



Student Behaviour Policy and Statement of Behaviour Principles

Equality Statement

Centre Academy East Anglia (CAEA) is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

Review Date: Sep 23
Last Review Date: Sep 22
Held on website: Yes

Signed by Chair of Proprietor Body

A handwritten signature in black ink, appearing to read 'R. Murphy'.

Signed:

Date: 22/09/22

Chair of Proprietor Body

Mr R Murphy

Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

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1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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 pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

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

3. Definitions

Sanctionable Offences are judged by teaching staff but can broadly be defined as:

- Non-completion of classwork or homework
- Poor attitude
- Related transgressions that impede student work

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-cooperation with staff
- Rudeness directed at staff

Serious misbehaviour is defined as:

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

4. 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, although it should be appreciated that a single occurrence could also be perceived as bullying.

Bullying is, therefore:

- Deliberately hurtful
- Usually 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
See appendix 2. Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based• gender reassignment• pregnancy or maternity	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our CAEA's approach to preventing and addressing bullying are set out in our Anti-bullying Policy held in the school office.

5. Roles and responsibilities

5.1 Responsibilities

This behaviour policy reflects a code of conduct designed to reflect the culture and *ethos* of CAEA. School staff, pupils and parents have complementary roles in creating a positive learning environment. It is the responsibility of everyone in the school community to demonstrate, encourage and expect responsible behaviour. Everyone works toward the school's aims by being aware of and respecting individual needs, fostering, and promoting good relationships and working as a team. However, each group has rights and responsibilities that must be recognised and fulfilled to promote harmonious and productive relationships.

5.2 Governance

Governance is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.3 The Head of School/Proprietor

The Head of School is responsible for reviewing this behaviour policy in conjunction with the Proprietor and SMT, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Head of School, together with the senior staff, has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Head of School and Proprietor must:

- promote self-discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others, and prevent all forms of bullying among pupils
- ensure that the standard of behaviour is acceptable; and
- otherwise regulate the conduct of pupils.

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (Recorded on the Pod/File in the school office)
- Supporting victims, perpetrators and any other child affected by an incident.

The SMT will support staff in responding to behaviour incidents.

It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson. However, behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated.

Through regular discussions at weekly staff meetings the SMT can ensure that staff are aware of the expectations the school holds regarding behaviour.

The working of the school's policies and procedures will be discussed regularly at INSET and staff meetings.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action. Collating of incidents will be undertaken by the SMT to suggest courses of action to de-escalate students or circumstances.

Training in behaviour management will be provided.

5.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

Parents will be involved in discipline cases as appropriate. Individual staff should not inform parents without first informing the SMT and the class tutor.

Parents can support good behaviour and positive habits in their children by supporting school policies, attendance at school events and parent meetings and by communicating closely with the school.

6. Pupil code of conduct

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
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Hand in mobile phones at the beginning of the school day for retrieval when leaving for the day

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views.

The Student Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns. Discussions in form/tutor group time will inform the deliberations of the Student Council.

The Student Council Leader is responsible for ensuring the positive contribution of pupils, and that their views are communicated to the Senior Management.

In particular the Proprietor and the Head of School will ensure that the needs of all SEN pupils are properly taken into account, and their participation in the consultation process is assured.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Letters or phone calls home to parents
- non-verbal endorsements
- verbal and written endorsements
- tangible rewards such as stickers, stamps and certificates
- whole school recognition at Celebration Assemblies
- leadership roles
- special privileges
- Special responsibilities/privileges

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

- A verbal reprimand
- Sending the pupil out of the class

- Carrying out useful tasks to help the school
 - Placement on a target card
 - Expecting work to be completed at home, or at break or lunchtime
 - Detention at break or lunchtime
 - Referring the pupil to a senior member of staff
 - Letters or phone calls home to parents
 - Withdrawal of break or lunchtime privileges
 - Withholding participation in educational visits or sports events which are not essential to the curriculum
 - Letters or phone calls home to parents
 - Individual tutors/ care staff may instigate an individual behavioural plan. This will be discussed with all relevant staff, the student concerned and the parents of the student, to ensure it targets the difficulty that the student is experiencing (This action is imposed if a child's unacceptable behaviour becomes too frequent or dangerous to themselves or others, as considered by the SMT) These plans will be reviewed every half term by the SENCo and in consultation with the parents.
 - If we are finding that a behavioural plan is not working, for a variety of reasons, we will finally attempt a 'contract'. This will consist of three or four targets that we as a school need to observe the student trying to meet. (All targets will reflect behaviour and other policies that relate to the *ethos* and principles of the school as published by the school). Again, this will be discussed with all relevant staff, the student concerned and the parents of the student, to ensure it targets the difficulty that the student is experiencing. This 'contract' will then be signed by both the student and the parent provided they agree with the targets.
- If however, a parent or student does not agree with the targets we would then request a meeting, during which we would discuss with them how the targets meet the *ethos* of the school. (In a case of no agreement being reached the school will refer the dispute to the Local Authority.)
- Fixed and/or permanent exclusion (see Standards of Conduct/Discipline and Exclusions Policy).

CAEA's culture and ethos encourage desired behaviours and attitude through positive feedback, good relationships and a stimulating curriculum rather than through the enforcement of sanctions. Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All behavioural incidents are recorded on school pod by the members of staff involved. If these are deemed to be of a more serious nature they are referred to the Senior Management Team (SMT) who will investigate and issue sanctions. Both the Head of School and the Proprietor are members of the SMT and this provides additional oversight to any decisions.

Sanctions for unacceptable and undesirable behaviour will be applied in a fair and consistent manner.

All staff must seek to ensure that sanctions enable pupils to make reparation (restorative justice) where possible. Sanctions will be applied as soon after the offence as possible, in a calm and measured manner. Sanctions are, as far as possible, graded in severity according to the seriousness of the incident and the age/maturity of the child and will:

- Be proportionate to the offence
- Defuse, rather than escalate the situation and result in improved behaviour
- Focus on the offence rather than the character of the pupil
- Take account, as far as possible, the age, maturity and other relevant circumstances of the pupil
- Never degrade or humiliate
- Never be globally applied for the offence of one or a few

We may use the library in response to serious or persistent breaches of this policy. Pupils may be sent to the library, for time out, during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Students sent to the library will be monitored by a staff member.

Pupils who do not arrive for a sanction will be referred to the Proprietor or Head of School.

7.2 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 which is held on the Website and in the School Office.

7.3 Off-site behaviour

Sanctions may be applied when 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 CAEA

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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

When 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 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 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, 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.

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

Please refer to our child protection and safeguarding policy, and the managing allegations policy for more information on responding to allegations of abuse against staff or other pupils. (Held in the school office)

7.5 Supporting students following sanctions

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

During the sanction a member of trained staff will discuss the reason for the sanction and ways to align their behaviour with the school behaviour policy. Any extra support necessary will be put in place by a trained staff member. CAEA believes sanctions without proper explanation and follow up are not helpful in generating positive behaviour.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour 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

8.2 Safeguarding

CAEA 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 which is held in the school office and on the website.

8.3 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:

- Verbal praise

- › Communicating praise to parents via a phone call or written correspondence
- › Certificates, prize ceremonies or special assemblies
- › Positions of responsibility or being entrusted with a particular decision or project
- › Whole-class or year group rewards, such as a popular activity

8.4 Responding to misbehaviour

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

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

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

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 standards in the future.

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

- › Sending the pupil out of the class
- › A verbal reprimand and reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime, or after school
- › Loss of privileges – for instance, the loss of a prized responsibility
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents
- › Agreeing a behaviour contract
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusions, 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.

8.5 Reasonable force

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

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

Incidents of reasonable force must:

- › Always be used as a last resort

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

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

8.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.7 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, if appropriate.

8.8 Searching a pupil

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 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 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 pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply.

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

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, 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 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.

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.

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 pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

8.9 Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

8.10 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 CAEA organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing CAEA 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).

8.11 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.

8.12 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 headteacher 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.

8.13 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.

8.14 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 Managing Allegations and Low Level Concerns policy for more information on responding to allegations of abuse against staff or other pupils.

9. Pupil transition

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

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

New Joiners will often have had taster days which gives them a chance to see the expected behaviour in the school and ensures a more stable transition.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

All staff training logs can be found in the school secretary's office.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School annually in conjunction with the Head of School at Centre Academy London and the Proprietor.

The written statement of behaviour principles will be reviewed and approved by Governance annually.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives by Head of School and SMT.

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

This behaviour policy will be reviewed by the Head of School and proprietor 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 Head of School.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Student Conduct, Discipline and Exclusion policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Whistleblowing Policy
- Managing Allegations and Low Level Concerns Policy
- Induction Policy

Appendix 1: written statement of behaviour principles

School *Ethos*

CAEA expects the school to be a place where **all individuals** are respected and their individuality valued, where pupils are encouraged to achieve, where self-discipline and social consciousness are promoted, and good behaviour is the norm.

The School's Moral Code

CAEA's policies reflect the highest moral standards, and in particular will not tolerate bullying or other anti-social behaviour. The school's policies acknowledge that problems are likely to have underlying causes which the school should take account of and do its best to counter.

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

Governance also emphasises that violence or threatening behaviour will not be tolerated under any circumstances. This written statement of behaviour principles is reviewed and approved by Governance annually.

Appendix 2: Protected characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

It is also unlawful for a school or individual to discriminate against the parents or carers because of their protected characteristics or because an individual perceives them in that manner.