



PAKEFIELD HIGH SCHOOL

Behaviour policy and attitudes Policy

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1. Policy Aims and Pakefield Values

Pakefield believes and are committed to ensuring the school environment and culture is safe, calm and purposeful. We believe that pupils behaving well and are compliant is central to a good education.

Our school values of Connect, Achieve and Nurture alongside of our vision to be a centre of excellence for teaching and learning in which all pupils achieve the highest standards in their education, the personal development, and their behaviour and conduct underpin our behaviour and attitudes policy.

Everyone in our school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their choices and actions and encourage others to do the same. Our pupils embrace our 'right approach' mantra meaning 'being in the right place, at the right time, doing the right thing, in the right uniform'.

We believe that appropriate relationship built on mutual respect are vital to a pupils success.

We believe in modelling, teaching and developing appropriate behaviours will encourage self-development, personal growth and achievement in pupils learning, behaviour and social development, these are supported by the school securing high standards.

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
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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](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › 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

Pakefield identifies behaviour and this section categories and explains some of the actions the school takes to manage behaviour breaches.

The schools decision on a length, duration and type of sanction is final. We respectful request for parents and carers to support the school decision as we have the safety, welfare and best interest of all students as a key focus. Poor and unacceptable behaviour will not be tolerated.

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
- › Poor language
- › Non compliance

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Non-compliance
- › Or refusing reasonable instructions (deemed by school)
- › Truancy or absence from lessons

- Lateness – if a student is more than 3 minutes late to lesson, they will receive a lesson late which is a 20 minute next available detention.
 - Putting the safety of others at risk
 - Any form of bullying
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Vandalism
 - If a student damage/ destroys school or staff equipment, buildings or personal belongings the school has the right to apply a significant sanctions and invoice parents/ carers for the damages.
 - The school will contact parents to explain the incident and appropriate next steps.
 - The school/ owner may also report the damage to the police
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 - Theft
 - If a student is doing to steal school, staff or peers equipment a significant sanction will be applied.
 - The school/ owner may also report the theft to the police.
 - The school will expect students to return or replace stolen equipment.
 - Threatening, intimidation, fighting or violent and aggressive behaviour towards anyone in the school community
 - It will not be tolerated and has no place at Pakefield High School.
 - A significant sanction will be applied.
 - Smoking, E- cigarettes or Vapes
 - Are prohibited items. Pupils will be searched, items disposed of and parents contacted.
 - Students will receive a significant sanction.
 - Racist, sexist, homophobic or discriminatory behaviour
 - Has no place in education and isn't acceptable at Pakefield. Every students and member of staff deserves to come to school or their workplace discrimination free.
 - Students will receive a significant sanction if this behaviour occurs.
 - The school may report this behaviour to the police.
 - Possession of any prohibited items (disposed of by school). These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
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- Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Aerosols or sprays
 - 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)
 - Any item banned by the school
- Possession of any confiscated items (retained and returned to parents/ carer). These are:
- Mobile phones
 - Smart watches
 - Air pods
 - Headphones or speakers or similar devices
 - Stolen items
 - Any item banned by the school but deemed returnable

These examples are not the extensive list operated by the school.

Failure to comply with sanctions or complete detentions will lead to the school taking measures to upscale the sanction.

Significant sanctions are put through a checking process through the school's leadership and pastoral teams. The school takes particular consideration to the fair treatment of pupils from groups who are vulnerable to significant sanctions.

The school significantly focuses on trying to understand disruptive behaviours as they can lead to be indication of unmet needs. The school's early help and student support offer is significant and well developed.

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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	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)

The schools anti bullying policy can be requested from the schools office.

Details of our school's approach to preventing and addressing bullying are set out in our anti bullying strategy. This can be obtained from the schools office.

The school takes bullying seriously and has taken significant steps in reducing bullying and continues to promote anti bullying through education, workshops, restorative practise and firm but fair sanctions.

5. Roles and responsibilities

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. The governors will:

- Champion and support the school behaviour and attitudes policy
- Ensure that all aspects of the policy promote equality for all students and addresses their needs
- Support the practical strategies of the policy by holding disciplinary panels for students and their parents when there are serious concerns.

5.2 The head of school

The head of school 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:

- › Building, maintain and repairing when needed appropriate relationship grounded by mutual respect.
- › Provide a calm, caring approach, which is rich in high expectations delivered in a courtesy and honest manner
- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently and promptly.
- › 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
- › Exercise classroom management strategies that encourages positive behaviour
- › 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
- › Respond positively to efforts made by students when they are genuinely trying to effect a change in their own behaviour

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

5.4 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 school 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
- › Speak appropriately to staff. Any abuse will not be tolerated.

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 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

We expect a calm, safe and purposeful environment at Pakefield and as already stated we expect students to follow the right approach. The right approach ('right place, at the right time, doing the right thing, in the right uniform') in action:

Right place:

- Students follow their timetables and are in the correct areas of the school
- Students are in lessons
- Make lesson changeovers purposeful where students move around school quietly and quickly.
- In the correct areas of the school, throughout the school day
- Students are not permitted in stairwells during break and lunchtimes

At the right time:

- Students are punctual to school and lessons
- Students are considered late if they go beyond 3 minutes of the timetable session start time.
- Arrive to school for 08.25 unless attending breakfast club (when available)

Doing the right thing:

- Participate in all lesson activities to the best of one's ability
- Bring appropriate equipment for lessons
- Be organized and ready to begin work
- Be ready to take part in group discussions and projects.
- Complete all lesson work and use lesson time wisely
- Take responsibility for incomplete or missed work
 - Be ready to hand in homework at the time requested
- Behave in a respectful and courteous manner
- Follow all reasonable instructions given by any staff member

- Behave in a reasonable and polite manner to all staff, students and visitors
- Show respect for the opinions and beliefs of others
- Accept responsibility for your own behavior and seek to build and maintain positive relationships
- Display appropriate self-control
 - ♣ In the classroom
 - ♣ On the school grounds and in the school community
 - ♣ During school assemblies and other functions
 - ♣ In common school areas e.g. the corridors, foyer, stairs etc.
 - ♣ Outside of school, whilst representing the school
- Treat the environment and community with respect
- Show respect for the environment
- Use the assigned entrances to enter and exit the building
- Dress appropriately for the weather and outdoor breaks
- Label and keep track of personal items
- Walk at all times in the school building
- Arrive at and leave the school site appropriately

In the right uniform:

- School uniform policy is clear and well detailed on the school's website Failure to comply with the school's uniform will lead to sanctions being applied until uniform item is rectified.
- School uniform can be found here: <https://www.pakefield.org.uk/parents-and-carers/uniform/>

Pakefield defines acceptable and expected behaviours are:

- Achieve the right approach
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Pakefield defines unacceptable and expected behaviours are:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Truancy
- Eating or drinking outside of designated areas
- Refusing to follow reasonable instructions
- Distracting behaviours like chewing, pen tapping etc

- Use of mobile phones/electronic devices
- Non-completion of activities set out by teachers
- Poor attitude
- Defamation of property
- Incorrect uniform
- Breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Verbal or physical assault on either staff or pupils
- Vandalism
- Theft
- Fighting/acts of physical violence towards others
- Smoking • Any discriminatory behaviour
- Not following safety procedures
- Any other behaviour deemed unacceptable by the Head of School and communicated to parents/carers

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, headphones and digital technology

Pakefield approach to mobile phones is 'off and away, or it gets taken away'. Approach is detailed:

- Pupils are allowed to have mobile phones with them on-site.
- Pupils phone must be turned off as soon as they arrive on school site.
- Pupils cannot use phones during the school day including period 6 and before school starts whilst on the premises.
- There will be exceptions to the rules for medical or personal reasons
- Students who are seen on or using their mobile phone will be asked to hand the mobile phone over to the challenging member of staff.
- Mobile phones will be confiscated and parents expected to collect from the main office.
- If a parent cannot collect the phone, they will be stored securely until collection.
- If a pupil fails to comply there will be an immediate and swift significant sanction due to non-compliance and not meeting a reasonable instruction.
- The school is not liable for a student's mobile phone in terms of theft, accidental damage and deliberate damage.
- Students can hand mobile phones over to the front office or standards team. These will be stored securely.

Headphones and digital technology

- Pupils are not allowed headphones, ear pods etc. Pupils will be expected to follow the same principles as mobile phones and need to be off and way or they will be confiscated.
- Students may bring in portable gaming devices that can be used before, at break and lunchtimes. If a student isn't using these appropriately or causes them to breach another school rule. These devices will be confiscated.

7.1 Classroom management

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

They will:

- Have high expectations of themselves, their pupils and classrooms
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Acknowledge good behaviour and use positive recognition and rewards to celebrate pupils achievements.

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.pakefield.org.uk/about-our-school/policies-and-statutory-information/>

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:

- Verbal praise
- Communicating praise to parents/carers via a phone call, class chart message or written correspondence
- Certificates, prize ceremonies or special assemblies or activities.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole- class or year group rewards, such as a popular activity.

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:

- › Sending the pupil out of the class
- › A verbal reprimand and reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detentions at the next available time i.e a pupils break or lunchtime, or after school.
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom, litter picking etc
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents/carers
- › Agreeing a behaviour contract
- › Putting a pupil 'on report'
- › Removal of the pupil from the classroom
- › 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 Reasonable force

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

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

Incidents of reasonable force must:

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

- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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.

7.6 Confiscation, screening 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 will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and 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 head of school/ deputy / designated safeguarding lead (or deputy) / pastoral lead, 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:

- › 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/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

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.

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the designated safeguarding lead/ pastoral lead 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 <https://www.pakefield.org.uk/about-our-school/policies-and-statutory-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 <https://www.pakefield.org.uk/about-our-school/policies-and-statutory-information/> or the DFE Keeping Children Safe in Education 2023 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 break, after school or on weekends during term time.

Our detention ethos is 'next available'. If pupils have afterschool commitments they come secondary to detentions and taking responsibility to their poor choices.

The school will decide whether it is necessary to inform the pupil's parents/carers. Parents will receive detention communication via class charts notifications.

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.

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

Pupils who have been removed from the classroom are supervised by the standards team in reflection and will be removed for a minimum of the remainder of the lesson however students may be removed for longer if they are not ready to reintegrate back into the school timetable.

Significant sanctions may lead to students being removed into internal suspension (segregation). This is explained to the parent and agreed by the Headteacher.

Pakefield also deems some extreme behaviours like swearing at staff as an instant internal suspension.

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

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.

Parents/carers 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 learning supports
- › Use of teaching assistants
- › Use of standards team
- › Short-term behaviour report cards
- › Long-term behaviour plans
- › Pupil support units
- › Multi-agency assessment

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.

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

Please refer to our exclusions policy for more information <https://www.pakefield.org.uk/about-our-school/policies-and-statutory-information/> .

The school may consider a suspension or permanent exclusion for, but not limited to, behaviours presented by a student like:

- Swearing at staff
- Swearing at students or members of the public
- Violent or aggressive behaviour towards any school community members
- Refusing reasonable requests
- Persistent disruptive behaviour
- Multiply breaches of the school behaviour policy
- Putting the health and safety of others at risk
- Damage to school property
- In possession of confiscated or prohibited items.

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 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.

We use provision map to accurately recording, share and ensure appropriate support is in place for our pupils.

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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/carers 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

More information around the local authority and EHCPs can be found here:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=1>

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.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Strategies from our early help offer like mentoring, AP, mental health support etc.

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:

- › The behaviour and attitudes policy
- › School systems and process
- › The warning process
- › The proper use of restraint (standards team)
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour
- › Explanation of the early help offer and how best to support pupils
- › Behaviour management CPD

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, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every regularly by school staff.

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 head of school 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..

14. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Uniform policy
- Staff conduct policy
- DfE guidance
- Anti-bullying policy

Policies can be found here:

<https://www.pakefield.org.uk/about-our-school/policies-and-statutory-information/>

Appendix 1: written statement of behaviour principles

- › 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.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: Warning System

We believe, We say, We show:

Pakefield students are in the
'right place, at the right time, doing the right thing, in the right uniform'

Our school culture is calm, safe and purposeful!

Warning System



Detention – 'next available'

- 'Next available' is based on ClassCharts and students behaviour i.e. do they already have a detention not student or family preference. Considerations will be made on exceptional circumstances.
- Students can complete W2 detentions at break, lunch (x2) and afterschool (x2).
- Students can complete W3 detentions at lunch and afterschool.
- No detentions will be completed afterschool on a Wednesday due to staff training and department improvement time.
- Detentions for key stage 4 students will not be on Tuesday or Thursday but carry to the next available.
- All detentions will be completed at reflection (EN7) or a nominated room by school staff.
- It is student's responsibility to attend.

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Appendix 3: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	