

Behaviour policy and statement of behaviour principles

The Bishop of Winchester Academy



Sapere Aude

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1. Sponsors' Statement

All The Bishop of Winchester Academy policies exist to support the Sponsors' vision, Christian ethos and values that are embedded in the day-to-day and long term running of the academy. Each policy evidences the commitment of the Sponsors to the principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope. This policy contributes to the development of young people and the community through all Academy activities.

2. Introduction

As a Church of England Academy, the Christian ethos of love, respect, care and forgiveness for all members of the community, will be promoted throughout The Bishop of Winchester Academy. All students should be provided with a safe and secure learning environment, promoting a climate where students feel confident about sharing any concerns they have, enabling to achieve their full potential.

3. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all students 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 academy
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all students
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

4. 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 principals and school staff, 2016](#)
- › [Behaviour in schools: advice for principals and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting students 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:

› [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.

5. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking including vaping
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives, weapons or sharp objects which could be used as a weapon
 - Alcohol
 - Illegal drugs or non-medical use of prescription drugs
 - Stolen or missing items
 - Tobacco, cigarette papers or vaping equipment
 - Fireworks
 - Lighters
 - Nitrous oxide gas
 - 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)

6. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy (available on our website)

7. Roles and responsibilities

The governing board

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

The principal

The principal is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the academy 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 academy'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 (see section Monitoring Arrangements)

Teachers and staff

Securing good behaviour is central to learning and teaching and 'vice-versa'. High expectations of both teaching learners will promote improved behaviour, whilst improved behaviour will promote and support effective learning.

Good teaching and learning will:

- › promote engagement of students
- › provide every individual with the opportunity to 'shine' and achieve 'mastery'
- › enable students to understand the nature of learning
- › enable students increasingly to recognise and take responsibility for the development of their own learning through engaging with learning activities and reducing the chances of disruptive behaviours.

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 academy'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 their own behaviour on the academy culture and how they can uphold academy rules and expectations

- › Supporting and encouraging students to be a Bishop student
- › Recording behaviour incidents promptly
- › Challenging students to meet the academy's expectations

The academy leadership team (ALT) will support staff in responding to behaviour incidents.

Parents and carers

It is an expectation that all parents/carers will:

- › Work with the academy and the academy with the parents in developing a safe and effective learning environment through its Behaviour Policy
- › Support their child in adhering to the academy's behaviour policy, ensuring that their child's behaviour is their best and to be celebrated; that their child arrives punctually and is ready to learn
- › Support the Academy's Behaviour Policy and adhere to the Academy / Home Partnership Agreement.
- › Inform the academy of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the Mentor or Head of Year promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions, re-integration meetings)
- › Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- › Take part in the life of the academy and its culture
- › Treat staff with respect. We will not tolerate the verbal abuse of our staff and such cases will be treated in a serious and swift manner.

For further information, please see the DCSF parent guidance booklet 'Working together for good behaviour in schools' which is available on the academy's website.

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

Students

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

- › The expected standard of behaviour they should be displaying at the academy.
- › Understand and follow the expectations of a Bishop student (Appendix 1)
- › That they have a duty to follow the behaviour policy
 - › The Academy/Home Partnership Agreement
 - › 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

Students will be supported to meet the behaviour standards and will be provided with regular updates throughout the academic year wherever appropriate.

Students will be supported to develop an understanding of the academy'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 who are mid-phase arrivals.

8. Academy behaviour curriculum

The Culture for Learning at The Bishop of Winchester Academy ('The Bishop') has been designed with the key aim of enabling students to develop personally so that they can **live life to the full**. Through the acquisition of knowledge and the practiced application of skill, students can **have the courage to be wise** and make intelligent, informed decisions. Through setting **high expectations** and accepting **no excuses** for all, we counter social disadvantage and bolster aspirations. Our school ethos, which includes explicit reference to Christian and British values, makes a **tangible difference** to the way we work together and with our wider communities.

Students are nurtured and supported throughout their journey at The Bishop, and explore ways to develop their **awareness, collaboration, creativity, empathy, independence** and **resilience**, collectively referred to as our LApps (Learning Applications). LApps are the **characteristics** and **qualities** that set students up for **success (see appendix 1)**.

At 'The Bishop' we also recognise the importance of helping students to **flourish** spiritually, morally, socially and culturally, so they are fully prepared for life in **British society** and for their role as **citizens**, able to make the strongest possible contribution to the '**Common Good**' of all.

Students are expected to:

- Represent the academy in a positive manner at all times, following all the expectations of a 'Bishop' student
- 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 quietly around the academy
- Treat the academy buildings and academy property with respect
- Wear the correct uniform at all times
- Accept rewards and sanctions when given
- Refrain from behaving in a way that brings the academy 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.

Mobile phones

Mobile devices including phones, smart watches, Fitbits and music players/devices/wireless headphones are not permitted at any time (even before or after school hours) anywhere on the Academy site. Mobile devices can only be used once a student has exited the academy site. Students and parents can communicate through the office and Student Desk where students can make and receive calls/ messages to/from parents regarding any issues. Failure to comply with the academy mobile device expectations will result in the mobile device being confiscated and will be available for collection one week from the date of confiscation.

9. Responding to behaviour

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged and reach mastery

- Ensure classroom displays encourage positive behaviour and support the students in their understanding of the consequences of any poor choice
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Using positive reinforcement including ensuring rewards are allocated during Mentor Time and in each lesson (where appropriate)
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than just 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

Safeguarding

The academy 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 (available on Q drive, the website or the Safeguarding Board)

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 academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's Culture for Learning.

Positive behaviour will be rewarded in line with our Rewards Policy (available on Q drive or the website).

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.

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 (see Sanctions Policy available on Q drive or the website).

The academy may use 1 or more of the sanctions outlined in the Sanctions policy in response to unacceptable behaviour.

Personal circumstances of the student 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.

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

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.

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 5) 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 academy discipline. These items may be returned to students after discussion with senior leaders and parents, 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 principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 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 principal, 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 academy 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 academy premises or where the member of staff has lawful control or charge of the student, for example on a academy 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 principal or pastoral lead, to try and 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 from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 5, but not to search for items that are only identified in the academy 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, or lockers.

Outer clothing includes:

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

Searching students' possessions

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

- 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 5) and items identified in the academy 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 or Deputy 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 5
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 5), including incidents where no items were found, will be recorded in the academy's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 5). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the academy 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 academy 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 academy's safeguarding policy and speak to the designated safeguarding lead (DSL) or deputy. The DSL/DDSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches (see Appendix 3)

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 academy premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Screening

If the academy is advised by an external professional (such as Police) or through its own internal processes that a student could be in possession of an item that would either put themselves or others at risk, we will complete a risk assessment and consider the regular screening of the student.

Off-site misbehaviour

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

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

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 academy
- Poses a threat to another student
- Could adversely affect the reputation of the academy

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

Online misbehaviour

The academy 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 academy
- It adversely affects the reputation of the academy
- The student is identifiable as a member of the academy

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the principal / member of the Academy Leadership Team or Pastoral Team will make the report.

The academy will not interfere with any police action taken. However, the academy 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.

Zero-tolerance approach to sexual harassment and sexual violence

The academy 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 academy's response will be:

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

The academy 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 (available on our website).

Malicious allegations

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

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 academy 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 academy (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.

The academy will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and Allegations and concerns raised in relation to staff policy for more information on responding to allegations of abuse against staff or other students.

10. Serious sanctions

Removal from classrooms

If a student is not learning or not allowing others to learn:

- Staff should use the consistent approach of choice (C1), chance (C2) and consequence (C3), indicating on the classroom board the names of the students who have reached C1, C2 and C3 (see Appendix 9)
- Students who reach C3 will be informed in a calm manner that they are now required to leave the classroom and will have 5 minutes to make their way to the Alternative Learning Centre
- Staff should then record details on the ALC referral form on their desktop (see Appendix 10)
- Staff will need to complete a restorative meeting before the student leaves ALC

If a student is regularly receiving a C2 in your lessons, and is danger of being sent to ALC, it is good practice to make contact with parents/carers. This will help to build positive relationships and prevent any misunderstandings as a student's perception on what may have happened may be different to yours. Calling home supports the mentor and pastoral team when following up. Please log any communication with home on SIMS (See appendix 13)

Immediate referral to ALC (see appendix 6)

For more serious issues of conduct or defiance (eg bullying, fighting, dangerous behaviour, putting themselves or others at risk, offensive or abusive language, having banned items) students should be sent straight to ALC and the incident logged on SIMS (see Appendix 12)

Students who have been removed will continue to receive education in the Alternative Learning Curriculum classroom under the supervision of a member of staff at is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and is usually used once the 3Cs strategies have been implemented in response to repeated or serious misbehaviour. 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

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

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a student 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 academy will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Use of Learning Support Assistants
- Wellbeing support
- Short term behaviour report cards
- Long term behaviour plans
- Student support – The Ark, Emmaus Centre, ALC and Phoenix Centre
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on the appropriate form and/or management information system.

Suspension and permanent exclusions

The academy 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 principal and only as a last resort.

Please refer to our exclusions policy for more information (available on our website).

11. Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The academy 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 academy 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 student caused by the academy'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

As part of meeting these duties, the academy 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.

- Short movement breaks for a student with SEND who finds it difficult to sit still for long (exit pass)
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload
- Wellbeing support
- Use of a separation space at break and lunch
- Support in lessons from an LSA, where appropriate
- Individual support from the SENCo, where appropriate
- Involvement of external professionals, where appropriate

Adapting sanctions for students with SEND

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

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student 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 academy to sanction the student for the behaviour.

The academy 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.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The academy'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 CAMHS, 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 to create the plan and review it.

Students with an education, health and care (EHC) plan

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

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

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12. Supporting students following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Referrals to additional provision (internal and external) such as CAHMS, SEN, Early Help
- Team Around The Student meetings (TATS)

13. Student transition

Inducting incoming students

The academy will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

Preparing outgoing students for transition

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

14. Training

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

- The academy's Culture for Learning and Behaviour Policy and processes
- The needs of the students at the academy
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

Monitoring and evaluating school behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of Alternative Provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Student and staff surveys

The data will be analysed every term by Academy Leadership Team and Governors

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

- At academy level
- By age group
- At the level of individual members of staff
- By time of week/term
- By discrete group

The academy 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 academy will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the principal and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as detailed above). At each review, the policy will be approved by the full governing body.

16.Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusions policy
- Child protection and safeguarding policy
- Sanctions Policy
- Rewards Policy
- Anti-bullying Policy
- E-Safety Policy

QUALITIES OF A BISHOP STUDENT

INDEPENDENCE



organised accepts
confident consequences
smartly
welcomes presented in the right place
challenges at the right time
resourceful punctual
self-motivated



I come to give life - life in all its fullness
High Expectations - No Excuses

AWARENESS



environmentally conscious
takes pride in themselves engaged considerate
learns and allows others to learn reflective
takes pride in community
active listener



I come to give life - life in all its fullness
High Expectations - No Excuses

COLLABORATION



patient supportive
cooperative community
leaves no one behind driven team player
kind respectful open to ideas
welcoming positive
communicative



I come to give life - life in all its fullness
High Expectations - No Excuses

CREATIVITY



asks questions
explores finds solutions
all routes
individual reads for life
thoughtful thinks outside the box
tries new things



I come to give life - life in all its fullness
High Expectations - No Excuses

EMPATHY



compassionate
caring shows accepting
mutual respect understanding
selfless treats everyone
helpful equally
embraces differences



I come to give life - life in all its fullness
High Expectations - No Excuses

RESILIENCE



courageous learns
aspirational from mistakes
high expectations ambitious embraces challenges
committed proud to achieve
knows their limits



I come to give life - life in all its fullness
High Expectations - No Excuses

Appendix 2: written statement of behaviour principles

The following principles are suggestions only. Adapt this statement to suit your school's circumstances.

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the academy and students' home life

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

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

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

Appendix 3 – Strip Searches

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, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student'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 student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

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

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the 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 2 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, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the principal
- 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.