



Lode Heath School

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Lead	Deputy Headteacher: Student Support, Development & Standards
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Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	7
6. Behaviour expectations of students.....	8
7. Rewards and sanctions.....	8
8. Behaviour management.....	9
9. Monitoring arrangements.....	10
10. Links with other policies.....	11
Appendix 1: written statement of behaviour principles.....	12

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

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

In addition, this policy is based on:

- > Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- > [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Lode Heath School is determined that all students can learn in an environment that is calm, learning focussed and safe. The school ethos of STARS and Learning PRIDE clearly outline the expected values and learning behaviours we promote and expect of our students in school.

We expect all students to demonstrate Learning PRIDE.

Participation A Lode Heath student demonstrates Participation in their lessons through active engagement, completing all set tasks, contributing to class discussion and completing all homework set.

Respect A Lode Heath student demonstrates Respect for each other and their right to learn in an environment free from disruption and that all members of our community are treated with respect.

Independence A Lode Heath student demonstrates Independence by engaging with all set work, being able to work alone and demonstrate resilience in the face of difficult tasks and completing all homework set.

Determination A Lode Heath student demonstrates Determination through resilience and drive to achieve good academic outcomes and overcome obstacles. They can work through difficult tasks and not give up.

Energy A Lode Heath student demonstrates Energy in their lessons by sitting upright in their chair, focussing on the teacher, actively engaging with tasks and class discussions.

We also expect all members of the Lode heath family to uphold the character values of STARS. We are: Sincere, Thoughtful, Aspirational, Resilient and exhibit exceptional Solidarity. We know that people who embody these values are the type of people who make a positive contribution to our family and are a pleasure to be around.

Lode Heath school has the highest of expectations for all its students in all aspects of their school lives. All students have the right to come to school and feel safe and focus on their learning. Any behaviour that contravenes this can be defined below:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Poor punctuality
- Incorrect uniform
- Unsafe conduct

Serious misbehaviour is defined as, (this is not an exhaustive list):

- Repeated breaches of the school rules
- Significant disruption to learning
- Any form of bullying
- Verbal abuse of staff
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism – this includes deliberate setting off the school fire alarm
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs and drugs paraphernalia (such as grinders, rizla, specialist containers)
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

The school will also treat any behaviour that significantly or regularly disrupts the learning of the community as serious misbehaviour. This type of behaviour would affect the wellbeing and safety of the school community.

4. Bullying

We want a school in which bullying of any kind is not accepted by any member of our family. This includes students, staff, and parents/carers. Every student at Lode Heath School has the right to be educated in a safe and secure environment. We believe that all children and young people have the right to be protected from bullying and abusive behaviour.

All young people will be listened to and treated fairly.

Bullying is often witnessed or encouraged by others. We believe that everyone has a responsibility to discourage bullying and to inform someone when they see it happening.

Bullying is defined as the repetitive, intentional harming of one 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: <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)
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At Lode Heath School we strive to create a culture based on our motto Ad Astra and our character values of STARS.

Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student must suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. In addition, it is important that we inform parents/carers fully about our approach to dealing with bullying, so that parents can distinguish between what is bullying and what is not.

In instances where students, parents/carers feel there is bullying behaviour we encourage all parties to inform the school as soon as possible. The school can only act when informed of issues. Students can inform any adult in school of incidents or concerns they have.

They can go directly to any of the following:

- Form Tutor
- Head of Year
- Student Support staff
- A member of the Senior Leadership Team
- Any adult in school

Parents/carers can contact school via various methods by contacting the school on 0121 704 1421 or via email office@lodeheath.org.uk or studentsupport@lodeheath.org.uk. Parents/carers may want to contact specific people in the school, we would recommend you contact your child's Form Tutor, Head of Year, or a member of the Student Support Team in the first instance.

When allegations of bullying are made, key staff will speak to all students involved in the allegation and establish a timeline of events and attempt to establish actions by all parties.

In consultation with key staff a decision will be made as to next steps. Where necessary all students that are involved will have parents/carers contacted and informed of the incident and actions the school will be taking to prevent further issues. If necessary, both preventative measures and sanctions will be applied.

Examples of some preventative measures that school will utilise are:

- Mediation
- Resolution
- Safe space for students to go
- Key member of staff to provide support
- Change of seating plans, classes and/ or bands
- Adapted timetable e.g. slight later start or earlier finish
- Drop off and pick up arrangements

Sanctions that may be used when dealing with acts of bullying

- A verbal reprimand
- Debits
- Sending the student out of the class
- Expecting work around bullying to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

Putting a student 'on report'

Internal Exclusion – time in the Refocus Room

Suspension

Managed move

Permanent Exclusion

See anti-bullying policy for further details. [Policies | Lode Heath School](#)

Any behaviours which significantly or regularly disrupt the learning and education, and/or or impacts the welfare or safety of the community will also be considered a serious misbehaviour. This includes off-site behaviours. As such, the governing board emphasise that serious misbehaviours cannot be tolerated and students who behave in this way face the most serious of sanctions, up to and including permanent exclusion

5. Roles and responsibilities

5.1 The governing body

The governing body will review the behaviour policy in conjunction with the Associate Headteacher and monitor the policy's effectiveness, holding the Associate Headteacher to account for its implementation.

5.2 The Associate Headteacher

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

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

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

5.4 Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the school rules & working with the school to achieve the same (e.g. attending meetings, supporting intervention strategies)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

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 Students

Students will be made aware of the following (during their induction and through regular reminders and updates) into the behaviour culture:

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

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

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

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

Extra support and induction will be provided for students as required.

6. School behaviour curriculum

To promote a culture of excellent behaviour at Lode Heath School there is one overarching principle: there are no surprises. Every opportunity is taken to tell and remind students as to what our expectations are, and why. Formally, this occurs during assemblies and is further explored during behaviour focused form-time activities. This approach empowers students to make choices for themselves and makes clear what the consequences are – either positive or negative based on those choices - as a result.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

Mobile phones can be a useful educational tool, but they do create issues in school and therefore need to be managed. At Lode Heath School:

- Mobile phones and earphones should be off and away/ out of sight at all times.
- If students are seen with a mobile phone or earphones, it will be confiscated, and a detention will be issued.
- This is in operation anywhere on school site (from the point of entry/ exit at the school gates) and includes before and after school.
- After a first-time confiscation, a student can collect their mobile phone or earphones at the end of the day. Any further confiscation means parents/ carers must collect the item at their convenience during school hours (from reception)
- If a student's mobile phone 'goes off' but is not visible the student will be asked to turn it off and it will be confiscated and returned at the end of the lesson.
- If students refuse to hand over the item, this will be treated as defiance.

Where appropriate and reasonable, adjustments may be made for example to support a student with a medical condition and who rely on a device to monitor their health.

7. Responding to behaviour

It is important to Lode Heath School that students are regularly recognised for their positive contributions to our family. Students can be recognised in several ways and not just for academic success. Students at Lode Heath School are encouraged to be positive members of our family and to have a positive effect on those around them.

We aim to recognise, and rewards students' conduct, demonstration of Learning PRIDE, good behaviour, positive character traits and attendance. This will be done continually through the academic year by teachers, form tutors, heads of year and senior staff and in a variety of formats.

The school operates a behaviour for learning system. This system balances positive recognition and sanctions. This system clearly demonstrates to students when they are demonstrating both positive behaviours and unwanted and disruptive behaviours.

Sanctions will be utilised to discourage unwanted behaviours in school. Sanctions are used to demonstrate to students that certain behaviours are unwanted, harmful to the school family and its members and are not acceptable.

Rewards and sanctions are tracked to ensure appropriate recognition or interventions can take place.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Use the behaviour for learning system
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

During a lesson, teachers will employ a staged approach to student disruption ensuring the student fully understands the next stage of the process.

Stage 1 – Verbal Warning

Stage 2 – Second Verbal warning and a debit is issued

Stage 3 – Third verbal warning about a lesson removal and a 25-minute detention is issued

Stage 4 – Lesson removal

A lesson removal will result in a day in Refocus the next day and a 50-minute detention being issued.

7.2 Safeguarding

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

We will consider whether a student'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 [Policies | Lode Heath School](#)

7.3 Responding to good behaviour

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

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

- Verbal praise
- Credits
- Postcards, letters, emails, or phone calls home to parents
- Special responsibilities/privileges
- Reward colours
- Reward badges

7.4 Responding to misbehaviour

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

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

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

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

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

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

- A verbal reprimand
- Debits
- Sending the student out of the class – for a short time out
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges
- Detention at break or lunchtime, or after school

- Referring the student to a senior member of staff
- Letters or phone calls home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal Exclusion – time in the Refocus Room
- Suspension
- Managed move
- Permanent Exclusion

We may use the Refocus room in response to misbehaviours and/or serious or persistent breaches of this policy. Students may be sent to Refocus during lessons if they are disruptive, and they will be expected to follow their usual timetable and complete work set.

Students who do not attend detentions persistently will also be placed into Refocus.

The Refocus room is managed by the student support staff.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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

7.6 Confiscation and searching

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

Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

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. In almost all cases, students co-operate with a search; this means they empty their own pockets, blazers etc and thus, no physical contact is necessary. This is always preferable.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student if contact is necessary, 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 student 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 student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student’s co-operation

If the student 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 to try to determine why the student is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in 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 student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching students’ possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 student's possessions when the student 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 student 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/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student'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 student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them if they would like to come into school to act as the student's appropriate adult. If the school cannot contact the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

Who will be present

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

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

- The student 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 student's decision and it will be signed by the appropriate adult.

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

The appropriate adult will:

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

Except for an appropriate adult of a different sex if the student 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 student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student 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 student 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 student(s) who have been strip searched more than once and/or groups of students 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.

7.7 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student 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 students for online misbehaviour when:

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

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

7.9 Suspected criminal behaviour

If a student 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, a designated safeguarding 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.

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

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

Please refer to our child protection and safeguarding policy for more information [Policies | Lode Heath School](#)

7.11 Malicious allegations

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

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

8. Serious sanctions

8.1 Detentions

As part of the behaviour for learning system, detentions are utilised to discourage negative or unwanted behaviour. Detentions are issued as a consequence to poor student behaviour and can be issued by any member of staff.

- Detentions can be issued in 25 or 50 minute durations
- Detentions run for up to 75 minutes on Tuesday, Wednesday, Thursday, and Friday after school or any day during lunch time
- A student can sit more than one detention per day
- We do not need to provide 24 hours' notice of a detention, but we do this out of courtesy
- Text messages are sent to parents/carers to notify them of their child's detentions the following day
- Failure to attend a detention will result in a rescheduling of the original detention and the addition of another 25-minute detention
- Persistent failure to attend detention will result in a period of internal exclusion in the Refocus room or suspension

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

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. Students may be sent to Refocus during lessons if they are disruptive, and they will be expected to follow their usual timetable and complete work set.

Students who do not attend detentions persistently will also be placed into Refocus.

The Refocus room is managed by the student support staff.

Staff will only remove students 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 student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Parents/carers 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 students who are frequently removed from class, such as:

- Participation in appropriate intervention programmes
- Meetings with mentors

- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment
- Managed moves
- Alternative provision

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

8.3 Suspension and permanent exclusion

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

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

Please refer to our suspensions and exclusions policy for more information [Policies | Lode Heath School](#)

Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student 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 student concerned and will be provided to teachers and relevant support staff to inform their approach.

9.2 Adapting sanctions for students with SEND

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

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student 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 student 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 student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Students 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 student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting students following a sanction

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

- Reintegration meetings
- Participation in pastoral programmes
- Participation in intervention workshops
- Behaviour challenges, report cards

11. Training

As part of their induction process and part of our ongoing commitment to them and our school, staff are provided with regular training and updates on:

- Managing behaviour
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour
- Tackling specific situations e.g. anti-racism

12. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of alternative provisions, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Behaviour Safeguarding Intervention and Inclusion committee and from a variety of perspectives including:

- At school level
- By age group

- By time of day/week/term
- By key groups

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

This behaviour policy will be reviewed by the Associate Headteacher and Behaviour, Safety, Inclusion, and Intervention committee every year. At each review, the policy will be approved by the Associate Headteacher and the BSII committee.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection
- Safeguarding
- Anti-bullying
- Suspensions and Exclusions

Appendix 1: written statement of behaviour principles

Every student understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others

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

Staff and volunteers always set an excellent example to students

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

The behaviour policy is understood by students and staff

Students are helped to take responsibility for their actions

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