Venn Academy Trust

Behaviour & Relationship Policy

1	Summary	Behaviour & Relationships Policy	
2	Responsible person	Katie Troake	
3	Accountable SLT member	Katie Troake	
4	Applies to	☒All staff ☐Support staff ☐Teaching staff	
5	Who has overseen development of this policy	Laura Carr, Director of Safeguarding Mike Walker Trust Behaviour Lead	
6	Who has been consulted and recommended policy for approval	Board of Trustees, DfE	
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1. Aims

This policy aims to:

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

2. Mission statement and purpose

At Brompton Hall School we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND (Special Educational Needs and Disability) to maximise positive steps and positive outcomes. The aims, ethos and values are outlined in this policy.

We believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour. Many pupils at Brompton Hall School find learning difficult: learning new behaviour is a task, just like learning to read or write
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement
- As adults, we must consider the learning styles and needs of the pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours

- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it – instead, we support and guide our pupils to get it right

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Brompton Hall School aims to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour and Inclusion Policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

3. Legislation, statutory requirements and statutory guidance

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

- 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
- https://www.gov.uk/government/publications/school-exclusion
- Suspension and permanent exclusion guidance
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

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

4. 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
- Inappropriate language
- 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 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour and/or language
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
    - Mobile phones
    - Smart watches
    - Headphones
    - Personal electronic devices such as tablets

5. 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:

Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic / biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

Any form of bullying is not tolerated at Brompton Hall School. Brompton Hall School promotes a culture of respect, kindness and dignity where bullying is not tolerated. All reports of bullying can be made to the school Principal Katie Troake. She can be contacted on Katie.Troake@vennacademy.org

If a complaint of bullying is received, the school will speak with the alleged perpetrator, victim and parents/carers. Statements around the claims will be collated and used as evidence to determine if the claims of bullying are substantiated or unsubstantiated. The school will ensure all incidents related to bullying will be recorded on the schools' bullying log and uploaded to CPOMS. These documents will be reviewed when there is an outcome of the investigation.

If an incident of bullying is substantiated, the school will then follow sanction procedures to support the victim and perpetrator. Sanctions will differ on a case-by-case basis and be communicated with parents/carers. Sanctions that may be imposed include:

- Meetings with parents/carers
- Internal school remove
- Fixed-term suspension
- Permanent exclusion

All outcomes of bullying will involve implementing an educational programme that will educate perpetrators on the impact if bullying. These targeted interventions will be delivered on a 1:1 basis, small group or whole group intervention. Interventions will be specific to the individuals receiving the targeted support. Additional support will be given to the victim, this will be through Brompton Hall School's pastoral and intervention team, class staff and the senior leadership team.

To support pupils who have experienced bullying or are vulnerable to being bullied, staff will receive targeted CPD sessions to recognise bullying and how to intervene consistently and fairly. Brompton Hall School is also committed to offering a high-quality PSHE curriculum. This curriculum is embedded with opportunities to address and raise awareness of all forms of bullying. External agencies will also be consulted to support with the delivery of interventions related to bullying across the whole school.

6. Role and responsibilities

6.1 Board of trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and holding each IEB to account for its implementation.

6.2 Local governing body

The local governing body or IEB of each school is responsible for overseeing the implementation of this behaviour policy in its school.

6.3 Principal

The principal is responsible for:

- Reviewing and implementing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully, this includes supply staff
- 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 and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour system is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.4 Staff

Staff are responsible for:

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

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

6.5 Parents and carers

Parents and carers are expected to:

- 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
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, 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.

6.6 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards

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

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

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

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

7. School behaviour curriculum

7.1 Trust's approach to promoting excellent behaviour

Vision and values led culture

The trust fosters a culture rooted in shared values such as respect, responsibility, resilience, and ambition. These values are embedded in every aspect of school life, from classroom interactions to leadership decisions, ensuring that behaviour expectations are not just rules, but reflections of the trust's ethos.

Consistent expectations across all schools

A unified behaviour framework is implemented across all schools in the trust. This ensures consistency in expectations, language, and consequences, while allowing for contextual adaptations that reflect each school's community.

Positive reinforcement and recognition

The trust prioritises positive behaviour recognition through systems which recognise positive behaviour. Staff are trained to "catch pupils doing the right thing" and reinforce those behaviours publicly and meaningfully.

Staff training and modelling

All staff receive regular training on behaviour management, with some staff in specialist provisions also receiving training on trauma-informed practice, and restorative approaches. Staff are expected to model the behaviours they wish to see, creating a culture of mutual respect and high standards.

Pupil voice and leadership

Pupils are given opportunities to lead and shape the culture through school councils and peer mentoring. This empowers them to take ownership of their behaviour and that of their peers.

7.2 Expected behaviours, habits, and routines

Key themes:

- Respect for self, others, and the environment
- Responsibility for learning and actions
- Resilience in the face of challenges
- Readiness to learn and contribute

7.3 Core habits and routines

Punctuality and preparedness:

- Arrive on time with the correct equipment and uniform
- Be ready to learn at the start of every lesson

Active listening and engagement:

- Track the speaker with eyes and body language
- Respond thoughtfully and ask questions when appropriate

Positive communication:

- Use polite, respectful language at all times
- Resolve conflicts calmly or seek adult support

Independent and collaborative learning:

- Take initiative in learning tasks
- Work effectively with peers, valuing different perspectives

Respect for the learning environment:

- Keep spaces tidy and treat resources with care
- Move calmly and quietly around the school

Reflection and growth:

- Accept feedback positively and act on it
- Set personal goals and strive to improve

Pupils are expected to:

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

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

7.4 Mobile phones

As pupils go through the screening process upon arrival at school, the expectation is that all pupils hand in their mobile phone. These are then stored in a secure storage facility for each pupil and won't be accessed by the pupils until the end of the school day.

Any pupils that fail to hand in their mobile phones will be given every opportunity to hand them in before the sanctions are escalated. A call will be made to

parents/carers to ask for their support in collecting the device from the pupil. If the pupil continues to refuse to comply, they will not be allowed to access their learning environments. This supports the DfE's mobile phone and behaviour guidance to create a calm, safe and free from distractions environment.

Although we support students who bring their phones to school, we do advise that they are left at home since all phones, earbuds and other related accessories are left at each pupil's own risk.

7.5 Pupil school bag

To ensure the safety and smooth running of the school day, we kindly ask that all students leave their bags at home. This measure helps us to maintain a secure and clutter free environment for learning and most importantly enables us to safeguard all students and staff on site.

If a student does bring a bag into school, it will be placed in a designated safe, secure room for the duration of the day and return to the student at the end of the day. All items brought into school will be at the students own risk.

8. Responding to behaviour

At our trust, we are committed to creating a safe, respectful, and inclusive environment where all pupils can thrive. Our approach to behaviour is proactive, relational, and rooted in a deep understanding of individual needs.

8.1 Positive behaviour culture

We promote a culture of positive behaviour by:

- Setting clear, consistent expectations across all settings
- Recognising and celebrating positive contributions and progress
- Embedding restorative practices that support relationship-building and accountability

8.2 Skilled and informed staff

Staff across the trust are trained in:

- Team Teach, to safely and respectfully manage challenging behaviour
- Emotion Coaching, to help pupils understand and regulate their emotions
- Trauma Informed Practice, to respond sensitively to pupils with adverse experiences

This shared training ensures a consistent, compassionate approach that supports both prevention and intervention.

8.3 Early intervention and personalised support

We respond to behaviour as a form of communication:

- Early signs of distress are identified and addressed with appropriate support.
- Interventions are tailored to individual needs, often involving pastoral teams, SENCOs, and external professionals.
- Families are engaged as partners in supporting their child's development

8.4 Restorative and reflective practice

When behaviour does not meet expectations, we:

- Use restorative conversations to repair relationships and restore trust
- Encourage pupils to reflect on their actions and their impact on others
- Focus on learning and growth rather than punishment

8.5 Consistency across the Trust

To ensure fairness and equity:

- All schools follow a shared behaviour policy framework, adapted to their context
- Behaviour data is monitored centrally to inform practice and identify trends
- Staff receive ongoing professional development to maintain high standards

8.6 Safeguarding and wellbeing

We understand that behaviour is often linked to emotional wellbeing:

- Our responses are always underpinned by safeguarding principles.
- We aim to create environments where pupils feel safe, supported, and understood.
- Mental health and wellbeing are prioritised across all aspects of school life.

8.7 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils 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

8.8 Safeguarding

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

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

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

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

8.9 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Brompton points regularly throughout the school day, these are used to work towards a class 'Big R' activity
- Weekly celebration assemblies that allow the pupils to win prizes to recognise their achievements
- Verbal praise and regular communication with families to celebrate the successes
- Weekly certificates celebrated in weekly assemblies
- Personalised reward systems tailored towards the needs of the pupils to celebrate bespoke targets for each pupil
- End of term reward activities

8.10 Responding to misbehaviour

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

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

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

All pupils 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 pupil to help them to meet behaviour sanctions in the future.

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

- A verbal reprimand and reminder of the expectations of behaviour
- The pupil receiving a targeted intervention to address any behaviours of concern
- Setting of written tasks such as an account of their behaviour
- Missed learning to be caught up at a later opportunity
- Break time sanctions to be implemented and used as an opportunity to reflect on behaviours displayed
- School-based community service linked to what needs correcting due to the behaviours
- Letter or phone call home to parents/carers
- Removal of the pupil from the classroom to an identified safe space
- Stay back with the support from parent/carers
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.11 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers via the behaviour system the school use

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

Please refer to the School's Behaviour & Relationship Policy

9. Searching, screening and confiscation

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

Searching, screening and Confiscation Polic

9.1 Searching a pupil

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 pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and 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 principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact Katie Traoke (Principal), Sarah Nicholson (DDSL) or Al Sutton (Behaviour and Personal Development Manager) to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

9.2 Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

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

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

9.3 Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

9.4 Informing parents / carers

Parents / carers will always be informed of any search for a prohibited item. 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

9.5 Support after a search

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

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

9.6 Screening

All pupils will undertake the screening process upon arrival at Brompton Hall School. This requires the pupils to go through the knife arch that is situated at the entrance to the school. Additionally, all pupils that bring in a bag will have these screened as part

of the process. If a pupil has a risk assessment that identifies any further potential risks in relation to attempting to conceal prohibited items, an enhanced screening plan will be put into place. This involves using a hand-held metal detector (wand) and the removal of shoes upon arrival. An additional screening register will be completed daily for pupils that receive an enhanced screening process.

As the pupils at Brompton Hall School have additional SEND needs, the school will ensure pupils' person-centered plans and needs are considered if they're faced with difficulties around the screening process. This would ensure adaptations are made to the screening process, meeting the needs of the pupils.

If a pupil refuses to follow the screening process, they will be given additional opportunities to undertake this with the support of their identified trusted adults. If barriers are still presenting themselves, a phone call will be made to parents/carers to seek their support, ensuring the screening process is adhered to. If any pupil continues to refuse, then their parents/carers will be asked to come into school and support them with the process. Any pupils that refuse to follow the screening process will not be allowed to access their learning environments until they have complied.

9.7 Confiscation

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

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

10. Off-site misbehaviour

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

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

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

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

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

11. Online misbehaviour

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

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

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

12. Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Principal & DSL (Katie Troake), DDSL (Sarah Nicholson) or the Behaviour and Personal Development Manager (Al Sutton) 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.

13. Zero tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
    - 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.

14. Malicious allegations

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

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

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

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

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

15.1 Detention

The members of staff that have been authorised by the principal to give pupils a detention are as follows:

- Principal
- Any member of the Senior Leadership Team
- Behaviour and Personal Development Manager

Pupils can be issued with detentions during break, after school or on weekends during term time. The school will decide whether it is necessary to inform the pupil's parents / carers.

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

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

15.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under supervision of a 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 pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the Pastoral team, support staff or SLT and will be removed for a a period of time dependent on the severity of the reasons why removal was justifiable.

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

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

Parents/carers will be informed on the same day that their child has been removed from the classroom.

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

- Meetings with the pastoral team engaging in targeted interventions
- Use of teaching assistants
- Restorative sessions targeted to repair relationships
- Discussion of behaviour strategies and potential triggers
- Update pupils risk assessments and behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

At this stage an offsite direction or managed move could be considered.

15.3 Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

16. Responding to misbehaviour from pupils with SEND

16.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or any medical needs
- Training for staff in understanding conditions of the pupils needs

- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotion s during a moment of sensory overload
- Ensuring Section F provisions are in place for all pupils
- Any targeting interventions that they are accessing
- Consider the involvement of external agencies supporting the pupils

16.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

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

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

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

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

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

16.4 Pupils with an education, health & care (EHC) plan

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

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

15. Supporting pupils following a sanction

- Reintegration meetings will take place following a fixed term exclusion
- Restorative meetings will take place following a fixed term suspension
- Identified strategies on how best to support a pupil upon their return dependent on the behaviours that are displayed

- Gain the views of parents/carers to support with the reintegration back into school
- Agreements on the communication lines between the school and parents/carers to address any further behaviour concerns that are displayed at schools
- Daily contact with a member of the wider pastoral team

Pupil transition

16.1 Inducting incoming pupils

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

16.2 Preparing outgoing pupils for transition

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

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

17 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on: Team Teach, Responding to behaviour and the use of reasonable force. Within the trust we have a dedicated Behaviour Lead, Mike Walker, who is a team teach instructor.

Behaviour management will also form part of continuing professional development. Regular staff training will take place by the school and the trust.

In addition to this assurance checks take place from the trust on a regular basis.

18 Monitoring arrangements

18.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, local governors, trustees and other stakeholders.

The data will be analysed every week by the Senior Leadership Team.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

The trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis. A regular review of any Restrictive Physical Intervention will also take place by the trust.

18.2 Monitoring this policy

This behaviour policy will be reviewed by the Director of Safeguarding and the Trust Behaviour Lead and the board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the board of trustees.

19 Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Restrictive Physical Restraint policy
- Mobile phone policy
- Attendance policy