



# Centre Academy East Anglia

## Student Behaviour Policy and Statement of Behaviour Principles

### Equality Statement

Centre Academy East Anglia 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: Mar 27  
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### Signed by Chair of Proprietor Body

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

Signed:

Date: 19/03/26

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:

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 pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination

### 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: guidance for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe In Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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

Our school distinguishes between deliberate defiance and behaviour resulting from dysregulation to ensure our responses are both fair and effective. While both may present as non-compliance, they require different interventions to maintain a safe learning environment.

**Deliberate Defiance:** This is defined as a conscious choice to ignore instructions or challenge authority despite having the emotional capacity to comply at that moment. These actions are addressed through our standard disciplinary framework, focusing on accountability, clear consequences, and restorative conversations.

**Dysregulated Behaviour:** This occurs when a student's physiological or emotional state (stress, sensory overload, or trauma) exceeds their ability to self-regulate. In these instances, the student is not "won't-ing" but "can't-ing." Our primary response is de-escalation and regulation—prioritising safety and emotional support before any reflective or disciplinary steps are taken.

By making this distinction, we ensure that discipline is never a substitute for support, and that every student receives the specific guidance they need to succeed.

**Sanctionable Offences** are defined as:

Non-completion of classwork or homework

Poor attitude or lack of cooperation deemed to be a deliberate choice—rather than a manifestation of a recognised SEND need or emotional dysregulation

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

Endangering other students/ staff

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/Vaping

Racist, sexist, homophobic or discriminatory behaviour

Using AI to create deepfakes of staff or students

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, Filters, Vapes, Lighters
- 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.

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

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

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

## 5. Roles and responsibilities

### School *Ethos*

Centre Academy East Anglia 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

Centre Academy East Anglia’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.

### Responsibilities

#### 5.1 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.

#### 5.2 The Head of School

The Head of School is responsible for reviewing this behaviour policy in conjunction with Governance, giving due consideration to the school’s statement of behaviour principles (appendix 1). The Proprietor will also approve this policy.

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 with all groups of students.

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 must:

- Promote self-discipline and proper regard for authority among pupils
- Provide new staff with clear induction into the school's behavioural culture to ensure they understand our rules and routines, and how best to support all pupils to participate fully
- 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.
- Offer 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 pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers, Therapists and Staff**

Staff are responsible for:

Implementing the behaviour policy consistently

Creating a calm and safe environment for students

Modelling expected behaviour and positive relationships.

Providing a personalised approach to the specific behavioural needs of students

Collaborating with SMT in the development of support plans where needed

Recording behaviour incidents

Supporting victims, perpetrators and any other child affected by an incident

The SMT will support staff in responding to behaviour incidents, where a member of SMT is not available then other trained staff will support 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 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 inappropriate behaviour, and to suggest possible courses of action. Repeated difficulties in meeting standards may be identified by a staff member, and this may trigger further support or additional assessments. 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.

#### **5.4 Parents and Carers**

Parents and carers 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.

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

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.

#### **5.5 Pupils**

Pupils will be made aware of the following:

- 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

Pupils will be supported to meet the behaviour standards and will be provided with further support wherever appropriate.

Pupils will be supported to develop an understanding of the 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.

### **6. School behaviour curriculum**

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.

Pupils are expected to:

- Safety

- Keep themselves safe and not behave in a way which may threaten the safety of others.
- Respect and take care of the school environment and its surroundings.
- Values
  - Be respectful and helpful to everybody at school.
  - Be tolerant of others.
  - Listen to others and respect their opinions.
- Behaviour
  - Behave sensibly in and around school and on their journey to and from school.
  - Follow instructions given to them by all members of staff.
  - Take responsibility for their behaviour and actions.
  - Resolve any problems in a non-confrontational manner.
- School work
  - Be ready to learn and take part in school activities.
  - Do their classwork and homework to the best of their abilities.
- Attendance
  - Attend school regularly and be on time both to school and lessons.
  - Wear the correct school uniform.

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

### **6.1 Mobile phones**

- Pupils are not permitted to have mobile phones in school.
- Mobile phones will be collected at the beginning of the school day, securely stored and returned at the end of the day.
- Pupils must turn their phones off during the school day.

Liability is an issue, in case of loss or damage

## **7. Responding to behaviour**

### **7.1 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 their own classroom rules
- Display break time rules
- Develop a positive relationship with pupils, which include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Using strategies given in a bespoke support plan if they are in place for a specific student
  - 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

## **7.2 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

<https://www.centreacademy.net/east-anglia/ca-east-anglia-policies/>

## **7.3 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:

Communication with parents

tangible rewards such as stickers, stamps and certificates

house points

house point certificate and recognition

whole school recognition at Celebration Assemblies (Star Award/Head Teachers Award)

leadership roles

special responsibilities/privileges

## **7.4 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. Students are expected to accept sanctions when given. Sometimes sanctions should be given at a later time (as soon as reasonably possible) if a student is dysregulated.

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.

Staff will prioritise de-escalation techniques—such as using a calm tone, providing personal space, using scripts (adapted to the student and situation) and offering sensory breaks—to help the student self-regulate and return to a state of safety to help prevent further behaviour issues arising and before addressing the behaviour.

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:

A verbal reminder of the expectations of behaviour

Allowing a student time-out

Expecting work to be completed at home, or at break or lunchtime

Reflection Time at break time

Referring the pupil to a senior member of staff

Communication with parents

Withdrawal of break or lunchtime privileges

Withholding participation in educational visits or sports events which are not essential to the curriculum

Use of The Pod with 1-1 support

Agreeing a behaviour plan

Internal isolation

Fixed term exclusion

We will use The Pod in response to serious or persistent breaches of this policy. Pupils may be sent to The Pod, 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 Pod will be monitored by a member of staff on behaviour duty. Staff will use the behaviour crib sheet- to give consistency- to remind students of the school's expectations (linked to the Student Code of Conduct), before being sent to The Pod.

#### Reminder 1

- Pupils will be told 'This is your first reminder'
- Pupils will be reminded of expectations/ rules
- Pupils will be asked if you need further help

#### Reminder 2

- Same as 1st reminder- plus
- Pupils will be told 'This is your second reminder'
- It will be recorded on BromCom even if it goes no further

#### Reminder 3

- Same as 2nd reminder- plus
- Pupils will be told 'This is your third reminder, which means you'll have reflection time'
- An automatic email will go to parents

If the behaviour continues the pupil will be to The Pod to complete work.

The member of staff will radio the staff member who is on behaviour duty to inform them that the pupil will be arriving. The incident will be put on Bromcom. The class tutor, behaviour lead and parents will be informed.

Pupils who do not arrive for a sanction will be referred to a member of SMT.

SMT may instigate an individual behaviour plan, based on monitoring of student behaviour or at the request of a member of staff. 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).

Fixed and/or permanent exclusion (see Standards of Conduct/Discipline and Exclusions Policy).

The school 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.

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 have restorative conversations where possible. These will primarily take place during Reflection Time with a member of the SMT, although they may take place with other staff or students depending on the nature of the incident that triggered the sanction. 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

### **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- a. committing a criminal offence
- b. causing personal injury or damage to a property
- c. prejudicing the maintenance of good order and discipline at the school or among the pupils, whether during a teaching session or otherwise.

Although CAEA has the legal power to use reasonable force we will endeavour to focus on:

- Prevention and de-escalation
- Understanding triggers and behaviour patterns
- Proactive behaviour planning
- Reviewing data to reduce repeated use

Incidents of reasonable force must:

- Always be used as a last resort
- Be necessary
- Be proportionate

- 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.

For further information please see our Restrictive Intervention Policy.

## 7.6 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 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.

### 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 a member of SMT) 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 senior management team, 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.

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.

## **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.

## **7.7 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).

## **7.8 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.

### **7.9 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 / DSL / member of the senior management team 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.

### **7.10 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 school website.

### **7.9 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.

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

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

## **8. Serious sanctions**

### **8.1 Reflection Time**

All staff have been authorised by the headteacher to give pupils Reflection Time. A member of the senior management team will be present during reflection Time and have restorative conversations with the pupil.

Pupils can be issued with Reflection Time during break time

Parents are informed via Bromcom

When setting Reflection Time, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

### **8.2 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 the supervision of a member of staff that is 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 staff in the Pod and will be removed until the senior member of staff feels it is appropriate for the pupil to be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom via Bromcom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class such as, short- and long-term behaviour plans.

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

### **8.3 Fixed term and permanent exclusions**

CAEA 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 headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

AT CAEA we recognise 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 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 measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach at CAEA to anticipating and removing triggers of misbehaviour are:

- Short, planned movement breaks
- Use calming cards to regulate their emotions
- Use self-regulation cards to regulate their emotions
- Use our sensory room where pupils can regulate their emotions during a moment of sensory overload
- The use of fidget toys
- Training for staff to understand behaviour triggers

### **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

CAEA's special educational needs co-ordinator (SENCO) may 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 to create the plan and review it on a regular basis.

### **9.4 Pupils with an education, health and 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

[Suffolk InfoLink | Behaviour Support Resources](#)

[Safeguarding - Understanding and supporting behaviour - Safe practice for schools \(essex.gov.uk\)](#)

## **10. Supporting pupils following a sanction**

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. This could include daily contact with their tutor or a report card with personalised behaviour goals.

## **12. Training**

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

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

This behaviour policy will be reviewed by the Behaviour Lead annually in conjunction with the Head of School.

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

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including detentions and removal from the classroom. Incidents are recorded on Bromcom
- 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 weekly by senior management.

The data will be analysed from a variety of perspectives by a member of 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.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Head Teacher

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Head Teacher and the governing board annually.

### **14. Links with other policies**

This behaviour policy is linked to the following policies:

Child protection and safeguarding policy

Restraint/Positive Handling

Anti-bullying Policy

Whistleblowing Policy

Managing Allegations Policy

Induction Policy

### **Appendix 1: written statement of behaviour principles**

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
- age
- marriage status

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.