

BEHAVIOUR POLICY



**KING EDWARD VI
ASTON SCHOOL**

Educational excellence for our City

Responsible Board	Curriculum and Welfare Committee
Policy Officer	S Hall
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1. Aims

Our core values of Kindness, Honesty, Diligence and Integrity are at the heart of everything we do at King Edward VI Aston School. We aim to ensure that all students become aspirant, confident and articulate global citizens. All members of our school community are entitled to be treated respectfully fairly and equally regardless of their race, ethnicity, religion, gender, sex, sexuality, needs or disability.

The school is a busy, friendly and thriving place; in order that it can function efficiently and for the benefit of the whole school community, it is expected that each individual will adopt a positive and self-disciplined approach to school life.

Our aim is to strive for educational excellence and high levels of academic achievement and success by ensuring high standards of behaviour and attitudes to learning. All efforts are made to create a climate where praise and encouragement outweigh sanctions and punishments.

We aim to do this by:

- Promoting our Core Values of Kindness, Honesty, Diligence and Integrity.
- Fostering positive, caring, respectful attitudes so that each student feels valued and values others, respecting staff and peers alike.
- Creating a calm and co-operative working atmosphere so that each student can achieve their full potential, and each member of staff can be allowed to fulfil their roles effectively.
- Teaching learning behaviours (emotional, social, cognitive), while encouraging increasing independence and self-discipline so that each student learns to accept responsibility for their own behaviour.
- Raising awareness about appropriate behaviour and making the boundaries clear.
- Working in partnership with parents and carers.
- Encouraging students to respect their environment and further the interests of the local and wider community

2. Legislation, statutory requirements and statutory guidance

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

Behaviour in schools: advice for headteachers and school staff (2024)

Searching, screening and confiscation: advice for schools (2022)

The Equality Act (2010)

Keeping Children Safe in Education (2023)

Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement (2023)

Use of reasonable force in schools (2023)

The Independent School Standard Regulations (2014)

Equality Act (2010)

Supporting students with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Searching, Screening and Confiscation: Advice for schools (2022)

3. Roles and responsibilities

3.1 Students

Students will be made aware of our behaviour expectations on their induction into school and agree to:

- Uphold the core values of the school at all times
- Show the expected standard of behaviour at school at all times
- Follow the behaviour policy
- Know and understand the school's key rules and routines
- Be aware of rewards they can earn for showing exemplary behaviour, and the consequences they will face if they don't meet the standards
- Familiarise themselves with the pastoral support that is available to them to help them meet the behaviour standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

3.2 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy, including serving sanctions and attendance at detentions
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child form tutor promptly
- Be an active participant in any pastoral support put in place following misbehaviour (for example, attending reviews of specific behaviour interventions, reintegration meetings etc.)
- Support the school in its use of sanctions where necessary, which may include after school detentions, isolations and exclusions, for example.

- Raise any concerns about the management of behaviour with the school directly, while 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.

3.3 Staff

Staff are responsible for:

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

3.4 The Headteacher

The Headteacher is responsible for:

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

- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log (SIMS) is reviewed regularly and interventions are put in place by pastoral staff for students who regularly fall below our behaviour expectations.

3.5 The governing body

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

4. Definitions of misbehaviours and school rules

4.1 Core school rules

To maintain a clear and consistent approach to behaviour, the school's expectations are underpinned by three core rules:

- **Respect each other**
- **Respect staff**
- **Respect the school**

These core rules apply at all times and in all contexts, both on and off the school site when students are representing the school or are identifiable as members of the school community.

They provide a simple framework for students to understand expectations and for staff to reference when addressing behaviour. All students are expected to demonstrate these principles through their conduct, attitudes and interactions with others and with the school environment. They underpin the school values of diligence, honesty, integrity and kindness.

4.2 Misbehaviours

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to staff or peers
- Incorrect uniform
- Breaches of the school rules (with the exceptions of serious misbehaviours below)

Misbehaviours will be usually sanctioned via behaviour points and/or detentions.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Persistent defiance
- Abuse, derogatory or threatening behaviour towards staff
- Any form of bullying or child on child abuse
- Racist, sexist, homophobic or any discriminatory behaviour
- Behaviour which discriminates against any of the protected characteristics as described in the Equality Act 2010.
- Fighting/Violence
- Vandalism
- Theft
- Smoking/vaping
- Behaviour in breach of health and safety protocols
- Possession of any prohibited/banned items. These include (but is not an exhaustive list):
 - Knives or weapons (including replica or imitation weapons) o Tools or sharp items o Alcohol
 - Illegal drugs and any associated paraphernalia o Legal highs o Stolen items
 - Cigarettes, tobacco, tobacco products cigarette papers and any associated paraphernalia
 - E-cigarettes or vapes o Fireworks o 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)
 - Any article a staff member reasonably suspects has been, or is likely to be, used to intentionally disrupt lessons and learning.
 - Any other item that the school deems will pose a threat to the safety of any member of the school community or is considered highly inappropriate.
- 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 o Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Serious misbehaviours will face serious sanctioning (which may include isolation or suspension from school).

4.3 Defiant behaviour towards staff

Defiant behaviour is defined as a refusal to follow reasonable instructions given by a member of staff, or behaviour which deliberately challenges the authority of a staff member. This may include, but is not limited to:

- Refusal to comply with instructions
- Arguing with staff in a confrontational manner
- Deliberately ignoring repeated instructions
- Walking away from a member of staff when being spoken to
- Encouraging others to disregard staff instructions

Defiant behaviour undermines the safe, orderly and respectful environment required for effective teaching and learning. As such, it will be addressed promptly and may be escalated where behaviour persists or is accompanied by other forms of disruption or disrespect.

Where appropriate, staff will seek to de-escalate situations and support students to make positive choices; however, continued refusal to comply will result in sanctions in line with this policy.

4.4 Respectful conduct towards staff

All staff have the right to work in an environment that is safe, respectful and free from abuse. Students are expected to always treat all members of staff with courtesy and respect.

Behaviour which is abusive, threatening, or otherwise disrespectful towards staff is unacceptable. This includes, but is not limited to:

- The use of offensive or inappropriate language directed at staff
- Verbal abuse, including raised voices, shouting or aggressive tone
- Intimidating or threatening behaviour
- Disrespectful gestures or conduct
- Any behaviour which undermines the authority of staff or disrupts the safe and orderly running of the school

Such behaviours will be treated as serious breaches of the school's expectations and will be sanctioned accordingly. Incidents may be escalated where behaviour is repeated or where the severity warrants immediate action.

The school is committed to supporting staff in maintaining high expectations of behaviour and will take appropriate action to ensure that all members of the school community are treated with dignity and respect.

4.5 School rules

Students should strive for excellence in how they conduct themselves should adhere to the core values. Students are expected to take responsibility for their behaviour, abide by the school rules and demonstrate a positive attitude to learning. As such, all students must agree to follow the school rules and expectations with regards to behaviour, and be accepting of the consequences for failure to meet this.

- Students are allowed in the canteen and the library from 8:00 am each day.
- Students should not be inside any other area of the school buildings before 8.30 am, at recess, lunchtime or after school, without permission of staff or prefects on duty.
- Students must follow any reasonable instruction given to them by a member of staff
- Mobile devices are not to be used anywhere while on the school site, and should not be used in any manner or place that is disruptive to the normal routine of the school, or may bring the school into disrepute (see Electronic Mobile Devices policy).
- Students must not have chewing gum anywhere on site.
- Students in Years 7 – 11 must not leave the school site at any time during the school day, unless granted permission to do so by the Headteacher following a parental request.
- Regarding leaving the school site, 6th form students must abide by the contractual rules set out by the Head of 6th form.
- Students must arrive quietly to assemblies, and remain in silence throughout until students have left the assembly hall.
- Students must follow the specific rules for the use of the computer facilities in school (see E-safety policy for more details).
- Non-uniform clothing (such as hats and coats) are not to be worn in classrooms.
- Ball games are allowed, but only on the Longdon courts and MUGA, or table tennis in the designated area. No ball games should be played in the Quad or on the Driveway.
- In recognition that many students use the same areas for ball games, only soft balls should be used in these areas.
- Students must not bring items (including food) into school to sell to others.
- Students must not bring into school or have in their possession (including in lockers or bags) any prohibited item (see above). This includes trips, fixtures or any other time when representing the school.
- Gambling is not permitted on the school site
- Bullying or discriminatory behaviour of any kind is unacceptable and is not tolerated (see anti-bullying policy for more details).

- Unless given express permission from the school, students should follow the expectation of our uniform and appearance expectations as outlined in our uniform policy. This includes not wearing hoodies or sports jackets.
- Students should not engage in any behaviour which discriminates against any of the protected characteristics as described in the Equality Act 2010.

5. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Discriminatory and prejudice-based, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic/Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) Discriminatory behaviour linked to the 9 Protected Characteristics
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
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If a behaviour incident is linked to (or suspected to be linked to) bullying then the school's Anti-Bullying procedures will be followed (See Anti-Bullying Policy)

6. Responding to behaviour

6.1 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 students to be engaged
- Display the classroom behaviour curriculum and expectations in their rooms
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

6.2 Safeguarding

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

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

6.3 Responding to good behaviour

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

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

Examples of rewards given for positive behaviours include:

- Verbal praise or positive comments in student planners for parents to read.
- For excellent work – referral to Subject Leader, Head of Year, Deputy Head or Headteacher.
- A letter home or postcard can be sent to students and parents for excellent work and effort
- Assemblies to recognise wide-ranging achievements e.g. in sport, drama, music, charity fundraising, public speaking.
- Achievement points are awarded in or out of lessons by all staff members.
- Achievement points-based rewards such as certificates, rewards days, priority passes or other school-based perks.
- Termly progress and achievement awards in each form.
- Termly Head of Year awards in each year group
- Annual awards ceremonies
- Attendance awards
- A colours system for specific contributions and achievement in school sport, drama and music. Younger students receive a badge while older students are eligible to wear a specific tie in recognition of their achievement.
- Form leadership positions
- School leadership positions for outstanding contribution to the school e.g. School Captain, Vice-Captain and Senior Prefects, House Captains and Team Captains.

6.4 Responding to poor behaviour

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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues from 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.

In order to maintain high standards of behaviour and minimise disruption to learning, staff are expected to address low-level and low-tariff behaviours promptly and consistently. Early intervention helps to prevent escalation and supports a calm and purposeful

learning environment. Staff will typically follow a clear and consistent graduated response when addressing low-level behaviour:

In cases of serious or high-tariff misbehaviour, staff may move directly to a sanction or escalation stage without following each step of this process.

There is a range of sanctions that may be applied in the event of student misconduct, negative behaviours, a breach of rules, poor attitude to learning and failure to meet expectations or follow our Core Values, including:

- Verbal warnings and behaviour reminders
- Behaviour points
- Moving the student within the classroom (changing seats)
- Contact with parents (email/letter/phone call/meeting)
- Removal of a student from a lesson and parking in the department
- Teacher recess/lunchtime detention
- Subject Leader/Department detention
- Head of Year/SLT detention
- Subject Leader/Form Tutor/Year Leader/SLT Report
- Behavioural contract
- Pastoral Support Plan
- Mentoring
- Removal of a student from lessons (isolation)
- Withdrawal of privileges e.g. representing the school or House, participation in rewards afternoons, school trips and visits etc.
- Class / Form moved (where practical)
- Removal of free time
- Internal exclusion
- Fixed-term exclusion
- Managed move
- Permanent exclusion

This list is not exhaustive and decisions on which sanctions are issued will be made on a case-by-case basis. In the interests of fairness, reconciliation and privacy, it is school policy not to share student sanctions with other students or their parents.

6.5 Off-site misbehaviour

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

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

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

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

6.6 Online misbehaviour

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

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

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

6.7 Use of Artificial Intelligence (AI) and manipulated media

The school recognises the increasing availability of artificial intelligence (AI) tools and digital technologies. While these may have legitimate educational uses when directed by staff, students must not use AI to produce work that is presented as their own.

Submitting work generated wholly or in part by AI as original work will be treated as a breach of the school's expectations regarding academic honesty and may result in sanctions in line with this policy.

Students must not use AI or other technologies to create, share or distribute manipulated or 'deepfake' images, audio or video content of themselves, other students, or staff. Such behaviour is likely to cause harm, distress or reputational damage and will be treated as a serious breach of the school's behaviour expectations.

Any misuse of AI or digital technology which undermines the safety, wellbeing or dignity of others, or brings the school into disrepute, will be dealt with seriously and may result in significant sanctions.

6.8 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, a member of senior leadership 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.

6.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

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

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

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

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

6.10 Use of CCTV

In line with the King Edwards Foundation Trust CCTV policy, King Edward VI Aston can use Video Surveillance for the following purposes:

- to provide a safe and secure environment for students, members of staff and visitors.
- to prevent the loss of or damage to Foundation buildings and/or assets; and
- to assist in the prevention of crime and assist law enforcement agencies in apprehending offenders.

The Foundation will only disclose recorded Video Surveillance images to third parties where it is permitted to do so in accordance with the Data Protection Legislation.

Any images recorded by the Video Surveillance system will be retained only for as long as necessary for the purpose for which they were originally recorded.

Recorded images should only be stored for a period of seven days or in the case of IP surveillance a 28-day recording cycle, unless there is a specific purpose for which they are retained for a longer period, such as in the case of a police investigation.

6.11 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 school 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 school will consider whether to discipline the student in accordance with this policy.

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

The school will also consider the pastoral needs of staff and students 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 students.

7. Searching, confiscations and the use of reasonable force.

Policies regarding the use of searching, confiscation and the use of reasonable force are set out in full in the Care and Control Policy. This is intended as a summary of that policy but not to supersede it.

7.1 Use of Reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

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

Incidents of reasonable force must:

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

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

7.2 Confiscations

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Any prohibited items (listed in section 4) found in a student's possession either after being handed over or as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline or being used in contravention of the school rules (including mobile devices). These items may be confiscated for up to one calendar week after which these items will be returned to either students or to their parents after discussion with senior leaders and parents/carers, if appropriate.

7.3 Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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 either sex can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student (as outlined in section 8.1 Detentions). This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items (as identified in section 4), but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, bags or locker.

Outer clothing includes:

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

7.4 Searching student’s possessions

Possessions means any items that the student has or appears to have control of, including bags and lockers. 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 4) and items identified in the school rules.

Any 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.

7.5 Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 4.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

7.6 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

7.7 Support after a search

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

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

7.8 Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult.

8. Serious sanctions

8.1 Detentions

All staff have the option to issue students with detentions during breaks, lunches or after school as a sanction where reasonable and applicable. Detentions can take up the entirety of student's free time during a break or lunch, though students will always be allowed time for something to eat during lunch. Although informing parents of detentions is not a legal requirement, where possible we endeavour to give 24 hours notice, particularly for afterschool detentions.

8.2 Removal from classrooms

In response to serious or persistent poor behaviour in lessons, the school may remove the student from the classroom for a limited time. Students who have been removed will continue to receive education under the supervision of another member of staff. This education will be 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 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 classroom 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 who have been removed from a classroom can either be parked (sat in another nearby teacher's classroom or under another teacher's supervision) or isolated (removed to another room in the school entirely and supervised either individually or as a small group by a member of staff). Isolations can be for part lessons or for multiple lessons as appropriate.

Occasionally it may be necessary to put a student into isolation whilst an investigation is taking place. This may or may not lead to a more formal sanction.

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

8.3 Withdrawal of privileges

In order to respond to persistent poor behaviour in several lessons, students may have privileges such as participation in sporting activities, representing their House or the School, extracurricular clubs and trips withdrawn. This will only be as long as necessary and students may have these privileges reinstated should their behaviour improve.

8.4 Internal exclusion

If behaviour on a particular day has been consistently below expectations, or where there is a serious incident but one that does not quite warrant fixed-term exclusion from School, a student may be asked to complete work away from their peers in supervised internal exclusion. Students in internal exclusion are set work by class teachers, the completion of which is supervised by a member of the pastoral team. Students in internal exclusion may not be allowed to take their break or lunchtime with other students but will be given a comparable break and lunchtime.

8.5 Managed moves or Off-Site Direction

In extreme circumstances, where a student is consistently failing to follow the school's behaviour policy or has committed a serious offence, a managed move is a chance for a fresh start. The student remains on roll with us until their host school agrees they have made significant changes to their behaviour at which point they transfer to the roll at their new school. The trial period of a managed move will not normally exceed 12 school weeks, unless by mutual agreement of both schools, and the family of the student. Initiation of a managed move requires the consent and support of the child's parent/carer. In addition to other strategies for support, an off-site direction (as a temporary measure) might be considered as a preventative measure to an exclusion. Off-site direction is where the Governing Board requires a student to attend somewhere off-site to receive education that is intended to improve their behaviour. Parental consent is not required, however, it should be a collaborative process so far as is reasonably practicable. During the off-site direction, students must be dual registered at the school, and the provider. Any use of alternative provision should be based on an understanding of the support a child needs in order to improve their behaviour, as well as any SEND. Off-site direction will only be used where in school support and/or outreach have been unsuccessful, and should only ordinarily be used as a temporary stay. Off-site direction may only be used as a way to improve future behaviour and not as a sanction for past misconduct.

8.6 Fixed term and permanent exclusion

The school can use fixed term (for a given number of days) or 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 exclude will be made by the headteacher, deputy headteacher or the member of senior leadership with responsibility for behaviour and only as a last resort. The length of the exclusion will be proportionate and will depend upon the nature of the incident and the student's previous behaviour record. When establishing the facts in relation to a fixed term or permanent exclusion decision, the headteacher or someone authorised acting on their behalf will apply the civil standard of proof, i.e. on the balance of probabilities it is more likely than not that a fact is true, rather than the criminal standard of beyond reasonable doubt. This means that the school will accept that something happened if it is more likely that it happened than that it did not happen. The headteacher will take account of their legal duty of care when sending a student home following an exclusion. Exclusion from school may be given for poor behaviour in School, whilst representing the school, or whilst in school uniform on the way to and from school.

9. Supporting students following a sanction

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

9.1 Reintegration meetings

Students who have been fixed-term excluded must attend a reintegration meeting with a member of the SLT on return to school. This meeting should be held with parents/guardian and student in attendance. The main aim of the meeting is to discuss the student's reflection upon the incident and the exclusion. It should establish whether the student is ready to return to school and meet the high standard of behaviour required. As a result of the discussion, the student will make a commitment to future positive behaviour by creating a series of written targets, which will be signed by the student. The meeting should explore the possibility of action to address any support which the student may require to behave better in future (internal options as well as external agencies). Following a fixed-term exclusion, students will normally be placed on a report card and a pastoral support plan. In addition, the student will be made aware of the possibility of more severe consequences (eg off site direction, managed moves, longer fixed-term exclusion and permanent exclusion) if the behaviour is repeated.

9.2 Report cards

If there are concerns about a student's behaviour in school, they may be placed on a report card to monitor the situation and to encourage positive changes. Behaviour targets set on these can be assessed by class teachers monitored by Tutors, Heads of Year or Senior leadership as appropriate. Failure to modify behaviour as a result of being on a report card will result in a move onto a Pastoral Support Plan. Students will report to their assigned member of staff each day at an agreed time. This issuing member of staff along with the student, will identify areas for improvement when setting targets, which will then be assessed during the school day by their teachers.

9.3 Pastoral support plan

A Pastoral Support Plan (PSP) is a school-based intervention programme designed to support students in managing their behaviour in order to successfully continue progress in their education at Aston. A PSP is arranged when student has had a fixed term exclusion from school, or if there is a pattern of negative behaviour over a period of time which has continued despite early intervention strategies. The PSP will be co-ordinated by a member of the school pastoral team. In the first meeting, the appointed member of staff will look at the main pastoral concerns, as well as the positive aspects of the student's contribution to the school to date. Targets will be set to help support the student towards meeting the high expectations we have in terms of behaviour and conduct; the overall aim is to encourage the student to take responsibility for their own progress and behaviour. Central to the success of a PSP is support. Parents will be informed of the targets set and they can suggest ways that the school can support their child. For the PSP to be successful, it is important that the student commits to meeting the targets set. A PSP normally runs for 12 school weeks to ensure that the student has the opportunity to demonstrate the high standard of conduct expected. An interim review will be held after 4 weeks, and again after 8 weeks. These review meetings give the student the time to identify what has gone well and how to repeat success. If it appears that the PSP is unlikely to be successful, the next stage of the process will be discussed at the 8-week and final review meeting.

9.4 Pastoral Support referrals

If a student needs additional support in managing their behaviour, for example with counselling, mentoring or home support, a Pastoral Support referral will be made. This will allow the inclusion and pastoral teams to work together with the student to address any other needs adversely affecting their behaviour.

10. Links with other Policies

Anti-Bullying Policy

Child Protection and Safeguarding Policy

Online Safety Policy

Health and Safety Policy

Electronic Mobile Device Policy

Care and Control Policy