BEHAVIOUR & ATTITUDES POLICY

Policy written & owned by	Elliot Payne - Assistant Headteacher
Policy Adopted/Reviewed	**September 2023**
Approved by Management Committee	
Review Date	

"The work of an AP school is much more complex than simply imparting knowledge. It involves rebuilding the emotional damage of exclusion; developing trusting relationships often with Students who have had few trusted adults in their lives; and attempting to catch up students who are often far behind their peers".
K Gill, Making the Difference

1 – Aims, Context & Purpose

At The Bridge Short Stay School, it is our belief that **all Students can and will achieve**. As such, we are committed to the creation of teaching and learning environments where the learning, social and personal needs of Students are adequately addressed. We aim to empower Students to achieve in an atmosphere of safety and mutual respect.

The principles of **RAISE - Respect, Aspiration, Independence, Success & Engagement** will be threaded throughout every aspect of the school, ensuring that they are lived by **Everyone, Everywhere and Every time** which will nurture and empower Students to be **School Ready, Work Ready and Life Ready**. These five key values are skills that everyone needs in their everyday life. They are easily understood by our Students and are simple to embed. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

The purpose of the policy is to provide a simple, practical approach for staff, students, and parent/carers which:
● Recognises behavioural norms;
● Positively reinforces behavioural norms;
● Promotes self-esteem and self-discipline;
● Teaches appropriate behaviour through positive interventions;

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

Our Culture & Ethos Principles are:
● Simple and explicitly high expectations
● Relationships are at the heart
● Underpinned by restorative practice
● Behaviour is a communication
● Strong, consistent and rehearsed routines

2 – Legislation, statutory requirements, and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:
● Behaviour and discipline in schools: advice for headteachers and school staff, 2016
● Behaviour in schools: advice for headteachers and school staff 2022

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

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](#).

In addition, this policy is based on:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3 – Definitions

In the interest of clarity, consistency, and communication, we define key areas of behaviour within our policy as follows:

Level 1 Behaviours are defined as **dysregulated** and examples include:
- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork

Level 2 Behaviours are defined as **poor choices** and examples include:
- Poor attitude
- Incorrect uniform

Level 3 Behaviours are defined as **serious** and examples include:
- Repeated breaches of the school rules
- Smoking and/or vaping
- Vandalism
- Fighting

Red-Line Behaviours are defined as **dangerous or discriminatory** and include:
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons

o Alcohol
o Illegal drugs
o Stolen items
o Tobacco and cigarette papers
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)

4 – Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:
● Deliberately hurtful
● Repeated, often over a period of time
● Difficult to defend against
● Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At **The Bridge Short Stay School**, we have put in place measures to prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying) which include:
● Awareness sessions through PSHE lessons and tutor time
● Safe spaces and key adults in which to report any issues of bullying.
● Bullying checklist when any issues of bullying are raised.

5 – Roles & responsibilities

The management committee is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher is responsible for:
- Reviewing this policy in conjunction with the Management Committee
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly by using SIMS
- Challenging students to meet the school's expectations

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

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

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

Students will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school

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

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

6 – The Behaviour Curriculum [RAISE]

At **The Bridge Short Stay School**, we believe all students can do well. We have established a behaviour curriculum and approach to culture called - **RAISE (Respect**; **Aspiration**; **Independence**; **Success & Engagement)**.

We have deliberately kept these expectations simple so we can ensure consistency in student and adult behaviour. The responses of the adults in the building are of paramount importance when dealing with challenging behaviour and this framework enables us to improve consistency.

We encourage success by supporting them to meet the following expectations:

Respect	We **listen to and follow instructions** - *first time, every time.* We use **appropriate language**.
Aspiration	We **ask for help** if we need it. We know what we want to be **School Ready, Work Ready & Life Ready**.
Independence	We make **good choices**. We believe in ourselves.
Success	We are in the **right place, at the right time**. We take **responsibility for our actions** to keep each other safe.
Engagement	We are in school **on time every day** and dressed **appropriately**. We are in **every lesson** and stay to complete work.

Students are **<u>explicitly</u>** taught these behaviours throughout their time at The Bridge and through the **RAISE** curriculum. Students will be pastorally organised into **RAISE** groups, with a fixed tutor that supports their health, wellbeing, and progress. They receive a comprehensive induction programme which outlines very clearly what the expectations, rules and rewards are at The Bridge Short Stay School and **HOW** they can demonstrate the expected behaviours. The daily tutor programme; conversations with Students; visual posters; family handbook; **RAISE** weeks and **RAISE** days also complement the teaching of **'good and appropriate'** behaviour.

Behaviour @ Bridge
A guide to how to behave

'GREAT' WEEK *Worth 5 credits!*

- Demonstrated how to live our **RAISE** values of **Respect**; **Aspiration**; **Independence**; **Success** & **Engagement** in **everything** that you do.
- Completed the **Do & Done Sheets** in ALL lessons, and any extension work.
- Followed the routines we have and kept each other safe at all times.
- Made GREAT choices!

'GOOD' WEEK *Worth 3 credits!*

- Demonstrated the **RAISE** values of **Respect**; **Aspiration**; **Independence**; **Success** & **Engagement**.
- Completed the **Do & Done Sheets** in MOST lessons, and any extension work.
- Followed the routines we have and kept each other safe at all times.
- Made mostly GOOD choices, but know what to do next week for a GREEN week!

'NEEDS WORK' WEEK *Worth 1 credit!*

- Missed opportunities to demonstrate the **RAISE** values of **Respect**; **Aspiration**; **Independence**; **Success** & **Engagement** .
- Completed SOME **Do & Done Sheets** in SOME lessons, and any extension work.
- Missed opportunities to follow the routines we have and kept each other safe at all times.
- Not made enough GOOD choices
- *BUT, you know what to do next week for a GREEN week...!*

| Respect | Aspiration | Independence | Success | Engagement |

7 – Responding to behaviour

All staff are responsible for setting the tone and context for positive behaviour within the school. We do this through the **RAISE** curriculum and ensure that students can access well planned, sequenced, and inclusive lessons that are taught well. One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged, and misbehaviour is reduced. An ethos is developed which emphasises **Respect**; **Aspiration**; **Independence**; **Success** & **Engagement**.

Students want adults to:
- treat them as a person;
- help them learn and feel confident;
- make the day a pleasant one;
- be just and fair;
- have a sense of humour and
- not to get upset or angry in the face of misbehaviour.

The school recognises that changes in behaviour may be an indicator that a student needs 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.

Responding to positive behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

It is important that our rewards for good behaviour and positive demonstration of the school's values does not become devalued. Staff should ensure that they are specific on WHAT warrants the acknowledgment. The positive praise should be sincere, targeted, and proportionate. It should be sought-after by students.

Rewards @ Bridge
A guide to how we reward you

Living our values; following our routines and keeping each other safe is the right choice to make each and every day.

★ Praise from your teacher

★★ GOOD or GREAT week earns you credits

'GREAT' WEEK Worth **5** credits! | 'GOOD' WEEK Worth **3** credits! | 'NEEDS WORK' WEEK Worth **1** credit!

★★ **PRAISE** Postcards *for demonstrating each value*

Golden Ticket *for GOING ABOVE & BEYOND!*

★★ **Reward Cycle** *Credits you earn are put towards a three-week reward cycle where you work towards a reward. This could be a reward of your choice.*

★★ **Feel Good Friday** *Each Friday, staff contact families to praise students; give our certificates in assembly and Senior Leaders recognise hard working students.*

Respect | Aspiration | Independence | Success | Engagement

Responding to dysregulated; serious or Red Line behaviour

Given the nature of the Students that attend The Bridge Short Stay School, it is important that we use every opportunity to educate and nurture our Students to make good choices. Where a student's behaviour falls below the expectations and the values we set out; staff will respond to restore a calm and safe learning environment and to prevent a recurrence of this behaviour.

We believe that it is not always possible to respond to negative behaviour in the same way for every student, but it is useful to have a guiding framework of responses to good and poor behaviour. This ensures that students at The Bridge Short Stay School can be *certain* that **every** behaviour, positive or negative, will elicit some form of adult intervention. The tables in Appendix 2 are intended to provide such a framework.

We have developed a key mechanism for ensuring that the intervention that the adult provides is consistency and nurturing, in line with our behaviour curriculum. A common language of **CHOICE, CHANCE & CONSEQUENCE** is used by all, providing consistent responses where behaviour is unreasonable:

Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline. Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

From time to time, we need to ensure that Students see an escalation of the adult response to ensure that they acknowledge that their behaviour does not meet our expectations. This consequence is a short-term response to behaviour that acts as a modifier. The certainty of the consequence should take precedence over the severity.
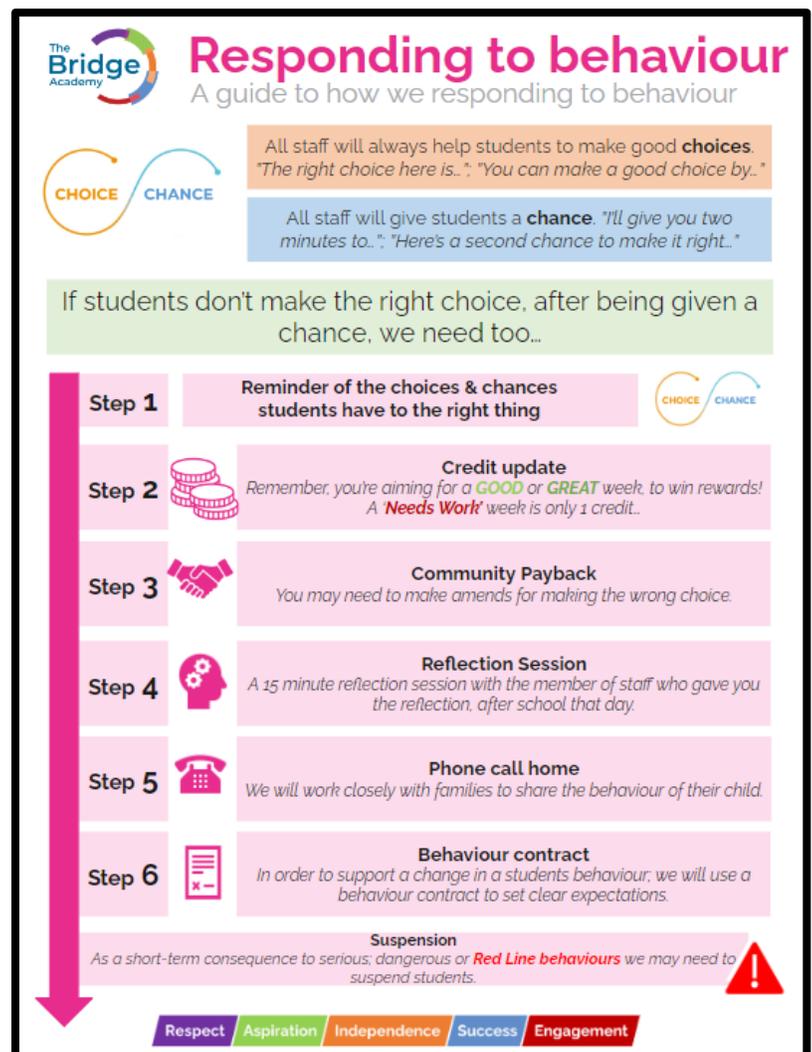
Red Line Behaviours
Most of the behaviour is managed in school. There are several more serious behaviours that stop students doing well and could result in suspension or a review of placement. However, on occasion a student might be required to leave school premises or be sanctioned. In cases where s/he refuses to leave an appropriate staff member will contact parents and, if necessary, the police.

Responding to behaviour off-site

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).

Responding to behaviour online
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.

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, the Headteacher or Designated Safeguarding Lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.
If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment; sexual violence; homophobia & racism

The school will ensure that all incidents of sexual harassment; sexual violence; homophobia & racism are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our safeguarding policy for more information.

Recording behaviour

At The Bridge Short Stay School, any behaviour deemed by staff to warrant an official response is recorded using SIMS. There are several reasons to using SIMS:
- it is a tool with which to debrief people after any sort of incident so that we can learn from oversights
- it can be used to identify patterns of behaviour over a period, supporting referrals to additional support
- it shows in a simple way the current progress of Students

At the end of each day the AHT (Pastoral) will tally up the points for the day and produce a summary for staff to share with their form group each morning in **RAISE** time. Regular updates on their behaviour will be published on display around the school with mini competitions run regularly to promote good behaviour.

Use of Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:
- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on My Concern and reported to parents

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

Staff training and development

As part of induction process, and regular CPD that is hosted weekly, staff are provided with regular training on management behaviour, including training on:

- Emotion coaching; neurodivergent Students; restorative practice and trauma informed practice
- Deep valued behaviours and responding to behaviours
- The proper use of restraint
- The needs of the students in the school
- How SEND and mental health needs impact on behaviour

Monitoring and evaluating this policy

Leaders at The Bridge Short Stay School will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of alternative provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by senior leaders and middle leaders supporting behaviour.
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 students are identified by this analysis, the school will review its policies to tackle it.

This behaviour policy will be reviewed by the headteacher and the management committee, at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.
The written statement of behaviour (Culture & Ethos) principles will be reviewed and approved by headteacher and the management committee.

Appendix A - The Role of the Tutor for a RAISE Group 2023-24

The role of Tutor is vital to the efficient running of The Bridge Short Stay School and **RAISE** Tutors offer guidance, support, and encouragement throughout the student's time. The Tutor should be the first person to whom a student will turn to for help or advice. It is through regular daily contact that Students feel supported. Tutors must 'champion' their tutees and do everything they can to ensure that their safeguarding (health, safety, and welfare) is the main priority. The main functions are as follows:

SAFEGUARDING
- Ensure the health, safety, and welfare of tutees
- Complete Safeguarding Concern forms for tutees if there are safeguarding concerns
- Identify further need for strategic or intensive support
- Share any Safeguarding concerns at the Debrief at the end of every day or with the DSL

COMMUNICATION
- Contact with home regularly via positive texts, phone calls or emails
- Write termly/annual tutor comment reports
- Share any communication concerns at the Debrief at the end of every day

ATTENDANCE
- Analyse weekly attendance data
- Identify patterns of lateness and absence weekly and take SWIFT action with SLT
- Attendance display in classroom which is updated monthly
- Share any attendance concerns at the Debrief at the end of every day

BEHAVIOUR
- Discuss Credits; Targets & SIMS Behaviour Points during Tutor Time
- Encourage tutees to follow RAISE Expectations
- Nominate tutees for rewards.
- Support tutees in restorative conversations after behaviour incident
- Phone parents/carers regarding challenging behaviour
- Share any behaviour concerns at the Debrief at the end of every day

RAISE TIME
- Settle tutees and give them an opportunity to build trust and relationships
- Follow the timetable of Tutor Time activities & Ensure Tutor Time Slide is on display
- Ensure you have different reading materials for Reading
- Read EHCP & PEP and know tutees outcomes those who are LAC/PLAC
- At the end of morning Tutor Time ensure tutees feel listened to and ready to learn
- Inform staff of tutee birthdays and sort birthday card from tutor group.
- Know your tutees and share with staff any barriers to learning and strategies that are needed to support
- Share any Tutor Target Time concerns at the Debrief at the end of every day

Always CHAMPION your RAISE Group!

Appendix B – Responding to behaviour

Responding to behaviour: Including, but not exclusive to: *Failure to follow instructions and routines, Rudeness or Disrupting others learning*	CHOICE CHANCE CONSEQUENCE
Student meets Expectations, Values and Routines	Students are rewarded with Credits & Cards, at the end of the lesson Student is verbally praised with explicit reason for praise Teachers finds examples to reward RAISE Points throughout Student's positive actions are shared with others to model Teacher takes opportunity to find positives in all and explicitly reward praise
Strategies to prevent negative behaviour	Greet Students with a smile and by name Be positive throughout, Students can read our emotions Treat each Students with respect, care, and compassion Know our expectations and routines and be warm strict Effective quality first teaching Strong relationships with Students Strategies in student's PLSP are deployed Lesson is well planned, differentiated and well resourced SEND strategies, if appropriate are used High challenge, low stress lessons
CHOICE	Staff **remind** students of the right **CHOICES** to make to meet the expectations, explaining which they are not meeting and supporting them in their understanding of how to meet them. The situation should be de-escalated and should be done calmly and without embarrassment to either the teacher or student.
Strategies to prevent further negative behaviour	Respond to attachment-seeking by moving closer to them, using their name and acknowledging their need and validate their feelings Move the lesson on without making demands De-escalate the situation – *Regulate, Relate and Reason* Consistency and persistency in maintaining high expectations Use distraction and make reasonable adjustments such as review seating place Maintaining positive verbal and body language Sense check room… then review lesson plan Re-phrase requests so they don't imply a demand Try to problem solve with the student 1:1 Link the consequence to the action Use a light tone of voice to suggest a student has another go Give choices about what will happen next calmly, repeating as often as necessary Repeat your request or expectation and don't become drawn into an argument
CHANCE	Class teacher gives students **chances**, supporting them to have the thinking space to make the right choice. Teacher gives the student another chance to meet them and supports their understanding of how to meet them. The use of the restorative questioning and emotion coaching should be used at this stage to support behaviour change.
Strategies to prevent a further sanction:	Continue to feel empowered to use the strategies above Use self-regulation techniques to keep yourself calm Make sure your hands and palms are visible, so they know you don't mean harm Keep your body posture, facial expression, and tone calm Keep a distance so the student does not feel trapped Use a slow, low, and strong voice Speak rhythmically like you would do to an infant Narrate what you see in a calm voice

	Do not chase a student unless they are in danger, just reassure them
CONSEQUENCE	Where a student has struggled to follow the expectations and the values of the school, it may be appropriate to issue a consequence. These consequences look different for each student. An intervention is a consequence, as is a sanction. The certainty that a consequence will be applied supersedes the severity of the consequence.
Strategies to prevent unexpected behaviours outside of lessons	Staff fully understand expected behaviours, values, and routines Give Students safe, purposeful, and resourced unstructured time Use self-regulation techniques to keep yourself calm Make your hands and palms visible, so they know you don't mean harm Keep your body posture, facial expression, and tone calm Keep a distance so the student does not feel trapped Use a slow, low, and strong voice Speak rhythmically like you would do to an infant Narrate what you see in a calm voice Do not chase a student unless they are in danger, just reassure them
The **Restorative Eight** are questions that can be used to support the conversation:	*What happened?* *What were you thinking at the time?* *What have you thought since?* *How did this make people feel?* *Who has been affected?* *How have they been affected?* *What should we do to put things right?* *How can we do things differently in the future?*

Appendix C - Confiscation, searches, screening

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

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

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

Searching a student
Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. The Headteacher has authorised members of the Senior Leadership Team to search.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the 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
- 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 a member of the Senior Leadership Team or Safeguarding Team, to try and determine why the student is refusing to comply.

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

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

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

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

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

Searching students' possessions
Possessions means any items that the student has or appears to have control of, including:
- Clothes
- Desks
- Lockers
- Bags
A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the Senior Designated Safeguarding Lead (SDSL) or site-specific DSL

The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents
Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

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

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

Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the 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 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 always advocate for student wellbeing.