



Behaviour & Positive Relationships Policy v4

Strive for Education

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Changes since last review:

National College template update 01/09/25 New and updated information in this policy is highlighted in **[blue filled and bold text]**.

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Statement of intent

Strive for Education (Strive) believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

1. **[Updated]** Legal framework

[Updated] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- **[New]** The School Information (England) Regulations 2008
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- **[Updated]** DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, screening and confiscation': Advice for schools
- **[New]** 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- **[New]** 'Mobile phones in schools'
- **[New]** DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Student Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- **[Updated]** Suspension and Exclusion Policy
- **[New]** Child-on-Child Abuse Policy
- Child Protection and Safeguarding Policy
- **[New]** Smoke-free Policy
- Student Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Mobile Devices Policy

2. **[Updated]** Roles and responsibilities

The Headteacher has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher is also responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by students at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Reporting to other stakeholders on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

[Updated] The Deputy Headteacher is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.
- Collaborating with the Headteacher to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

[Updated] Teaching staff are responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO (where used) and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- **[New]** Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

[Updated] All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- **[Updated]** As authorised by the Headteacher, sanctioning students accordingly who display poor levels of behaviour and taking steps to understand their behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Students are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- **[Updated]** As Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner to cause annoyance or irritation
- **[Updated] Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently.

Team Teach de-escalation training will be commissioned and delivered to all relevant staff. De-escalation training is carried out a minimum of once a year, in addition to this Strive's internal CPD Training which takes place each week, includes topics such as positive regard and speech and language training.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Students at Strive will be supported by promoting self-regulation and positive behaviour that will be emphasised by:

- The quality of our relationships

- The quality of our provision

At Strive we want our Positive Behaviour Policy to reflect our insight and understanding of the complex and challenging needs that some of our students have. Our positive approach contributes to their ability to self-regulate and manage their behaviour in a positive manner, so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our young people with complex layered needs.

We consider that behaviours which challenge, always happen for a reason and might be the only way a student can communicate their need. Young people who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support and intervention, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be necessary to prevent serious harm, and be the least restrictive option.

At Strive we believe that:

- Our young people want to behave well.
- Behaviour is a means of communication - we must ensure that all young people are supported to communicate their needs safely and appropriately using their preferred communication systems
- With the right support and intervention, young people can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process, and we recognise that all of our young people are at different stages of the developmental process.
- Our young people may have challenging needs which impact on how they learn to regulate and manage their behaviour.
- Teachers and support staff must be given the opportunity to learn, understand and have insight into why our young people become dysregulated, and reflect on how/why it impacts on their behaviour. To work collectively with our young people, their parents/carers and other professionals to develop strategies as part of a positive behaviour support plan.

[Updated] Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards the reasons for the behaviour and how to reduce such behaviour instances.

[Updated] A record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems will be kept by school. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Managing behaviour and emotions with support

Strive Expectations & Values:

The Strive family is:

S – Strong

T – Trustworthy

R – Respectful

I – Inspiring

V – Valued

E – Educated

Support System used for behaviour management and support

Reminder of what we want and expect to see (remember, we are an Independent Specialist school, students are with us for a reason, all students will have additional needs, know these needs and know the student. Reasonable adjustment and professional judgement is always needed)	
Student Action or Behaviour	Adult Response (positive language)
<p style="text-align: center;">Not following reasonable instructions</p> <p style="text-align: center;">Defiance</p> <p style="text-align: center;">Device/IT misuse</p> <p style="text-align: center;">Inappropriate language</p> <p style="text-align: center;">Inappropriate behaviour</p> <p>Any action or behaviour that an adult thinks needs to stop or improve.</p>	<ul style="list-style-type: none"> • An adult will speak personally with the student to let them know that what they are doing does not meet our expectations/values. • The adult will remind the student of what they DO want to see and the impact that by doing it will have be positive on themselves and others. • Remind them that you know they can do it as you have seen them do it before. <p>Strategies:</p> <ul style="list-style-type: none"> • increase support • change of face • give easier/harder work/instant success • change activity • give space and get out of their face • Praise classmates for doing the correct thing • praise if student responds <p>Avoid:</p> <ul style="list-style-type: none"> • Negative language ‘don’t do this’.... ‘Stop doing that’..... ‘Do that 1 more time and I’ll’ • Raising your voice/appearing angry • Giving ultimatums or removing privileges

Students will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

A student is struggling to find the correct way to respond positively.

When students present challenging behaviour, it is often because they are not emotionally able to express how they feel or what they want/need. The poor response/outburst is sometimes chosen but often not.

As adults, we need to provide emotional stability, help and support!

Support 1 – Student is struggling to respond positively to support	
Student Action or Behaviour	Adult Response (positive language)
<p>Despite employing suggested strategies, the response is now having a negative impact on others ability to learn or to teach.</p> <p>Student is having difficulty to regulate themselves and may need additional support.</p> <p>Student can't meet expectations</p>	<ul style="list-style-type: none"> • The adult will again remind the student of what they DO want to see and the impact that by doing it will have on themselves and others. Remind them that you know they can do it as you have seen them do it before. • Explain to the student that they are maybe not ready to learn, and they may need more SUPPORT and are on a SUPPORT 1 <p><i>Use the same strategies to support and things to avoid. Additional strategy could be a time-out in 'chill room' (5 mins)</i></p>



Student is still struggling to find the correct way to respond positively.

Support 2 – Student is struggling to respond positively to support	
Student Action or Behaviour	Adult Response (positive language)
<p>Despite all the help and support it is evident that the student is not ready to learn or meet classroom expectation. Their action or behaviour is now having a significant impact on others which is not fair.</p>	<ul style="list-style-type: none"> • An adult will let them know that despite help and support, it is evident that the student is not ready to learn or meet classroom expectation. • Be clear that it is not punishment . • Be clear that a student will not return to the current learning session. • Learning must continue, but with additional support. Staff must plan for this. • Student taken/removed from the environment. Time out needed with support staff, pastoral lead or Centre Lead. • Next steps will be decided by supporting adult. • Next steps could include manual handling if it is reasonable, proportionate, and necessary.

[Updated] Support 3 - Significant Behaviour	
Student Action or Behaviour	Adult Response (positive language)
Any action or behaviour that significantly affects the safety or well-being of others or is a significant breach of the rules, including: <ul style="list-style-type: none"> - verbal abuse - physical abuse 	<ul style="list-style-type: none"> • An adult will let them know that what they have done has seriously affected the health, safety and/or well-being of others. • Student taken/removed by support staff, pastoral lead or Centre Lead. • Next steps will be decided by PL/CL • Next steps could include manual handling if it is reasonable, proportionate, and necessary.
[Updated] All instances where additional support is required is recorded on Arbor MIS	

Removal from class:

The student will not return to that lesson unless there is an official break. They will complete their learning outside of the lesson and this would be provided by the supporting member of staff. PL/CL will inform staff on morning as to who is responsible for support during each session.

[Updated] Recording of behaviours/Incidents on Arbor

Recorded on Arbor as 'Incidents'		
Pastoral Support Required	Level 0	Patterns tracked and monitored
Support 1	-1	YP struggling to respond to support and strategies put in place
Support 2	-2	YP still struggling to respond despite focussed support and strategies
Support 3	-3	YP still struggling to respond and presenting extreme dysregulation. Significant Incident required
Recorded on Arbor as 'Positive Reward Points'		
Positive 1	+1pt	Demonstrates positive behaviour, conduct, emotion and engagement
Positive 2	+2pts	Demonstrates exceptional behaviour, conduct, emotion and engagement.

(Positive 2)	+2pts	Instant reward at a break, lunch, or end of day from rewards box. This could be as a one-off event or over the course of the day.
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REWARDS
<p>Sites have flexibility to implement personal reward systems which meet the needs of their particular learners.</p> <p>Methods to reward positive reward points can include:</p> <ul style="list-style-type: none"> - Phone calls home - Certificates - Collecting vouchers to 'cash in' - Treats - Trips/visits outside of the curriculum

Suspension from Strive
<p>We do not believe that suspensions are the most effective way to support young people and we will always try to adapt and personalise provision in order to ensure that they are able to access education.</p> <p>In exceptional circumstances it may be necessary to suspend a student for a fixed time period and this would always be considered very carefully.</p> <p>Exceptional circumstances include, but are not limited to:</p> <ul style="list-style-type: none"> • Incidents where the safety of the student, other young people or staff is seriously compromised. • Incidents of knife crime or the deliberate bringing in, or use of weapons in school. <ul style="list-style-type: none"> • Incidents where drugs/alcohol have been brought into school. • Incidents of sexual violence/assault. • Incidents of significant deliberate damage to property. • A serious one-off incident that has caused significant impact. • A continuous breach of the behaviour policy that has caused significant impact. <ul style="list-style-type: none"> • Refusing to be screened/searched for prohibited items. • Persistent and continuous failure to follow Strive values, including following instructions from staff. <p>Decisions to suspend young people are made on an individual basis and will always be a reasonable and measured response. Suspensions will be formally recorded, and incidents shared with family, home school and any professional services. A reintegration meeting will always take place before a student is re-admitted.</p>

[Updated] For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a student is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to sanction a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- **[Updated]** The decision to sanction a student is reasonable and will not discriminate on any grounds, e.g. SEND or human rights.

[Updated] The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors e.g. bullying, safeguarding or home life issues.

7. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve students' behaviour in the future.

Positive teacher-student relationships

Positive teacher-student relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

[Updated] Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the student will be immediately taken to the site's Centre Lead and the student's parent will be contacted – parents may be asked to collect the student and take them home for the rest of the day. Safeguarding will always be considered prior to allowing students to leave.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these

8. [Updated] Sexual abuse and discrimination

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

[New] In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL shall be involved in this process.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. [Updated] Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Student Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

[Updated] In accordance with part 1 of the Health Act 2006, this school is a smoke-free premises. Parents, visitors, staff and students are instructed not to smoke on school premises.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the school will follow the procedures outlined in the Student Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

10. Prohibited items, searching students and confiscation

Headteacher and staff authorised, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or
 - To damage the property of any person, including the student themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Students will not be permitted to use their mobile phones during certain times of the school day in accordance with the Mobile Devices Policy. Any student found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The Headteacher will determine the proportionate length of time for confiscation.

Staff members will have the power to search a student or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

11. [Updated] Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the school Student Code of Conduct and values, which requires students to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework (as applicable) at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. These are documented as the Strive Values. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help students work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all students, then explaining the task clearly so all students understand what they are supposed to be doing.

The Headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support students to understand and follow classroom rules and routines. Teachers inform students of classroom rules, routines and values at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules, routines and values to help students understand why they are needed and will model them to ensure students understand them. Teachers also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the sanctions that may be imposed.

To support students’ continued awareness and understanding of classroom rules, routines and values, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules, routines and values remain consistent and are practised

Praise and rewards

The school recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

The school has a number of options for rewards that can be given to students. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards.

Students will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these students when necessary.

12. [New] Effective student support

The school recognises that the core purpose of providing alternative provision for students who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for students with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling students to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified students.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour off school premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in the Student Code of Conduct applies both inside school and out in the wider community.

Staff can discipline students for misbehaviour outside of the school premises when the student is:

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

Staff may also discipline students for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or

inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

15. [Updated] Monitoring and review

[Updated] This policy will be reviewed by the Headteacher and Deputy Headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **April 2027**.