

# Behaviour Policy

The Garibaldi School

<b>Approved by:</b>	NET Board	<b>Date:</b> July 2023
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# A TRANSFORMATIVE BEHAVIOUR CULTURE

## 'Everyone in our Trust is a leader of behaviour'

As a Trust, our aspiration is to create schools that are truly transformational. Securing exceptional behaviour and attitudes is imperative. All our schools will be calm, safe, purposeful, and positive places to learn. We will strive to set the highest of standards; ambition and aspiration will underpin everything that we do. Teachers will teach highly effective lessons in disruption-free classrooms, children and young adults will self-regulate and engage in high quality learning they will use their agency to positively influence all elements of school culture.

Children and young adults will receive both recognition and rewards with our approach to positive framing being routed in our Attitudes to Learning structures. The balance between equality and equity will be harnessed in fairness for everyone associated with our Trust family — no one will be left behind as we strive to develop the whole person.

Our approach will be centred around partnership, with this supporting our drive for fairness and mutual respect. Our on-boarding will support all stakeholders to understand the value of exceptional behaviour and the responsibility that everyone has in securing this. Clear, concise, and timely communication supports our drive to listen more, as we positively and proactively work in harmony with children and young adults, their parents, staff, and other stakeholders to do what is best to support them.

Our approach is grounded in research with the pillars of our strategy being taken directly from the EEF research. Our Pillars are shown below.

# Behaviour and Attitudes



*"Everyone is a leader of behaviour."*

### The highest of expectations and standards

This behaviour strategy is owned by our trust family, but led strategically at both trust and whole school level to support our approach to developing inclusive schools. It will be applied proactively using a partnership approach that embodies the principles of mutual respect. Systems will be used consistently but the aim is for these to become largely invisible.

<b>Proactive Element 1</b>	<b>Proactive Element 2</b>	<b>Proactive Element 3</b>	<b>Proactive Element 4</b>	<b>Reactive Element</b>
<b>Know the learner</b>	<b>Conditions for learning</b>	<b>Classroom management strategies</b>	<b>Simplicity, consistency, communication and mutual respect</b>	<b>Reactive Element</b>
<ul style="list-style-type: none"> <li>• Know each learner and their influences, including their name</li> <li>• Know each learner's needs and adjust your approach accordingly</li> <li>• Manage influences and context, use these to frame responses</li> <li>• Be supportive and build positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a highly ambitious curriculum for all</li> <li>• Teaching incredibly well planned lessons that meet the needs of all learners</li> <li>• Explicit teaching of learning dispositions through ATL</li> <li>• Developing metacognition</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive framing to set the tone</li> <li>• Reward significantly positive learning behaviours</li> <li>• Recognition sits alongside positive framing in supporting learning habits</li> <li>• Explicit teaching of learning routines</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure routines are simple, consistently applied and regularly</li> <li>• It is good to talk! Look for any opportunity</li> <li>• Always ensure any approach to discipline is carried out calmly and respectfully – 'We are the adults'</li> </ul>	<ul style="list-style-type: none"> <li>• Tailored bespoke provision/support will be provided because all proactive measures are not having an impact. Individual schools will contextualise their approach to ensure they are supporting each learner effectively</li> <li>• Training for staff will support the child if the provision falls outside of universal expectations</li> </ul>

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## 1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › 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 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 - 2023](#)
- › [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
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Serious malicious allegations
- › Any form of bullying
- › Sexual violence
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour
  - Online sexual harassment
- › Vandalism
- › Theft
- › Fighting
- › Smoking and Vaping

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Drugs that include over the counter, prescribed and Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Vapes and vape paraphernalia
  - 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 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <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> </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

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please refer to our Antibullying strategy for further details on our approach to preventing and addressing bullying.

## 5. Roles and responsibilities

### **'A shared responsibility for all'**

Promoting excellent behaviour and attitudes in our children and young people is a shared partnership responsibility between home and school. Parents/carers are a major influence on their children's behaviour and we at school reinforce the attitudes, courtesies, and disciplined behaviour that children begin at home.

We expect all members of our school communities:

- To jointly share the responsibility for securing and maintaining a positive learning environment
- To be courteous and show consideration for others.
- To show respect and be respectful
- To care for their own and others' safety, property, and well-being always

We aim to ensure that:

- Positive behaviour is rewarded
- Misbehaviour and Serious Misbehaviour is dealt with promptly, firmly, fairly, and consistently
- Parents/carers are provided with feedback about their child's / young adults behaviour, communication should be highly effective

### ***Behaviour Responsibilities - 'Everyone is a leader of behaviour'***

Working as a team we all have responsibilities, the quote 'The standard you walk past is the standard you accept' Lt General Morrison captures our mantra.

For a detailed version of our responsibilities matrix please see appendix 2, 3 and 4. A summary of these is shown below.

To support this shared responsibility each school will have a 'Home School agreement' that is completed annually by all parties. This is shown in appendix 1. This 'Home School Agreement' is available to all parents and carers via the MCAS app. It is a mandatory read on MCAS and confirmation it has read needs to be made.

### **5.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour

- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer 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 pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

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

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

### **5.4 Parents and carers**

Parents and carers, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

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

## 5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
  - The school's key rules and routines
  - The rewards they can earn for meeting the behaviour 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 repeated induction and onboarding sessions wherever appropriate.

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

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

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

## 6. School behaviour curriculum

### **The Nova Classroom supports transformative behaviour and attitudes**

Strong behaviour systems and structures are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons we expect:

- teachers to know their students and their learning needs well
- students to be happy, they are able to experience a sense of achievement everyday
- that there is a culture of high expectation
- that everyone is included and all needs are met
- that the environment is well organised, inviting and stimulating
- behaviour standards to be high, with any inappropriate behaviour being dealt with effectively

**It is not however not just about behaviour in our classrooms, we expect positive behaviour at all points of the school day. For behaviour outside of lesson we expect all learners to:**

- Be proud to be part of their school community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the school community
- Walk calmly but purposefully around the school following the movement structures.
- Respect other people's physical space
- Talk politely using developed language, no shouting
- Actively engage with staff and visitors, good morning and good afternoon is the standard

### **Systems used to manage Behaviour**



Behaviour incidents and sanctions are logged and monitored through our MIS system - Bromcom. Bromcom is used to track behaviour patterns and incidents to support strategic intervention and reporting.

## **Behaviour Curriculum**

We expect all lessons to be calm and extremely purposeful. Children and young adults will be highly engaged and have a thirst for learning. There will be true partnership working and collaboration. Our aim is for all lessons to be free from disruption. To support this notion the Garibaldi School uses a 'support and challenge' system which is a sequential system of defined responses to behavioural actions within the classroom.

The 'support and challenge' system is designed to provide a consistency of approach across all lessons and to prevent persistent low-level disruption. Teachers will at all points aim to use positive framing to support their approach, but our ambitious standards must be adhered to.

In this system children and young adults will get one chance to correct their misbehaviour (C1). The teacher at this point will intervene to support the correction point. If the misbehaviour continues or escalates this will lead to a C2 which will result in removal from lesson. Serious misbehaviour will result in an immediate C2 and a removal from lesson. This system should not be used for uniform issues.

As a Trust we recognise that all colleagues are professionals however to help with consistency we have provided some examples of misbehaviour which would warrant supporting a student or the issuing of a corrective action. This list is not exhaustive:

- Intentionally talking when the teacher is talking
- Intentionally disrupting others
- Shouting out
- Not engaging with work purposefully
- Being overtly negative
- Refusal to follow instructions
- Displaying a poor attitude

**Support and Challenge**

**THE GARIBALDI SCHOOL**

	Student Action	Staff Action	Student Restorative Action
<b>C1 Support</b>	You are not meeting our basic expectations and it is negatively affecting or disrupting teaching and learning You are not doing as your teacher has asked Your attitude to learning is not good	A C1 verbal warning will be given by your teacher Your teacher will make it clear what expectations you are not meeting Your teacher will offer support to engage you with the learning	Listen and act on the advice offered Be respectful, apologise and meet the expectations for the rest of the lesson You may be asked to move seats to help you focus
<b>C2 Challenge</b>	You are still not complying with our basic expectations after you have been supported with a C1 Your attitude to learning has not improved	A C2 will be issued by your teacher You will be taken to the reflection room for two periods and lose 15 minutes of your non-lesson time. The incident will be logged on Bromcom and contact made with home	Wait respectfully for the member of staff to arrive. Leave quietly and walk sensibly to the reflection room. Complete your reflection task and discussion with a strategic leader Work with staff to prevent issues reoccurring
<b>Serious Incident</b>			
	Student Action	Staff Action	Student Restorative Action
	Repeated non-cooperation Refusing to follow instructions Verbally or physically abusing students or staff Derogatory language towards staff or students Inappropriate use of an electronic device Dangerous conduct Vandalism	Immediate removal from lesson and taken to the reflection room while incident is investigated Home will be contacted to discuss the incident A restorative action and/or sanction will then be issued	Complete reflection work and be honest about your actions Listen and act on advice and guidance Work effectively with staff and peers to maximise learning and outcomes Work to ensure positive change in your behaviour and conduct.

**PRIDE • RESPECT • ACHIEVE**


Outside of lesson We expect all children / young adults to be proud to be part of their school community and treat everyone with respect. They will be always courteous and respectful. We expect them to engage positively with everyone within the school community. Students will walk calmly but purposefully around the school following the movement structures that schools have implemented. Other people's physical space will be respected.

Students will talk politely using developed language and will not shout out. All children / young adults are expected to actively engage with staff and visitors, good morning and good afternoon is the standard response that should be expected. To support students the Garibaldi School has a set of 'Non-Negotiables' that are applicable to all students. These are show below.

These work in conjunction with 'Character Cards', that should be carried by students at all times. Character cards can encourage positive dialogue between students and staff in relation to a failure to comply with a non-negotiable or for something positive relating to them. An accumulation of 3 negative entries on a character card will result in a break time detention as will failure to present a character card when asked.

Any behaviour falling below expectations outside of lessons may result in further sanctions being applied.

**The Garibaldi School Non-Negotiables**



- 1. Manners and Language** At all times it is expected that you are respectful, polite and use appropriate language. Be kind.
- 2. Eating and Drinking** Food and drink should not be consumed in teaching spaces or corridors. Energy drinks are not permitted so these must not be brought into school.
- 3. Mobile Phones** Mobile phones should not be used for any reason on the school site. They should remain on silent and out of sight until you leave the site at the end of the day.
- 4. Uniform** The school's uniform expectations are high and clear. Your presentation at all times should reflect these high standards. Shirts must be tucked in, ties on and no pinners. Skorts must be worn at all times unless a member of staff tells you otherwise.
- 5. Headphones** Personal headphones should not be used at anytime whilst on the school site. These should be out of sight until you leave the site at the end of the day.
- 6. Litter** Litter bins are provided for everyone to use and are easily located around the school site. It is expected that you will use them for all litter and unwanted items of food.
- 7. Communal Areas** During non lesson time our expectations and standards are high for how you use all communal spaces including the hall and tuck. Please be respectful of others and the facilities at all times.
- 8. Between Lessons** It is expected that you move between lessons in an orderly manner being respectful of others at all times. It is expected you go straight to your next lesson without delay.
- 9. Seating Plans** Seating plans will be in place for all lessons. Please politely sit where you are asked to.
- 10. Coats** Coats must be removed before study period or lessons start. Please don't wait to be asked, remove it and put in the allocated place.

POOR CHARACTER				
	1	2	3	Detention Details
Staff Initials				
Non-Negotiable				
Staff Initials				
Non-Negotiable				
Staff Initials				
Non-Negotiable				
Staff Initials				
Non-Negotiable				
Staff Initials				
Non-Negotiable				

AMAZING CHARACTER	
Staff comment and signature	
Staff comment and signature	
Staff comment and signature	
Staff comment and signature	
Staff comment and signature	

**When the 'Amazing Character' section is complete, please present it to Mr Aldred.**

<b>KEY</b>	<b>1. Manners and Language   2. Eating and Drinking   4. Uniform   5. Headphones   6. Litter   7. Conduct in communal areas</b> <b>8. Conduct during lesson change over   L – Late</b>	<b>KEY</b>
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The school's behaviour curriculum is to support students with their behaviour both in and out of lessons. Much of this curriculum work is delivered as part of school culture days. The first of these was 4th September 2023.

Crucial in supporting the students is the reason 'why', so they have a clear understanding as to why we expect them to conduct themselves in a particular way.

Whole school culture assemblies delivered every Monday morning provide further opportunities for key aspects of the behavior curriculum to be delivered.

## **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 the behaviour curriculum and their own classroom rules
- › Develop a positive relationship with pupils, which include:
  - Greeting pupils at the door at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding lessons positively and starting the next lesson a fresh
  - Having a plan for dealing with low-level disruption
  - Using positive framing and 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.

### **7.3 Responding to good behaviour**

When a pupil's behaviour 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
- Positive entries on Character Cards
- Success boards – shared via the whole school culture assembly
- Hall of Fame – shared via the school's website
- Whole-class or year group rewards, such as a popular activity
- Whole school awards evening to celebrate wide ranging successes

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that we expect 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:

- A verbal reprimand
- Sending the pupil out of the class if this allows the situation to be diffused
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Although schools do not have to provide parents / carers with notice of afterschool detentions or the reasons why, we expect schools to make every effort to try and contact parents to notify them of the same day / next day detention and the reason why.
- Referring the child / young adult to a senior member of staff or head of year
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Entries in to Character Cards
- We may use the 'INTEX' (internal seclusion) in response to serious or persistent breaches of this policy.
- Referral may be made to the 'Reflection Room' during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. The INTEX and Reflection Room are staffed by pastoral leaders, teachers and members of the strategic leadership team.
- Children / young adults who do not attend a given detention may also be referred to the INTEX
- Internal seclusion (INTEX)
- External seclusion (ALTEX - Meden School)

- › Directions off-site
- › Managed moves
- › Suspensions
- › Permanent exclusion.

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.

## 7.5 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

For further information please refer to the use of reasonable force 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.

For greater detail about our approach to searches please see appendix 5 of this policy

## 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, a member of SLT 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 harmful sexual behaviour, 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 or refer to relevant agencies

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

## 7.11 Malicious allegations

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

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

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

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

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

## 8. Serious sanctions

### 8.1 Detention

Pupils can be issued with detentions during breaks, lunch, after school or on weekends during term time.

- Although schools do not have to provide parents / carers with notice of afterschool detentions or the reasons why, we expect schools to make every effort to try and contact parents to notify them of the same day / next day detention and the reason why.

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

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

### 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 as part of our sanctions linked to the consequence system.

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 as identified through the escalation process of the consequence system. 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 in the 'Reflection Room'

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

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

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

- Meetings with mentors, pastoral managers and/ or heads of year
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment
- If a pupil is at risk of being removed from a class, support will always be offered by the teacher as part of the 'support and challenge' approach.

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, this will be captured through the MIS system.

### **8.3 Internal and External Seclusion inc directing off-site**

In serious incidents it may be necessary to explore the use of more significant sanctions to try and prevent suspension or exclusion, this is assessed on an individual basis. We may use:

- The INTEX (internal seclusion) or provision at Meden School (external seclusion) in response to serious or persistent breaches of the behaviour policy. Referral may be made to either provision for serious behaviour breaches that are not limited to lesson time. Pupils are expected to complete similar work as they would in class. The INTEX is staffed by pastoral leaders, teachers and members of the strategic leadership team.
- The school may direct off-site, or facilitate a managed move

PLEASE NOTE: On occasions we do refer, by arrangement, students to other neighboring schools as part of our approach to applying external seclusion.

### **8.4 Suspension and permanent exclusions**

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

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

Please refer to our suspensions and exclusions policy for more information.

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

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

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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.

## **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, 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**

The school'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.

## 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 measures like:
- › Reintegration 'support and challenge' meetings
- › Daily contact with the pastoral lead
- › Personalised behaviour goals
- › Being placed on attitude to learning report

## 11. Pupil transition

### 11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. The school will use its work on the developed behaviour curriculum to support this induction.

### 11.2 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at any transition point.

## 12. Training

As part of our continual induction and onboarding processes, our staff are provided with regular training on managing behaviour, including training on:

- › How to enact the behaviour curriculum
- › How to use the 'Support and Challenge' system effectively
- › How to use positive framing and positive reinforcement
- › Expectation in relation to school culture
- › Training on the use of character cards

Staff can also access bespoke support to improve their practice. Behaviour management will also form part of continuing professional learning.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension

- Use of pupil support units, off-site directions and managed moves
- 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 including:

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

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

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

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

This behaviour policy is linked to the following policies:

- Exclusions policy
- Anti-bullying Strategy
- Educational Trips and Visits
- Child protection and safeguarding policy
- Use of reasonable force
- Mobile phone policy
- Uniform Policy
- Attendance Policy

## Appendix 1 Home School Agreement



### Home-School Agreement

Under the ethos of 'Pride, Respect, Achieve', The Garibaldi School is aiming to prepare students for their adult life. With the teaching of skills and techniques for lifelong learning we have the highest expectations for all our students. We promote and provide equal opportunities where people are developed to their full potential. We expect dignity and respect to be shown at all times. These agreements will be valid for the duration of your child's education at The Garibaldi School.

#### To do this School will:

- Provide a safe and secure learning environment.
- Value, respect and develop each student as an individual.
- Encourage high expectations and give praise for progress and achievement.
- Liaise with parents about School matters and students' progress and development.
- Provide a balanced and appropriate curriculum meeting individual needs.
- Provide a range of opportunities for enrichment and independent learning.
- Support all students to be the best version of themselves

#### The parents/carers will:

- Engage positively with the school, its ethos and mission statement
- Support the school in its efforts to ensure the best possible outcomes for their child
- Support their child to meet the expectation of 100% attendance to school
- Support their child to arrive to school punctually every day
- Support the school in ensuring their child wears the correct uniform
- Support the school in reinforcing our standards and expectations of behaviour
- Attend Parents' Evening and other planned events and be open to discussion about their child's progress
- Trust and support the school and work in partnership to ensure that students' progress well and have high standards of expectations and behaviour
- Share concerns at the earliest opportunity to support a swift resolution
- Support their child with independent learning opportunities

## Appendix 2 Responsibilities of Teachers & Middle Leaders

**Teachers** are expected to:

- Own your space. On entry stand at your door to meet and greet learners, be enthusiastic and fair. On exit stand at your door to control the exit and manage the flow of learners into the building, be pro-active and fair
- Know the names and roles of any other adult in the class
- Ensure the consequence system is displayed and that all learners know how it works
- Be clear and consistent with your rules, ensure everyone understands these
- Know the rewards system and ensure you use this when required
- Take responsibility for pro-actively managing the behaviour of learners and follow the behaviour policy consistently
- Ensure the classroom is a clean and tidy learning environment by managing student movement and activities effectively
- Use positive framing effectively to support classroom management practice
- Stay calm and not react to any form of antagonism
- Support other colleagues to pro-actively develop transformative behaviour and standards

Learners

- Know the names of your learners
- Know the needs of all of your learners, especially those who have SEND needs

Teaching

- Plan and prepare highly engaging knowledge rich lessons that are ambitious and will make the learners think
- Praise the behaviour that you want to see more of
- Teach learners classroom routines
- Have clear routines for transitions and for stopping the lesson
- Differentiate the work effectively

Communication with Parents

- Give feedback to parents about behaviour, let them know about the good days as well as the bad

**Middle Leaders** are expected to:

- Take ownership for securing transformative behaviour and attitudes standards in their areas, outside of their classrooms
- Understand, lead and model the vision and expected high standards for behaviour and attitudes in their area and across the school
- Place Behaviour and Attitudes at the core of their work. Every day they will ask themselves how have I contributed to improving the behaviour culture in this school?
- Ensure that securing transformative behaviour and attitudes across their area is a high priority for them as a leader
- Commit to supporting others to grow and develop as excellent leaders of behaviour
- Model the behaviours you would expect to see from your staff
- Support supply teachers to teach in disruption free classrooms
- Are expert leaders of behaviour in their own classrooms and beyond, including keeping up to date wider reading to ensure they have a secure knowledge of behaviour theory, research and evidence-based approaches.
- Provide a high-quality CPL programme that enables their teams to develop their behaviour and attitudes expertise

#### Communication with Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

## **Appendix 3 Responsibilities of Senior Leaders and Head Teachers**

### **Head Teachers and Senior Leaders are expected to:**

#### Policy

- Shape, lead and model the vision and expected high standards for the Behaviour and Attitudes culture in their school.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Ensure all staff and learners are clear on the sanction and reward systems within the school
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

#### Leadership

- Place Behaviour and Attitudes at the core of their work. Every day they will ask themselves how have I contributed to improving the behaviour culture in this school?
- Have a plan for the continual improvement of behaviour that is regularly evaluated
- Ensure that all staff have access to ongoing, relevant Behaviour focused CPL
- Model the behaviours you want to see from your staff.
- Reset behaviour expectations and celebrate successes at regular opportunities

#### Physical environment

- Be the face of their schools in the community. Every day you will ensure that you are outside the school at the start and end of the day
- Ensure that other Strategic leadership team members are a visible presence around the school. Recognise hotspots and ensure that leaders are deployed at changeover points to alleviate any pressures
- Check that learners are moving around the school site in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

#### Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Ensure that staff and students are supported to behave to the highest level. Underperformance should be challenged and work to improve behaviour practice instigated and led.

#### Children

- Praise good behaviour.
- Celebrate successes.

#### Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils. Individual pupils
- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

#### Communication with Parents

- Build positive relationships with all parents but specifically those parents / carers whose children are experiencing behaviour difficulties.

## **Appendix 4 Responsibilities of the Trust and Governance**

### **Executive Leaders are expected to:**

- Ensure all of our schools are supported and challenged to deliver on our commitment to provide disruption free learning environments
- Commit to their own continued professional learning
- Ensure all schools provide a safe, secure, inclusive and inspiring learning environment that enables the development of all staff and students
- Prioritise and support the professional development of all staff to ensure outstanding practice and provision
- Work with Head Teachers to challenge any underperformance in Behaviour and Attitudes practice. Provide relevant support to ensure that work to improve is rapidly instigated and effectively led.
- Commit to sharing excellent practice across the trust and wider education sector

### **Governors are expected to:**

- Support, challenge and hold to account the Head of School as part of their monitoring of school provision
- Scrutinise behaviour data as one measure of the impact and quality of a school's overall provision
- Ensure that the school makes the best use of its resources to ensure a quality of education for its students
- Scrutinise provision for all students, including key, identified groups such as SEND, Pupil Premium and LACs
- Visit the school in session in order to understand, support and challenge the quality of behaviour provision
- Are committed to their own learning to enable them to discharge their role effectively.

### **Directors are expected to:**

- Support, challenge and hold to account the CEO as part of their monitoring of Trust provision, including behaviour and attitudes, for all students
- Scrutinise behaviour data as one measure of the impact and quality of the Trust's work
- Ensure that the Trust makes the best use of its resources to ensure a quality of education for its students
- Scrutinise provision for all students, including key, identified groups such as SEND, Pupil Premium and LACs
- Are committed to their own learning to enable them to discharge their role effectively



## Appendix 5 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, 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.

## **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. The school will advocate that any such search happens in the police station or any approved social care setting.

## **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, the police will have to arrange an appropriate adult.

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. This will not be a member of school staff.

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.