in school pupils will be exposed to communication (this could be in the form of pictures, symbols, signs or spoken language) which shares behaviour expectations of the class and wider school.

This will continue to evolve and develop as pupils move through the school and their needs change.

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.

When pupils leave our setting information related to pupil behaviour may also be shared with destination settings.

12. Training

[Adapt this section to include information about how staff can access support to improve their practice.]

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

[Edit to reflect your approach]

The proper use of restraint

The needs of the pupils at the school

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

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, 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 every [insert timeframe] by [insert name and role].

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 and [full governing board/committee name] 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 [role].

Maintained schools, PRUs and non-maintained special schools add:

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full governing board/committee name] annually.

14. Links with other policies

This behaviour policy is linked to the following policies [add or delete the following as required]:

Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Mobile phone policy

<mark>List any other related policies that your school holds here, including the anti-bullying strategy if applicable.</mark>

Appendix 1: written statement of behaviour principles

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

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

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

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

- Pupils are helped to take responsibility for their actions

- 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.

This written statement of behaviour principles is reviewed and approved by the [full governing board/committee name] annually.

How the school will prevent bullying

How pupils, parents and staff can report incidents of bullying

How the school investigates allegations of bullying

How the school will react to bullying that occurs off school premises or online

How the school records, analyses and monitors incidents of bullying

Sanction procedures, making reference to sections 7 and 8 of this policy, where applicable

How the school supports pupils who have been bullied, and those vulnerable to bullying

Whole-school proactive strategies to prevent bullying

How the school trains staff and governors in preventing and handling bullying