

Behaviour policy and statement of behaviour principles

FREQUENCY OF REVIEW:	Annually
RATIFICATION:	Autumn Term 2024
APPROVED BY:	Church Stretton School Local Governing Body
DATE OF NEXT REVIEW:	Summer Term 2025 (unless there is a material change)
AUTHOR:	Assistant Headteacher (Pastoral)

Contents

1. Mission statement and Aims.....	4
2. Legislation, statutory requirements and statutory guidance	4
3. Definitions	4
4. Bullying	6
The school has a separate anti-bullying policy that sets out our strategy for preventing and addressing bullying.....	7
5. Roles and responsibilities	7
6. School behaviour curriculum	8
7. Responding to behaviour.....	10
8. Serious sanctions	18
9. Responding to misbehaviour from pupils with SEND	19
10. Supporting pupils following a sanction	20
11. Pupil transition	21
12. Training.....	21
13. Monitoring arrangements.....	21
14. Links with other policies.....	22
Appendices	23

Mission Statement

"At Church Stretton school, we strive to foster positive relationships between teachers and pupils. When teachers know and understand their pupils well, it has a positive impact on classroom behaviour. This in conjunction with well-structured and interactive lessons ensures that all students are provided with the opportunity to reach their full potential. A system of clear routines and rules are established, that are understood and followed by everyone and applied consistently. If rewards or sanctions are required, they are delivered with certainty and fairness. We encourage all members of the school community, to take responsibility for following and adhering to our school behaviour policy".

Church Stretton school behaviour principles:

Be Ready, Respectful and Safe

- 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 set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and exclusion 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.

1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
 - Any form of bullying
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 1. Sexual comments
 2. Sexual jokes or taunting
 3. Physical behaviour like interfering with clothes
 4. 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 or language (*Hate incidents)
- Possession of any prohibited items. These are:
 5. Knives or weapons
 6. Alcohol
 7. Illegal drugs
 8. Stolen items
 9. Tobacco and cigarette papers
 10. Vapes
 11. Fireworks
 12. 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)

*Hate Crimes and hate-related incidents

A hate crime is defined as 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

The 'Stephen Lawrence Inquiry Report' recommended that the following definition of a racist incident should be adopted by the police, local government and other relevant agencies:

'A racist incident is any incident which is perceived to be racist by the victim, or any other person.'

School is requested to report proven hate-related incidents to the local authority via completion of the Shropshire schools hate-related incident report form. The numbers of incidents reported, and the nature of those incidents are then reported to the Hate Crime Reporting Sub-group.

As a school we also work with our local policing team to educate students where a hate-related incident has taken place. School will only officially report a racist incident to the police if they believe a crime has been committed. See [Citizens Advice](#) for guidance on when a racist incident can be considered a crime.

4. Bullying

Bullying is defined as the repetitive, intentional harming of a 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/bi-phobic • 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

The school has a separate anti-bullying policy that sets out our strategy for preventing and addressing bullying.

5. Roles and responsibilities

5.1 The governing body

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

5.2 The headteacher/head of school

The headteacher/head of school is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff consistently deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied with certainty to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour 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:

- Modelling expected behaviour and developing positive relationships
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and with certainty
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- 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
- Delivering lessons that are well planned and accessible to all students
- Recording behaviour incidents promptly (On Go4schools)

- Delivering both rewards and sanctions with certainty
- Challenging pupils to meet the school's expectations
- Ensuring that parents are informed of both good and mis-behaviour

All behaviour events are logged on Go4schools and there is a tracking system in place to ensure that all behaviour is monitored at different levels starting with the tutor, then the head of year, the assistant headteacher (pastoral) and finally the senior leadership team (appendix 10). The school leadership team, including middle and senior leaders will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour 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. Posters are available in all classrooms showing the classroom expectations. (Appendix 1)

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. School behaviour curriculum

Fostering positive relationships between staff and students is an essential part of ensuring a successful learning environment. When staff and students have a mutual respect in leads to an increase in good behaviour.

We expect students to adhere to the following at all times:

- Be ready to learn
- Be respectful
- Be safe

Pupils 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 pupils to learn
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept and complete 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 pupils can meet behavioural expectations in the curriculum.

6.1 Routines

A well-established set of routines are an important aspect of the school behaviour policy. Students and staff are clear on the expectations around our routines, and they have regular reminders of how the routines are to be followed. We have routines for:

- The start of the day
- The corridors
- Lessons
- Break and lunch time
- The end of the day

A more detailed description of the above routines can be found in appendix 2.

6.2 Mobile phones

Due to the rural location of the school students and that the majority of students travel to and from school via bus mobile phones are allowed in school. However, and in response to the updated DFE guidance from February 2024, students are required to:

- Keep their phone in their bag (not seen)
- Have their phone turned off (not heard)

- There may be exceptions to the rules for medical reasons (e.g. diabetic tracking)

Students who do not follow these rules will be sanctioned in the form of a temporary phone ban in the first instance or a permanent ban for persistent failure to follow these rules. In both these cases, the mobile phone is either left at home or can be handed in to reception for safe keeping in the morning and collected at the end of the school day.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour expectation posters
- Develop a positive relationship with pupils, which may include:

13. Greeting students at the classroom door

14. Establishing clear routines

15. Communicating expectations of behaviour in ways other than verbally

16. Promoting good behaviour through positive reinforcement

17. Concluding the day positively and starting the next day afresh

- Challenging low-level disruption using the classroom sanction system (appendix 3)
- Ensuring that both rewards and sanctions are issued with certainty and that this policy is consistently applied with fairness.
- Reward positive behaviour in the classroom to ensure students are motivated to do well. Teachers should look to award 5 house points in each lesson (appendix 4).

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 safeguarding and child protection policy for more information.

7.3 Responding to good behaviour

We expect our students to arrive in school fully equipped and ready to learn. Ensuring that they:

- Arrive on time

- Are in correct uniform
- Have correct equipment
- Settle or change quickly

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call, email or written correspondence
- Awarding of House points
- Student of the week award (certificate and prize)
- Milestone House points rewards

House points are an important way of motivating students when used consistently. In every lesson the class teacher will look to award five house points for positive work. This will ensure that house points are awarded in every lesson and that all students have an opportunity to gain house points every day. Students add up their house points during the year (minus any negative points) to achieve milestone rewards e.g. 50 house points = a queue jump (appendix 5)

7.4 Responding to misbehaviour

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

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

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

The classroom sanctions (appendix 3) will be used by all staff to ensure fairness and consistency. After an initial warning by the class teacher and if mis-behaviour continues, the student will be issued with an S1 which is logged on Go4schools and equates to a 10 minute loss of social time. This loss of social time can be re-deemed if the student works positively for the remainder of the lesson. However, if the mis-behaviour continues the member of staff will issue an S2, which is logged on Go4schools and equates to a 20 minute loss of social time. The member of staff should speak with the student outside of the class, confirming the reason why they are on an S2 and also inform them of where and when they are expected to complete the loss of social time. If the student works positively for the remainder of the lesson, they can re-deem up to 5 minutes of their social time back. Continued mis-behaviour after this point will lead to an S3 being issued and the student being managed moved to the Head of Department (or another member of staff). This will be logged on Go4schools and a 40-minute loss of social time issued.

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

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

- Sending the pupil out of the class (no more than 2 minutes)
- A verbal reprimand and reminder of the expectations of behaviour

- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a responsibility
- School-based community service, such as tidying a classroom or lunch hall
- Referring the pupil to a senior member of staff
- Letter, email or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' (departmental, tutor or Head of year)
- Restorative meeting
- Removal of the pupil from the classroom to Head of Department
- On call duty person to remove student to student support (W1) or B1 for SEN students
- Removal from lessons
- Suspension
- Permanent exclusions

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. The “on call “ system should only be used where the mis-behaviour is either dangerous or is stopping the learning of others and will be actioned by logging the incident as either “on call or “urgent on call” on Go4 schools. The on-call guidance can be seen in appendix 6.

Where mis-behaviour happened outside the classroom incidents are still logged on Go4schools. This includes: corridors, outside spaces and toilets between lessons, at break and lunchtime and before and after school. Students are reminded of the expectations around behaviour outside the classroom during tutor time take aways, assemblies and on posters in corridors (appendix 11). Suggested sanctions for corridor mis-behaviour can be found in appendix 7.

Where there is an increase in mis-behaviour identified by an individual student we will work with the parents and if necessary involve outside agency support. The process that will be followed can be seen in appendix 8.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded CPOMs and reported to parents

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 head of key stage, or a member of the leadership team and will take place with a second supporting staff member in attendance as a witness to the search.

Subject to the exception below, the authorised member of staff or supporting member of staff carrying out the search will be of the same sex as the pupil.

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 head of key stage 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 appropriate head of year or a member of the leadership team 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, or bag.

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:

- Coats/Jumper
- Bags
- Pencil case

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 (CPOMs).

Informing parents

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

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.

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 or fixtures)
- 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. Guidelines for pupils, parents and staff can be found in the school Social media policy.

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, a member of the leadership team will make the report.

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

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

If deemed necessary, a CCE assessment may be required.

7.10 Child-on-child 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:

18. Manage the incident internally

19. Refer to early help

20. Refer to children's social care

21. Report to the police

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

7.11 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider

whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

8. Serious sanctions

8.1 Detention

All teachers are able to issue detentions that last up to 20 minutes during the school day. Detentions that last over 20 minutes may only be set by the Head of department, Head of year or a member of the leadership team.

Pupils can be issued with detentions during break and lunch time. There are three levels of detentions that can be used:

- 10 minute loss of social time
- 20 minute loss of social time
- 40 minute loss of social time

Time spent during a detention is a time for reflection where a restorative conversation can take place to repair any potential damage to positive relationships between staff and students. In the longer detentions, students will be required to complete a reflection sheet that will form the basis of their restorative conversation. If a student fails to attend a detention, their parents will be informed and the length of time in detention will be increased for failure to comply with school rules e.g. failure to attend a 10 minute detention will increase to a 20 minute detention. They will also be required to complete the initial detention so that there is a certainty around sanctions.

Detentions will be set and managed by class teachers, head of department, heads of year and members of the leadership team. Where a detention is set it must be actioned with certainty to ensure a clear understanding that mis-behaviour has a consequence. If a student chooses to not attend a set detention, there will be an escalation to a higher-level sanction but they will also be expected to complete the initial sanction.

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 a member of the pastoral team. Where behaviour whilst removed from a lesson is still below our expected standard

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:

- Meetings with a member of the pastoral team
- Use of teaching assistants
- Short term behaviour report cards (departmental/tutor or Head of key stage – 2-week cycle)
 - Behaviour contracts
 - Pupil planning meetings
 - Outreach assessment
 - Early help referral
 - Multi-agency referral (MARF)
 - Referral to special placement panel (SPP)

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. Where students have an increase in mis-behaviour we will follow the process outlined in appendix 8 and decide how best to support the student.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent mis-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.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

Below are some suggestions that may be used:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding specific conditions
- Use of B1 to support a quiet learning zone
- Use of outreach services to support with alternative strategies

9.2 Adapting sanctions for pupils with SEND

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

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

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

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

10. Supporting pupils following a sanction

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

This could include measures like:

- A Restorative conversation
- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals (Appendix 9)
- A behaviour contract with agreed actions

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 also be reminded of expectations in assemblies and through the use of the behaviour poster in every teaching room.

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- The reward and sanction system
- Behaviour management techniques
- Tracking behaviours in school
- The on-call system
- Mis-behaviour flow diagram
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The Equality act (2010)

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
- Incidents of searching, screening and confiscation
- Any students attending TMBSS
- 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 term by Mr M Longhurst (Assistant headteacher)

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

- At whole school level
- By year group
- By tutor group
- 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 Assistant Headteacher (pastoral) and 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 local governing body.

14. Links with other policies

This behaviour policy is linked to the following policies

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Social media policy
- Anti-bullying policy

Appendix 1: Classroom behaviour expectations poster

Classroom behaviour expectations



Every student needs to:

- Arrive on time
- Be in correct uniform
- Have the correct equipment
- Follow staff instructions
- Not distract others from learning
- Interact positively and be respectful to everyone
- Work to the best of their ability



Be Ready, Respectful and Safe



Appendix 2: School routines



The Stretton Way

Start of the day routines

Teachers

1. Arrive at school before 8:30am.
2. Be in your Tutor room before 8:45am.
3. Meet and greet tutees at the door.
4. Check tutees uniform is correct.
5. Accurately complete the register.
6. Read out any notices.
7. Introduce the days Tutor Time activity or accompany tutees to assembly at 8:55am.
8. Check tutees have required equipment, send those that don't to the office to collect a loan pencil case.
9. Follow up any uniform issues.
10. Dismiss tutees in an orderly fashion, starting with Year 7.

Students

1. Arrive at school after 8:30am and no later than 8:45am in full school uniform.
2. Enter school via the main entrance.
3. Remove coats on entering the school.
4. KS3 wait in the quad and KS4 wait in the non-carpeted corridor areas.
5. Go straight to form room on hearing 8:45am warning bell.
6. Greet Form tutor at the door and sit in the allocated seating plan seat.
7. Place stationery and reading book on the table for inspection.
8. Answer the register with Yes, Dr x/Miss x/Mr x/Mrs x/Ms x.
9. Fully take part in scheduled Tutor Time activities or move straight to assembly.
10. Stand behind chair and wait to be dismissed one Year group at a time.

Lesson routines

Teachers

1. Meet and Greet at the door
2. Retrieval Task
3. Stretton Way Slide (learning objectives)
4. Connect to previous learning
5. Teaching activities, scan/circulate/help
6. Cold Calling, check learning objective
7. *Repeat 5 and 6 as required*
8. Revisit Stretton Way slide
9. Connect to future learning
10. Orderly dismissal

Students

1. Punctual arrival, greeted at door
2. **READY** to learn, begin Retrieval task
3. Tracker sheet check
4. Put date and title into book, underline
5. Complete work, ask questions if needed
6. Tracker sheet check
7. Take pride in your work / presentation
8. Tracker sheet check
9. Pack away at the end of the lesson
10. Leave when dismissed

Corridor routines

Teachers

1. Teaching staff must stand in their doorway between lessons to supervise the corridors.
2. SLT, Year leaders and pastoral support to supervise congested areas.
3. All staff must positively reinforce the desired behaviours with praise e.g., thank students for walking on the left-hand side of the corridor.
4. All staff must remind students of expectations when they are not being met e.g., coats must not be worn in the corridors.
5. Staff in busy corridors should aim to welcome their groups into the classroom as quickly as possible.
6. Students that take more than 5 minutes to move between lessons must be marked late on the register, with the number of minutes they were late recorded on the register.

Students

1. Always walk on the left-hand side of the corridor and stairs.
2. Coats must not be worn in the corridors.
3. Always walk, never run, in the corridors.
4. Look where you are going.
5. Take the shortest route to the next lesson. No loitering, 'laps' or waiting!
6. No shouting or loud voices in the corridors.
7. Keep hands to yourself, physical contact is not allowed.
8. Do not drop anything. Pick up any litter you see.

Breaktime routines

Teachers

1. Teaching staff must stand in their doorway to supervise the clearing of the corridors.
2. Duty staff should go straight to their duty area, in their high vis, and carry out the duty expectations.
3. SLT, Year leaders and pastoral support to help supervise key areas.
4. If staff pass a duty point that is not occupied, they should where possible wait there until the duty staff member arrives.
5. At the end of break staff should head straight to their teaching room and stand in the doorway to supervise the corridors.

Students

1. Students must leave the school building at the nearest exit.
2. Students must line up in a calm and orderly manner in the hall.
3. All food must be consumed in either the hall or restaurant.
4. Students needing to enter the school building during break time come to reception entrance where duty staff will monitor entry.
5. Students must only play games with students from their Key Stage.
6. Students are only allowed on the field when SLT announce it is open.
7. KS4 students are to use the left-hand side of the courts/field and KS3 the right-hand side.
8. At the end of break students must move straight to their next lesson.

Lunchtime routines

Teachers

- 1. Teaching staff must stand in their doorway to supervise the clearing of the corridors for the first 5 minutes of lunchtime (12:30 -12:35).**
- 2. Duty staff should go straight to their duty area, in their high vis, and carry out the duty expectations.**
- 3. By 1:10pm staff should be in their teaching room and stand in the doorway to supervise the corridors and greet the next class.**

Students

- 1. At the start of lunchtime students must leave the school building by the nearest exit.**
- 2. Students line up outside the hall when their year group are due to be in lunch.**
- 3. Students must take and use a tray, regardless of what they are buying.**
- 4. All food must be consumed in either the hall or restaurant. Rubbish and trays to be tidied away.**
- 5. Students needing to enter the school building to come to reception entrance where duty staff will monitor entry.**
- 6. Students must only play games with students from their Key Stage.**
- 7. Students are only allowed on the field when SLT announce it is open.**
- 8. KS4 students use the left-hand side of the courts/field and KS3 the right-hand side.**
- 9. At the end of lunch students must move straight to their next lesson.**

End of the day routines

Teachers

1. Instruct your class to place their chairs on or under the desks.
2. If you have a KS4 class escort them out to the carpark, in their high vis, on the first bell.
3. If you have a KS3 class escort them out to the carpark, in their high vis on the second bell.
4. Duty staff should go to their duty point and supervise until the last students have left the site.


Students

1. KS4 Students should wait until they are dismissed by their teacher after the first bell and leave the school by the nearest exit.
2. KS3 Students should wait until they are dismissed by their teacher after the second bell and leave the school by the nearest exit.
3. Students travelling home by bus must only use their assigned bus, get straight on to it and sit in the seating plan with seat belt worn.
4. If a bus is late students must wait on the pathways and not move towards the bus until
5. Students walking home should leave the site safely using the pathways and move away from the front of the school as quickly as possible.
6. Students who are picked up must wait on the pathway outside of the main entrance or sit in Reception

Appendix 3: Classroom sanctions

CLASSROOM SANCTIONS		
ACTION	RESPONSIBILITY	SANCTION
Punctuality	Class teacher	Less than 5 minutes late (after arrival of class) 10 minutes loss of social time Logged as late on Go4schools
S.1 Verbal warning	Class teacher	Loss of social time (10 minutes) Can be redeemed by positive work in the lesson Logged on Go4schools by class teacher
Truant	Class teacher	Over 5 minutes late without a confirmed reason – after the arrival of the class 20 minutes loss of social time Logged as truant on Go4schools Parents informed by class teacher email
S.2 Final verbal warning	Class teacher	Loss of social time (20 minutes) 5 minutes can be redeemed by positive work Restorative conversation Logged on Go4schools by class teacher Parents informed by class teacher email
S.3 Managed move (to HoD)	Class teacher/HoD	Loss of social time (40 minutes) Logged on Go4schools by class teacher Restorative conversation with class teacher Parents called by HoD
On Call via Go4schools (Disruptive or dangerous <u>behaviour</u> , stopping the learning of others following an S.3)	Pastoral/Leadership	Moved to isolation in W1 Logged on Go4schools Restorative conversation Parents called by HoD

More than one S.3 in a day escalates to isolation in W1



Appendix 4: Classroom rewards



Classroom rewards

My teacher may reward me in the following ways:

- Verbal praise or a written comment
 - Email or telephone call home
 - House point (on Go4schools)
- KS3 or KS4 Student of the week nomination



My teacher will look to award **5 House points every lesson**

House points will be added together (minus any negative points) to gain the following awards throughout the year:

- **Bronze (50 points) lunch and break queue jump for a week**
- Silver (100 points) non-uniform pass (not to be used the last day of term)
- **Gold (200 points) non-uniform pass & entry into a termly draw for a voucher**
- Platinum (300 points) £10 voucher



Appendix 5: Rewards system

Church Stretton School Rewards Route

300 HOUSE POINTS - Platinum certificate

Non-uniform day pass

£10 gift voucher

200 HOUSE POINTS – Gold certificate

Year 7 -11 Entry into a termly draw for a £20 Amazon Voucher

Non-uniform day pass

100 HOUSE POINTS - Silver certificate

Non-uniform day pass

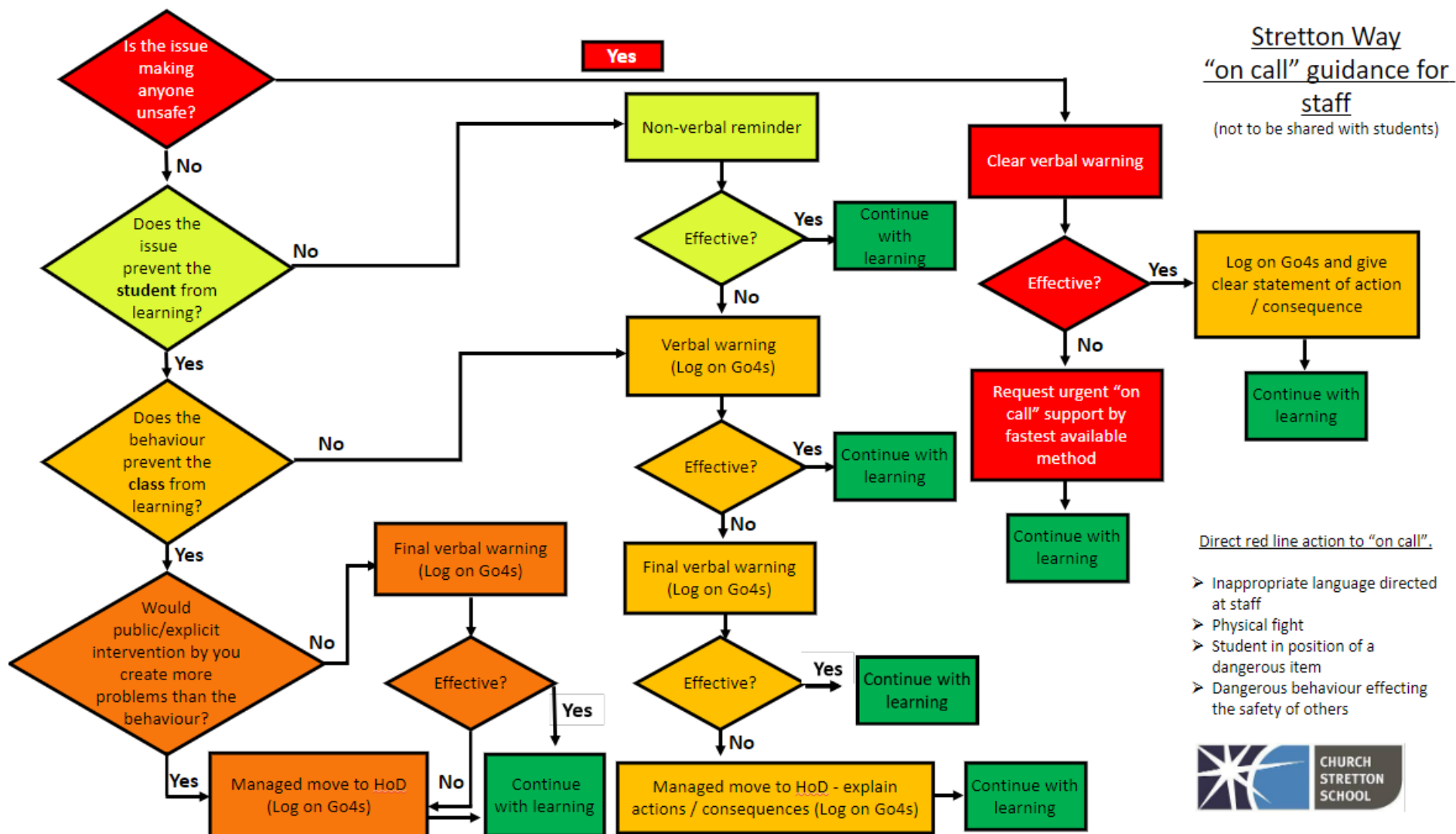
50 HOUSE POINTS - Bronze certificate

Year 7 – 11 Queue jump at break and lunch for 1 week

Non-uniform passes not to be used on the last day of term



Appendix 6: On call guidance



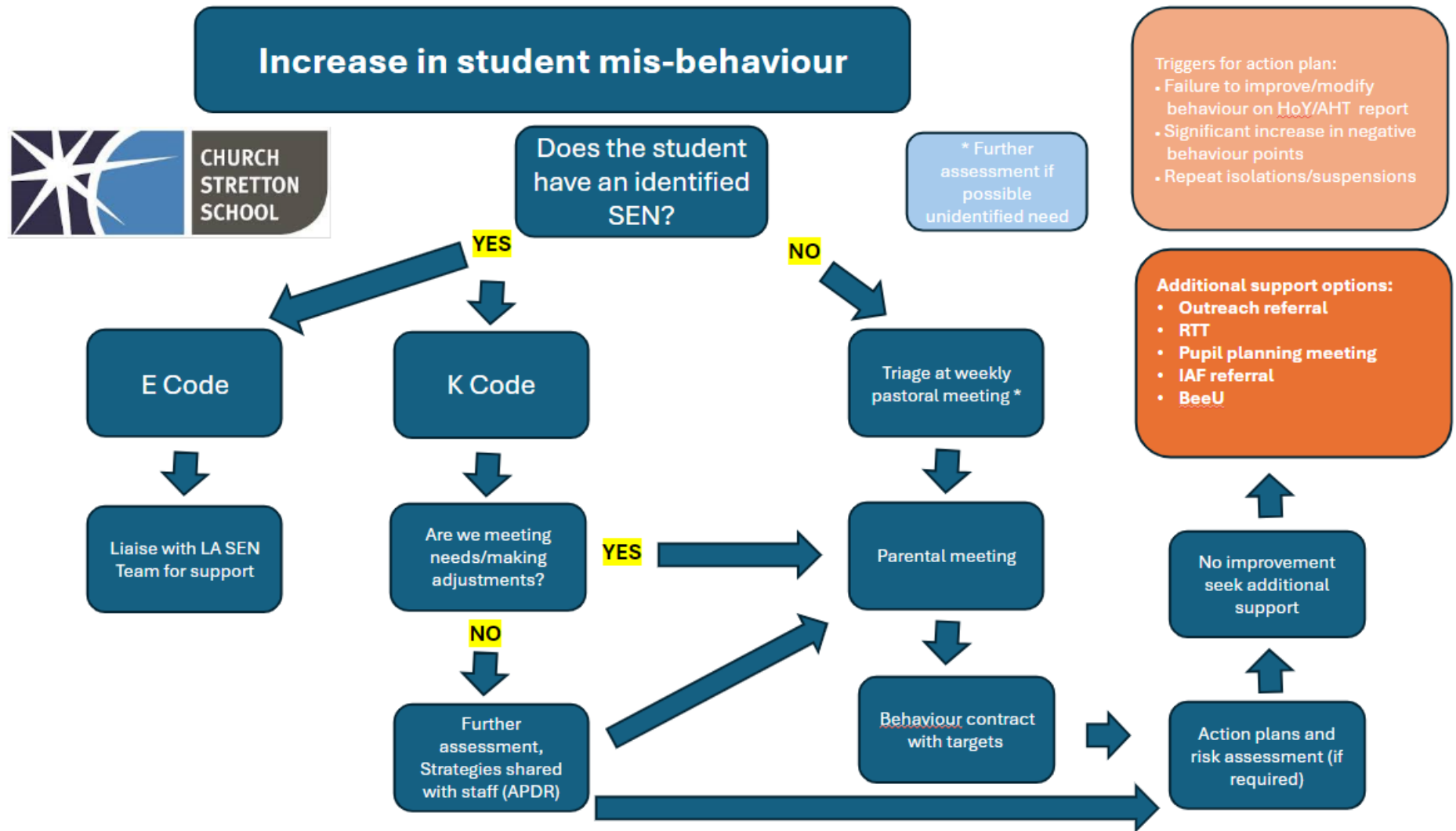
Appendix 7: Behaviour outside the classroom

NON-CLASSROOM SANCTIONS

ACTION	RESPONSIBILITY	SANCTION
Not following the corridor routines - Uniform, on the left, inside voices, hands to self	All staff	Verbal warning
Not following corridor routines (after warning)	All staff/HoY	10 minutes loss of social time (pastoral) Logged on Go4schools Parents informed by HoY email
Truant e.g. - found during lesson time	HoY	20 minutes loss of social time (pastoral) Logged as truant on Go4schools Parents informed by HoY email
Toilet misuse e.g. - same cubicle - social space	HoY	20 minutes loss of social time (pastoral) Logged on Go4schools by HoY Parents informed HoY email
Deliberate disruptive behaviour	HoY/Leadership	40 minutes loss of social time (pastoral) Logged on Go4schools by HoY Parents called by HoY
Severe dangerous or disruptive behaviour	HoY/Leadership	Moved to isolation in W1 for the day Logged on Go4schools Restorative conversation Parents called by HoY

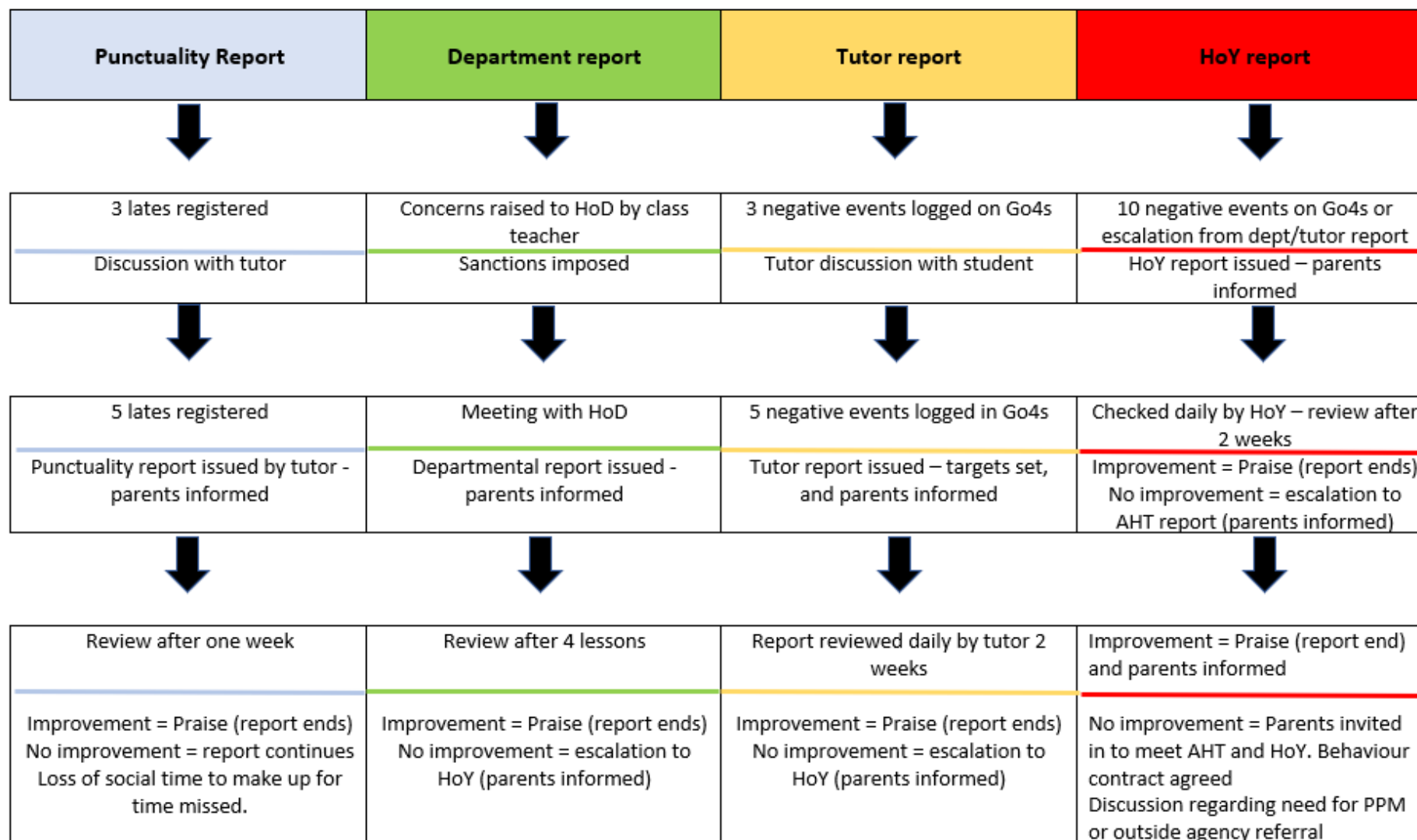


Appendix 8: Increase in Misbehaviour



Appendix 9: Report card system

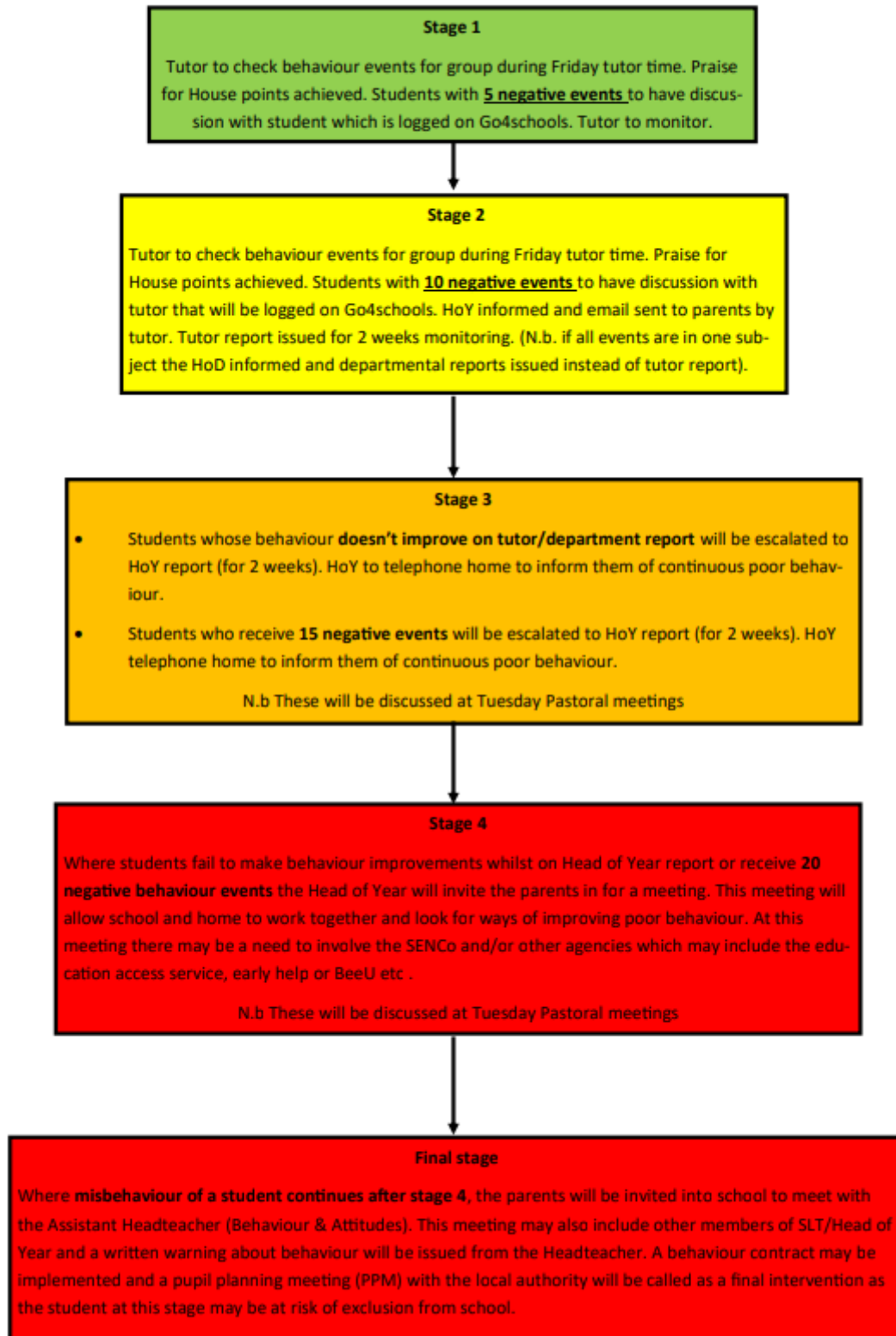
Church Stretton school – Report card system



All issuing of reports to be added onto Go4schools and the behaviour tracker sheet to allow for accurate monitoring

Appendix 10: Behaviour tracking system

Behaviour tracking system



Behaviour expectations

Outside the classroom

- Go STRAIGHT to your lesson using the most DIRECT route
- Keep noise to a MINIMUM (inside voices)
- WALK on the LEFT in the corridors
- Coats OFF when inside
- Keep HANDS to YOURSELF at all time
- Follow instructions from all STAFF and PREFECTS
- FILL water bottles at BREAK and LUNCH, not between lessons
- Toilets are not SOCIAL meeting points
- Mobile phones should be OFF and IN BAG
- The use of foul, racist, sexist, homophobic and transphobic language is NOT ACCEPTABLE at any time
- Litter to be put in BINS – look after our ENVIRONMENT
- RESPECT everyone – including YOURSELF
- No UNSAFE behaviour
- DO NOT go out of bounds at break or lunch (D Block and C classrooms)

REMEMBER

Be Ready, Respectful and Safe

