

Behaviour and Restrictive Intervention Policy and Statement of Behaviour Principles Sybil Andrews Academy

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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 consequences of behaviour that does not meet our expectations
- 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 in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [DFE: Restictive interventions, **including** use of reasonable force, in schools \(April 2026\)](#)
- [Mobile Phones in School](#)

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

Rationale:

Sybil Andrews Academy is committed to creating an environment where productive learning is at the heart of the academy, supported by exemplary behaviour. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our expectations for learning and behaviour guides staff to teach self- discipline not blind compliance encouraging pupils to learn. It echoes our core values with a clear focus on respectful behaviour, involving a partnership approach to managing poor conduct and dynamic interventions that support learning and teaching.

Principles:

- To create a culture of exceptional behaviour: for learning; for community; for life.
- To ensure that all learners are treated with fairness, shown respect and to promote healthy relationships through a culture of tolerance.
- To help learners take control over their learning and behaviour, therefore, to be responsible for the consequences of it.
- To build a community which values kindness, responsibility, courage, and empathy for others.
- To promote community cohesion through positive relationships.
- To ensure that excellent learning and behaviour is a minimum expectation for all.
- To create a positive approach to discipline that will prepare pupils for life-long learning and employment.
- To secure the involvement of parents/ carers in pupil's learning and personal development.
- To promote equal opportunities and value individuals regardless of gender, race, religion or disability.

3.1 Misbehaviour is defined as:

- Disruption to learning in lessons leading to a loss of learning
- Disruption in corridors between lessons, and at break and lunchtimes
- Unkindness to members of the community

- Defiance
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

3.2 **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules and/ or values (including persistently receiving sanctions)
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - o Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - o Sexual comments
 - o Sexual jokes or taunting
 - o Physical behaviour such as interfering with clothes
 - o Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Threats of physical violence or physical violence
- Verbal Abuse
- Vandalism
- Theft
- Fighting
- Smoking (or vaping, or anything in associated with this point – the school reserves the right to outline what this is)
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - o Mobile Phones
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers
 - o E-cigarettes or vapes
 - o Fireworks
 - o Pornographic images
 - o Energy or Fizzy drinks
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

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

Details of the academy's approach to bullying can be found further in our [Anti-bullying policy](#).

5. Roles and responsibilities

5.1 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)

5.2 Teachers and staff

Staff are responsible for:

- Creating a calm and safe 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.3 Parents and carers

Parents and carers, where possible, 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, while 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.

5.4 Pupils

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

- The school values and how we weave them in our daily routines
- 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

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

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

6. School behaviour curriculum

The curriculum is preparing pupils for the high standards in adult life. Pupils will be successful learners, responsible citizens and confident individuals who are kind, responsible, courageous and who contribute positively to the school community and beyond.

We aim to create a culture built on high expectations and a sense of community. Pupils behave because it is the right thing to do and success is put on a pedestal. Pupils at Sybil Andrews strive to be the best they can be.

We believe as pupils practise these routines, they will become habitual and will allow pupils to develop manners, confidence, articulation and appreciation.

The curriculum is underpinned by 3 overarching principles.

The Three Overarching Principles

Right to Learn	Right to be Respected	Right to be Safe
We attend school every day. We arrive to school on time. We arrive to lessons on time. We wear the correct uniform with pride. We make sure we have correct equipment for the day. We take part in lessons fully	We always listen when an adult is talking. We always listen to other pupils in class when giving ideas or feedback. We are polite and show exceptional manners to everyone. We respect difference and know we are all equal. We look after equipment. We look after our environment and never drop litter. We respect the behaviour policy of the school.	We follow instructions – first time, every time. We do not tolerate bullying of any kind. We walk sensibly around our school. We line up sensibly. We know where to go for help and support We stay safe online and outside of school. We use equipment safely.



Our pupils will be taught and know the following expectations and routines:

Warm Welcoming and Friendly /STEPS	Uniform	Morning Line Ups	Assembly	Transitions
Know we use Sir/Miss Know we should say 'please' when asking for something Know we should always say 'thank you' when receiving something or someone does something kind for us Know we say 'excuse me' if we need to pass somebody or we want to talk to a member of staff Know we should say 'good morning/afternoon' in response to this greeting from others Know that's it is important to show gratitude to others by thanking people for what they have done for us Know that we should hold doors open for each other Know we must make visitors feel welcome	Know that we wear full school uniform and it is to be worn correctly with pride of being part of the SAA community. Know we remove outdoor clothing before entering the classroom. Know we bring the correct PE kit as appropriate	To listen to whole academy communication and praise Know we are on time for line ups Know we line up in a straight line in alphabetical order by surname Know our uniform is worn correctly Know we are in silence during the line up Know we track the member of staff leading the line-up Use our upright SLANT when asked Know to follow our Tutor/Teacher in single file in alphabetical order by surname	To celebrate successes Know we line up in alphabetical order by surname. Know that our bags are left in the canteen Know that we enter in silence and leave in silence. Know our uniform is worn correctly Know to sit in the correct line in alphabetical by surname order Use upright and seated SLANT when we are asked. Know we track the assembly leader	Know we follow the one- way system across the school. Know we are WWF when greeting adults and other pupils Know that we open doors for each other Know that we walk purposefully to lessons Know that we line up outside the correct classroom before being Asked to enter Know we knock and wait to enter a room where appropriate (Staff room, offices other classrooms)

Canteen and the Hatch	Behaviour during social time	Attendance and Punctuality	Entry into the Classroom
Know we line up in single file quietly - at the correct time Know that we say please and thank you to the canteen staff Know when we are in the canteen, we sit at a table Know we collect our own rubbish and put it in the recycling or general waste bin Know we clear our plates into the food waste bin Know we stack our plates onto the trolleys next to the station Know we put our cutlery in the cutlery tray for cleaning Know we must tuck our chairs and leave the table clean and tidy as we leave.	Know we must only be in the multicoloured block Know that we must play safely without hurting anyone Know we must not 'play fight' because we may hurt someone Know that we do not congregate in/near the toilets Know that when we are called to line up, we must go quickly Know we keep our hands and feet to ourselves	Know we must try to attend school everyday Know we must arrive on time by 8:30am everyday Know we must be on time to all lessons	Know we remove jackets before we get to our class Know that we greet our teacher on entry to the classroom Know we go straight to our seat and get our equipment out Know we stand in our upright SLANT in silence behind the correct seat tracking the front of the classroom Know we await further instructions from the teacher

Exit from the classroom	SLANT	SHAPE
Know we pack out equipment away quickly and quietly Know we stand behind	Know that when we are asked to go into our seated or upright SLANT we: - Sit/stand up straight - Listen carefully	Know that when we are asked to answer questions, we use SHAPE Sentences
our chairs in our upright SLANT Know our uniform should be worn correctly before leaving the classroom Know we show gratitude towards the teacher Know we leave one row/table at a time Know we follow the one-way system to our next lesson		Hands away from mouth

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

6.1 Mobile phones

Sybil Andrew's Academy is a phone free site for students. Students are not permitted to have a mobile phone on them at school. All mobile phones will be collected by staff in morning line ups across all year groups and stored securely –Whilst on school property and before handing devices in during line up students must adopt a “not seen or heard” approach to their phone in school. Mobile phones will be returned at the end of the school day.

Arrangements have been made for students to hand in their device to the front office if they are late to school or have a scheduled appointment. If students are on a trip or fixture these will be collected by the year team during morning line up and returned at the end of the school day. If the trip or fixture is to return after the end of the school days students may be given their phones to take with them.

Any student with a medical condition requiring them to access their phone during the day (such as monitoring Type 1 diabetes) will be given a medical pass and permitted to keep their phone with them.

Parents of students who do not possess a mobile phone or chose not to bring their mobile phone to school need to inform the school and a phone pass will be issued. If for any reason the situation changes, parents must inform the relevant Year Team. For example, if parents choose to confiscate their child's phone, they should let the school know that the phone will not be brought in and how long this arrangement will be in place, so that a temporary card can be issued.

Students who do not hand in their mobile phone and do not have a pass will be searched with a metal detector by a member of staff authorised by the Headteacher.

If a mobile phone is found in the possession of a student who does not have a medical pass it will be confiscated and stored in the school safe for a period of 2 weeks. This will also include the school

holiday period. Refusal to hand in a phone that has been confiscated would result in removal from circulation until the phone has been handed in. This may be in internal exclusion, trust suspension or suspension. If a student's phone is due to be returned during a school holiday after a period of confiscation this will be returned to them on the first school day back at the end of the school day.

Incidents of bullying using mobile phones or other electronic devices will be dealt with according to the Sybil Andrew's Academy Anti Bullying Policy.

Smart watches are not permitted on the school site (other than those students with a medical exemption.)

Smart watches will be confiscated and returned to the student at the end of the school day on the first event any subsequent confiscations would require collection of the device by a parent/carer.

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:

Warm Welcoming and Friendly /STEPS	Uniform	Morning Line Ups	Assembly	Transitions
Model good manners through consistent use of 'please' and 'thank you'	Ensure uniform is correct at a times	Arrive to line ups at 8:30am	Ensure your tutor group is in alphabetical order by surname in single file	Be out in the corridor greeting pupils, checking uniform and reminding pupils of the one-way system
Hold doors open for each other and pupils	Provide spare uniform as appropriate	Deliver whole academy communication and praise	Ensure uniform is worn correctly	
Know that you should model positive communication by saying 'good morning/afternoon' in response to this greeting from others	Engage in dialogue with familie when uniform is not correct	Ensure your tutor group is in alphabetical order by surname in single file	Lead your tutor group into assembly and show them where to sit	
Know that it is important to show and model gratitude to others by thanking people for what they have done for you	Check uniform regularly in line ups an entry and exist of lessons	Ensure pupils are in upright SLANT tracking the member of staff	Fan out around the hall being the eyes and ears for behaviour	
		Be the eyes and ears for behaviour in your line		
		Ensure pupils' uniform is worn correctly		
		Lead pupils to the lesson in a single file.		

Canteen and the Hatch	Behaviour during social time	Attendance and Punctuality	Entry into the Classroom
Ensure pupils are lining up in single file, quietly Ensure pupils are sitting at a table when in the canteen Remind pupils to put their litter in the bin Remind pupils to tuck in their chairs	Ensure we are at our duty spot when required	Know we must arrive at line ups and lessons on time	Greet students as they enter the classroom Check students uniform as they enter the classroom Ensure students are in the upright SLANT in silence tracking the front behind the correct seat

Exit from the classroom	SLANT	SHAPE
Ensure all equipment is packed away Pupils to stand behind their chair in their upright SLANT Narrate the positives from the lesson Check pupils' uniform Dismiss one row/table at a time Remind pupils of the one-way system	Use countdowns and SLANT to support lesson delivery	Use SHAPE when pupils are answering questions

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

<https://www.sybilandrewsacademy.co.uk/safeguarding/>

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

- Merits
- Golden Tickets
- Post-cards home
- Emails home from teachers/ tutors
- Positive praise in class
- Reward Assemblies
- Positions of responsibility

More information can be found in our rewards strategy on the website.

7.4 Responding to misbehaviour

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

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 and reminder of the expectations of behaviour, a warning
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to on-call and subsequent removal from the classroom
- Letter or phone call home to parents/carers

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive interventions including the use of reasonable force

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Definitions

(Taken from DFE Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026)

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: Any incident where the use of force goes beyond appropriate physical contact between pupils and staff is considered a *significant incident*. (Examples of these are highlighted on page 17 under 'staff should never'.)

Other physical contact with pupils:

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions, such as:

- First aid
- When walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access,
- To self-regulate,

- To comfort a distressed pupil,
- To congratulate or praise a pupil, for example a pat on the back or a handshake,
- To demonstrate how to use a musical instrument,
- To demonstrate exercises or techniques during PE lessons or sports coaching

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

Staff must use proactive de-escalation and prevention strategies before considering restrictive interventions such as:

- Calm scripts
- Regulated tone
- Offer time/space
- Predictable routines
- Trauma informed approaches
- Relationship based correction

Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded (via CPOMS) and reported to parents/carers

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

Staff should **never**:

- Use holds that restrict breathing or circulation
- Apply pressure to neck, nose, mouth or abdomen
- Use prone (facedown) or supine (faceup) restraint
- Intentionally take a pupil to the floor
- Use pain inducing techniques
- Use restraint as a punishment

Seclusion

Seclusion, involves restricting a pupil alone in a space from which they cannot freely leave, and is recognised as a restrictive intervention that carries significant safeguarding and wellbeing risks

Permitted Only When:

- Necessary to prevent immediate harm
- Time-limited
- Planned or authorised by SLT
- Supervised at all times
- Pupil dignity and safety are protected

Recording & Reporting:

All seclusion incidents must be:

- Logged on CPOMS
- Reported to parents on the same day
- Reviewed by SLT within 24 hours
- Reported termly to governors/trust

Recording & Reporting

For **every significant incident involving force** staff must:

- Complete a Restrictive Intervention CPOMS Record within 24 hours

- Include: antecedents, interventions attempted, risks, duration, staff present, pupil voice
- Notify parents the same day (SLT/Pastoral/Safeguarding Team)
- DSL reviews if safeguarding indicators present
- SEND team reviews known vulnerabilities
- Governors receive anonymised termly report
- Trust receives annual data

7.6 Confiscation and searching

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 may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

A student found in possession of a phone during the school day will have this confiscated for a period of two weeks. If a student's phone is due to be returned during a school holiday after a period of confiscation this will be returned to them on the first school day back. If there is a safeguarding concern regarding a student, we will put support in place, such as providing a non-smartphone.

Searching a pupil

Searches will only be carried out by a member of staff (with a witness) who has been authorised to do so by the Headteacher themselves when a pupil is believed to have a prohibited item in their possession

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 make sure 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 Deputy Headteacher, Head of School or Headteacher to try to 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 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, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- 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/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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
- Confiscated items (Apart from phones) will not be returned to parents or students.

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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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 the safeguarding team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

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 lunch time or after school. We utilise a centralised afterschool detention system which runs daily.

The school will decide whether it is necessary to inform the pupil's parents/carers. Parents will only be informed of detentions occurring after school as part of our duty of care for pupils safeguarding and wellbeing.

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

Class removal and Internal Exclusion

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

At Sybil Andrews, Class removal and Internal exclusion involves removing a pupil from their usual classroom while keeping them on the school site in a supervised, time-limited setting where they continue to access education, receive appropriate support, and are prepared for reintegration if it has been for a period of time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space
- Persistent breaches of the school's rules and/or values
- Pending investigation for a serious incident.

Pupils who have been removed from the classroom are supervised by the pastoral team and will be removed for a maximum of one lesson (class removal) and a maximum of five school days (Internal Exclusion)

Pupils will not be removed from classrooms for prolonged periods of time unless there is a specific safeguarding or behaviour reason which could potentially affect their own or other pupils' safety, learning or welfare.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

For class removal - parents/carers will be informed on the same day that their child is removed from the classroom via Arbor. For Internal Exclusion parents/ carers will be informed the day prior via telephone or email.

Please see appendix 3 for a non exhaustive list of behaviours which may result in a pupil being removed from circulation.

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

- Meetings with Pastoral Officers and/ or Heads of Year
- Use of SEND support (where applicable)
- Short-term behaviour report cards

- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment
- Trust Suspension at another Trust School
- Carry out internal exclusion and another local school

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

8.3 Suspension and permanent exclusion

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. Additionally, it can be used when Internal Exclusion is unsuccessful as Internal Exclusion is considered an internal suspension and is reflected as such on the pupil's record. It may also be used if a trust suspension or internal exclusion at another local school

The decision to suspend or exclude will be made by the Headteacher and delegated responsibility as per the Exclusions policy and only as a last resort.

Please refer to our Exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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 in discussion with the SENDCO where appropriate.

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 any substantial disadvantage to a disabled pupil being 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.

Where applicable, individual support plans will be used to ensure pupils with SEND are supported and triggers of misbehaviour are anticipated leading to opportunities for pupils to be successful. This could include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long (reflected in One Page Profile)
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of designated/ agreed area where pupils can regulate their emotions during a moment of sensory overload (at the discretion of the Assistant Headteacher – Inclusion and/or other members of the Senior Leadership Team), such as outside of the classroom

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.

9.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Assistant Headteacher - Inclusion (SEND/CO) may evaluate (in consultation with other senior leaders and pastoral colleagues such as the Head of Year) 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/carers to create the plan and review it on a regular basis.

9.3 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 matter. 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 the pupil to understand how to improve their behaviour and meet the expectations of the school.

When returning from a suspension the school will ensure the following has taken place:

- Re-admission meetings
- Daily contact with the pastoral officer (where applicable and at agreed times)
- A report card with personalised behaviour goals

- An adjustment to the individual support plan (where applicable)
- An adjustment to the SPSF (where applicable)
- Consider other options such as referrals to the local authority

If a pupil has SEND, we will work with agencies to support needs as appropriate to ensure a joined-up approach. A restorative justice approach will be used where needed or detailed in EHCP.

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.

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- Our routines and processes regarding behaviour
- Our routines and processes regarding safeguarding and welfare
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- SEMH Training - Emotion Coaching

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)
- Monitor restrictive intervention data termly
- Termly report to governors

The data will be analysed every half-term by the pastoral team.

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the chair of governors. The Governing Body and Unity School Partnership (The Trust) will support Sybil Andrews academy to carry out the policies of the school.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Attendance policy
- Anti-bullying policy
- Mobile Phone Policy

Appendix 1: written statement of behaviour principles and routines

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Classroom management

Clear Expectations

To ensure all students are able to make good progress and learn in a calm environment free from disruption, we have high expectations of the standard of behaviour for all our students.

Teachers give clear and explicit instructions, so everybody knows what they are expected to do, and how they are expected to do it. It is important to listen to these instructions, so you know what is expected of you.

During lessons teachers will use simple corrections such as verbal or non-verbal signals to remind students what is expected of them when appropriate

In the event of students not meeting these expectations teachers will follow the below procedure:

Warning Issued
Students who do not meet learning and behaviour expectations, core beliefs or basic rules of the academy, therefore a clear 'warning' is given prior to a detention being issued. Warnings serve as a reminder of the teacher's expectations to help the student make the appropriate changes to their behaviour. Example script: <i>"I asked you to face the front and listen carefully to my instructions and this is the second time you have turned around and spoken to the person sitting behind you. I am giving you a Warning now. I do not want to give you a detention, so please do not do that again."</i> Students may need "take up time after a warning to reflect and make the appropriate adjustments to their behaviour. LOGGED ON ARBOR BY THE CLASS TEACHER
Detention
Students who do not improve their behaviour following a Warning will be given a Detention. Teachers will log the detention on Arbor including notes in the 'Incident Summary' that can be viewed by parents. Example script:

“Unfortunately you turned around again and continued talking after I gave you that Warning, so now I am going to give you a Detention. I need you to listen carefully to my instructions, and follow them, otherwise I will ask you to leave my classroom and go to Class Removal.”

Students may need ‘take up’ time after a Detention to reflect and make the appropriate adjustments to their behaviour

LOGGED ON ARBOR BY THE CLASS TEACHER

Class Removal

Students who continue to disrupt the learning of others following a Detention will send for support from On Call staff using TeamSOS. The On Call member of staff will respond to the incident and may remove the student to Class Removal (CR) where they will be supervised for the rest of the lesson.

The member of staff supervising Class Removal will record this on Arbor.

If a student receives Class Removal, they will also receive a Detention as they have disrupted their own and the learning of others. The class teacher does not need to log the detention if they are classed removed.

Class removals can happen without the above for a serious incident

Appendix 3

Immediate removal from circulation, Class removal, Internal Exclusions, Trust Suspension or suspensions can be given for behaviour such as:

- Truancy from a lesson/part lesson or organised event
- Causing disruption to an organised school event, including assemblies
- Refusal to hand in confiscated mobile phone
- Failure to attend / misbehaviour in a School Detention
- Outstanding detentions
- Disrupting multiple lessons in a day / week
- Being removed from any exam environment for talking / unacceptable behaviour
- Persistent low-level disruptive behaviour
- Persistent failure to wear the school uniform correctly
- Refusal to correct uniform, or refusal to borrow uniform if necessary
- Persistent failure of report
- Unkind behaviour
- Bullying
- Verbal abuse to a member of staff/student
- Sexist /racist / HBT phobic / disability discriminatory incident or aggression
- Physical assault on another student/staff
- Fighting/physical aggression towards a peer
- Child-on-child abuse
- Physical aggression towards a member of staff
- Threatening or intimidating behaviour toward staff or peers
- Setting off the fire alarm
- Smoking on site, outside school gates, or in uniform (including e-cigarettes/vapes)
- Possession of banned / prohibited / illegal items or substances or any involvement in such conduct
- Possession of or under the influence of alcohol
- Refusal of/misbehaviour in an Internal or Trust suspension
- Unwanted conduct of a sexual nature including sexual comments, jokes or taunting, physical behaviour or online harassment
- Inappropriate Sexual behaviour (including pulling trousers/shorts down, upskirting, making physical contact with intimate areas, lewd behaviour or comments
- Theft, including from the canteen/other food outlets
- The use of a mobile device or social media to cause offence or harm to another student or member of staff (e.g. a mobile phone being used to record an incident or posting items on social media)
- Defiant behaviour
- Poor behaviour that affects the good order of the school.
- Bringing the school into disrepute
- Dangerous behaviour
- Any allegation which warrants removal from circulation to facilitate an investigation and ensure the ongoing safety and good order of the school

The lists above are not exhaustive

