Behaviour policy and statement of behaviour principles

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Contents

1. Aims

Beccles High School is committed to providing an education of the highest quality for all students and recognises that this can only be achieved by ensuring a safe and secure environment.

The whole school community: students, parents, and carers, teaching and support staff and Trust/Trustees have a responsibility for ensuring that such an environment and culture exists.

At Beccles High School our vision and values are the core of everything we do, it is embedded in the way we communicate with our students, integrated in our pastoral care and within our curriculum intents.

Our agreed values and ethos are reflected throughout this policy and the school community.

Values and Ethos

- Collaboration – making positive contributions to the school and wider society.
- Ambition – striving to be the best we can be.
- Respect – building positive relationships.
- Empower – developing resilient, independent, and valued members of the community.

Beccles Students CARE

The purpose of the policy is to recognise and reward the positive behaviours and contributions to the school whilst poor behaviour is challenged with a two-fold approach, with intervention and sanctions.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- Outline the behaviour expectations and consequences of misbehaviour

- Provide a consistent approach to behaviour management that is applied equally to all students

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

2. Legislation, statutory requirements, policies 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 2024

- 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 student referral units in England, including student movement

- Use of reasonable force in schools

- Supporting students with medical conditions at school

- Special Educational Needs and Disability (SEND) Code of Practice

- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- [Acceptable Use Agreement - Pupils](#)
- [Beccles CCTV Management Policy 2025.docx](#)
- [beccleshighschool.org/assets/Documents/Attachments/Safeguarding-Policy-2024-v2.pdf](#)
- [https://www.beccleshighschool.org/assets/Documents/Attachments/SET-SEND-Policy-Final-September-2023-1.pdf](#)

3. Definitions / Behaviour levels

The school has a 3-level behaviour system:

L1 – misbehaviour

L2 – persistent misbehaviour

L3 – serious misbehaviour

L1 / L2 Misbehaviour / persistent misbehaviour – examples may include but not an exhausted list

- Disruption in lessons / failing to follow an instruction (in corridors between lessons, and at break and lunchtimes) (L1 or L2 depending on severity)
- Non-completion of classwork or homework (L1)
- Punctuality (L1 late to lesson or L2 late to school)
- Poor attitude (L1)
- Incorrect uniform (L1)
- Truancy (L2)
- Other behaviour that the school deems to be misbehaviour
- Any behaviours that are not in line with the code of conduct

Possession of these items will be considered a misbehaviour – this is not a definitive list but will include:

- Laser pointers
- Fizzy drinks – including 'energy drinks'
- Chewing gum/ bubble gum
- Sweets/confectionary (except as an addition to a full, healthy meal – e.g. a chocolate biscuit as a desert)
- Aerosols – we are an aerosol free site.

L3 Serious misbehaviour includes but not a definitive list.

The Headteacher or Deputy Headteacher reserves the right to define any misbehaviour as serious depending on the context.

- Repeated breaches of the school expectations

- 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic, biphobic, transphobic or other discriminatory behaviour

- Possession of any prohibited/above banned items. These include:

    - Knives or weapons, or any item that could be used as a weapon

    - Alcohol

    - Illegal drugs

    - Stolen items

    - Tobacco and cigarette papers

    - E-cigarettes or vapes

    - Fireworks

    - Matches or Lighters

    - Pornographic images & material

    - 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 student)

[Whilst prescription medication may be brought into school, it must be stored safely and securely in the main office with parental permission.]

4. Bullying

Everyone at the school has the right to feel welcome, secure, and happy and, only if this is the case, will members of the school community feel able to achieve their full potential. Bullying of any sort prevents this and, consequently, equality of opportunity.

It is therefore everyone's responsibility to ensure that the school is free from bullying, and we aim to challenge attitudes about bullying behaviour, in person and online, increase understanding for victims of bullying and build an anti-bullying ethos in the school.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

A victim of bullying must feel able to tell staff and confident that action will be taken to end the bullying.

The school works hard with all students to ensure they understand the difference between bullying and simply "falling out". Prevention is better than cure so we will be vigilant for signs of all forms of bullying and always take reported incidents seriously. We will use the curriculum and assemblies, whenever possible to reinforce the ethos of the school and help students develop strategies to combat bullying behaviour. The school will always act quickly to address situations where bullying occurs. Tutors and teachers will be mindful of their responsibility to monitor and act upon situations where bullying may develop and act to prevent this happening. Potential issues will be addressed through tutor time, PSHE days, events, projects and assemblies. This is underlined by the expectation that all members of the academy community will treat each other with respect.

Students are taught that they must report any incidence of bullying to an adult within the school whether the incidence relates to themselves or not. If another student tells them they are being bullied or if they see bullying taking place, it is their responsibility to report this information to a member of staff. All reported incidents of bullying will be investigated, and the incident will be recorded on the school's behaviour tracking system and safeguarding system.

If the bullying is racist, transphobic or homophobic, sexist or disablist in nature it should also be reported to the Deputy Headteacher (Behaviour/Pastoral)/ DDSL Safeguarding Officer who will make an additional record in the incident log and if appropriate contact the relevant external agencies. Any bullying in the form of child-on-child abuse will also result in an additional record in the incident log and, again if appropriate, the relevant external agencies informed.

Upon discovery of an incident of bullying, we will discuss with the students the issues as appropriate for the nature of the incident, their age and level of understanding. In many cases a restorative justice approach may be appropriate. This would allow each student to talk and discuss what has happened how it has made them feel and focus on ways to move forward positively so the bullying does not recur.

Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways to deal with bullying. Setting up a buddy system, or peer support possibly with students who hold a position of responsibility, such as a student leader can also be beneficial.

More serious incidents may require a different approach. We may look at seating arrangements, teaching class or form group to allow the victim space in class when they are not worried about the perpetrators and creating "safe spaces" in school where the victim can be confident that the bully will not be allowed, allowing them time to relax. Both the victim and perpetrator may require access to additional emotional/pastoral support to help them deal with the incident, this could include 1:1 talk time with a dedicated member of staff or relevant referrals being made by the Deputy Headteacher (Behaviour/Pastoral), Safeguarding Officer, or Pastoral Manager, including but not limited to the: School Nurse, School PCSO, Suffolk Educational Services (SES) or Educational Psychologist. The size of the school does though limit the options and flexibility we have, and the welfare and educational outcomes of any victim must be considered.

The school will always inform the parents/carers of both victims and perpetrators of an incident and the action that has taken place, and their support will be sought in tackling the problem through the strategies proposed. The perpetrator and their parents/carers will also be informed of possible consequences of bullying and the sanctions at the school's disposal such as detention, internal exclusion, and ultimately suspension for persistent or serious offences.

5. Roles and responsibilities

5.1 The board of trustees

The Sapeintia Board of Trustees is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Sapientia Education Trust
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- 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 students 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 students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- 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)
- Ensuring students to meet the school's expectations

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

- 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

- 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

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 Students

Students need to be aware of the behaviour policy and will understand and comply with the behaviour policy following 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, and uniform 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

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

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

Students 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 students who are in year admissions.

6. School behaviour curriculum

Every student is responsible for ensuring that they are ready to learn, therefore in the right place, at the right time, doing the right thing. This includes having the correct equipment daily.

Ready for Learning Expectations:

- Pen (black or blue and a green pen for self-assessment)
- Pencil
- Ruler
- Calculator
- Sharpener / Eraser
- Highlighter
- Timetable

Tutors will check this list daily in tutorial and whilst implementing this policy will do so in a calm and focused manner on the behaviour and the importance for the student's progress.

Students are expected to follow the behaviour expectations – Ready, Respectful and Safe – which includes the examples below but not a definitive list:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Be in lesson, and remain in the room unless supported by a member of staff
- 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

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

7. Mobile phones

The virtual/mobile world is developing and changing so quickly that it is often hard to keep up. While the use of mobile devices has great benefits in the wider world, they have no place in school where other forms of technology approved and provided by the school can be used to access information.

As stated in the behaviour code, we do allow mobile phones and other mobile technologies in school.

For the safety and security of both staff and students it is not acceptable for images to be taken/recorded of staff or other students in school, on trips or on the school buses/taxis.

The school has a 'not used/seen or heard' policy, if a student is found breaching this then the mobile will be confiscated, and the student can collect it at the end of the school day.

Any student repeatedly found using a mobile device whilst in school, including those that can record images and video, will immediately have the device confiscated. It will not be returned until it is collected by a parent/carer. In addition, the student will serve a lunchtime / after school detention, and the student will serve a mobile ban, where the device is handed in during school hours to the Pastoral Manager.

8. Responding to behaviour

Within the classroom teachers will use the same behaviour system to ensure consistency across the school. Students and staff are to engage with the following steps to respond to misbehaviours to prevent the behaviours escalating and ensure a calm and safe learning environment for all.

1. Staff prompt students in line with the behaviour / Ready Respectful Safe expectations (see appendix 4) low level disruption / misbehaviours.

2. Verbal Warning
   Staff clearing communicate the verbal warning to students for initial misbehaviours

3. L1 – Issued when the continued misbehaviour

4. L2 – Issued for persistent disruptive misbehaviour and the student is removed from the lesson and placed in Internal Exclusion for the rest of the lesson and loss of social time that follows (detention)

Students removed are expected to hand in their phones in line with the Internal Exclusion Room expectations.

5. L3 – serious incident in the classroom that breaches the behaviour policy and the Ready Respectful and Safe expectations. Students are immediately removed from the classroom, and a more serious sanction is issued.

Sometimes misbehaviours can escalate, or students breach the behaviour policy in a serious way (L3).

8.1 Classroom management

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

Staff to follow the behaviour system (see appendix 3) – *staff reserve the right to miss steps depending on the severity of the behaviours:*

1) Reinforced / remind / PROMPT

2) Formal verbal warning

3) L1 – recorded on MIS

4) L2 – removal from classroom – after intervention may be reintegrated

5) L3 – serious misbehaviour – if in a classroom immediate removal

8.3 Responding to positive behaviour

When a student'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:

Praise and reward are the best way to maintain a positive learning environment. Staff will make regular use of the house points available on MIS, should send postcards home and/or issue a 'Subject Commendation award' for exceptional work, use student's work (with their consent) to show others how well they have done and could also just make a passing comment in the corridor, about how impressed they have been with effort or a particular piece of work. The use of informal praise can be incredibly powerful and can enthuse a student to work even harder for a teacher.

The 'O.S.C.A.R' is issued weekly to the student who has achieved the most house points that week, this student will receive a certificate for their achievement and a phone call home.

Tutors weekly recognise the student's positive contributions and house point achievement in the whole school recognition board presentation during tutorial.

Attendance to school (and lessons) is imperative to student's progress, at Beccles High School we acknowledge students' attendance with an Attendance Reward Scheme which runs alongside the house points. Students are issued Attendance House Points for 100% Attendance Weekly, Termly and also Improved Attendance following supportive interventions. These points contribute towards whole school reward incentives.

Students are awarded house points in class for a range of categories including effort, attainment, contribution and helpfulness etc. Students who go above and beyond, may be issued a praise postcard which is worth 5 house points.

Rewards are issued weekly for students who have met school achievement thresholds, for example

10 house points in a week – Tutor Praise Postcard (Star of the Week)

20 house points in a week – Pastoral Manager Praise Postcard

30 house points in a week – SLT Praise Postcard

The House that accumulates the most house points each term wins additional privileges, with a final annual House winner receiving an end of year prize/rewards trip.

Sometimes staff will require additional support to find a way forward with a student. The school is a supportive working environment where all staff can support each other with a supportive and engaging way to support a student moving forward, sharing good practice and success strategies is something we do for our students, and where being a small school benefits the pastoral and academic support of students receive.

9. Sanctions

When a student'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 students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students 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 student to help them to meet behaviour standards in the future.

Monitoring and evaluating sanctions

Sanctions are recorded on the school's MIS and communicated to parents via Bromcom MCAS and/or via email/phone call.

Non-compliance to sanctions is considered a serious misbehaviour.

The school may use one or more of the following sanctions in response to misbehaviour:

- A verbal reprimand and reminder of the expectations of behaviour

- Removal from lesson

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

- Detention at break or lunchtime, or after school

- Loss of privileges – for instance, the loss of a responsibility or social time

- School-based community service, such as tidying a classroom or litter-picking

- Referring the student to a senior member of staff

- Letter or phone call home to parents/carers

- Agreeing a behaviour contract

- Putting a student 'on report' – tracked on MIS.

- Removal of the student from the classroom

- Suspension

- Direction-offsite

- Permanent exclusion, in the most serious of circumstances

The school does not operate a tariff system and only use their professional judgement where appropriate to ensure the application of the sanctions are fair, reasonable and proportionate.

Personal circumstances of the student 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.

9.1 Detention

As set out by the headteacher, the behaviour system on the school's MIS system (Bromcom) has automatic notifications for parents to inform them if their child has been placed in detention. Certain behaviour incidents in the behaviour system will automatically place a child in detention; for example, for being late to school.

Students can be issued with detentions during break, lunch, after school.

Where students are in break/lunchtime detention school will make sure that students have adequate time for a toilet break and something to eat.

After-school detention process including if they don't attend or successfully complete it – students will then be in I.E

Where behaviours occur outside of the classroom, the pastoral/behaviour team will discuss the behaviour and determine whether the incident warrants a detention in line with the behaviour system.

The school will decide whether it is necessary to inform the student's parents/carers.

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

- Compromise the student's safety

- Conflict with a medical appointment

- Prevent the student from getting home safely

- Interrupt the student's caring responsibilities

9.2 Removal from classrooms

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

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be 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 students 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 student is being unreasonably disruptive

- Maintain the safety of all students

- Allow the disruptive student to continue their learning in a managed environment

Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by the Pastoral Manager who is on duty in the Internal Exclusion Room and will be removed for the remainder of the lesson if a reintegration back to class is unsuccessful.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Deputy Headteacher (behaviour).

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student 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 (Brom Com).

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

- Meetings with tutors, parents, pastoral managers

- Use of teaching assistants

- Short-term behaviour report cards

- Long-term behaviour plans

- Student support units

- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log (Brom Com), along with details of the incident that led to the removal.

9.3 Alternatives to Suspension and permanent exclusion

Internal Exclusions

Behaviour support plans

(PSP)

Referral to other agencies – ISM EAT SES

Alternative Provisions

Direction off-site

Managed Moves

9.4 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 as a last resort.

LINK POLICY

9.5 Reasonable force

STEPS training is part of the staff professional development and is delivered in line with guidance.

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 5 for a training log)

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

9.6 Searching, screening and confiscation

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 and 7) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. This includes mobile phones see page 10.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

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 student, 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 student 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 student; **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 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 student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk

- Consider whether the search would pose a safeguarding risk to the student

- Explain to the student why they are being searched

- Explain to the student 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 student the opportunity to ask questions

- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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 student'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 students' possessions

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

- Desks

- Lockers

- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 student's possessions when the student 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 student 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 student 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

Screening

The school reserves the right to screen on entry and may do so randomly, or in response to a reported concern. This may be the whole school or small groups or an individual.

- The screening arrangements entail the student to be screened with a metal detector by a member of staff on arrival
- Students with SEND will be supported if requested by a member for the SEND team
- If the student refused to screened, then the school will contact home for support and may refuse entry to the building

CCTV, witness evidence and pupil views

The school uses Close Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any trustee review meeting.

Please see the School's CCTV policy [Beccles CCTV Management Policy 2025.docx] and privacy notices for more information.

9.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student at our school

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

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

9.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour, even when it takes place outside of school, when:

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

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

9.9 Suspected criminal behaviour

If a student 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 DSL 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.

9.10 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.

Students 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 [Safeguarding-Policy-2024-v2.pdf].

9.11 Malicious allegations

Where a student 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 student in accordance with this policy. The school will inform the Trust immediately.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students 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 students.

9.12 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student'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 Safeguarding-Policy-2024-v2.pdf

10. Responding to misbehaviour from students with SEND including the C & L unit

10.1 Recognising the impact of SEND on behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the students.

The School's Team Around the Child (TAC) and special educational needs co-ordinator will review and evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Any pupil who is not able to abide by the school behaviour policy will receive bespoke intervention in order to support them in doing so in the future. This will be delivered through the pastoral teams, Pastoral Managers, Progress Leaders and form tutors; the School's Alternative Provision team and other agencies directly involved with the school.

10.2 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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.

10.3 Students 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 student 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.

Special educational needs and disabilities (SEND) and the Local Offer - Suffolk County Council

11. Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Daily check in with the pastoral manager or SEND team

- A report card with personalised behaviour goals

- Behaviour support Plans (PSP)

- Restorative interventions

- Reparative interventions

- Parent meetings

- Behaviour mentors (including peer mentors)

- Positive reports

13. Training

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

- The proper use of restraint – STEPS training

- The needs of the students at the school

- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 5.

14. Monitoring arrangements

14.1 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 student support units, off-site directions and managed moves

- Incidents of searching, screening and confiscation

- Perceptions and experiences of the school behaviour culture for staff, students, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by Deputy Headteacher overseeing behaviour.

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 students are identified by this analysis, the school will review its policies to tackle them.
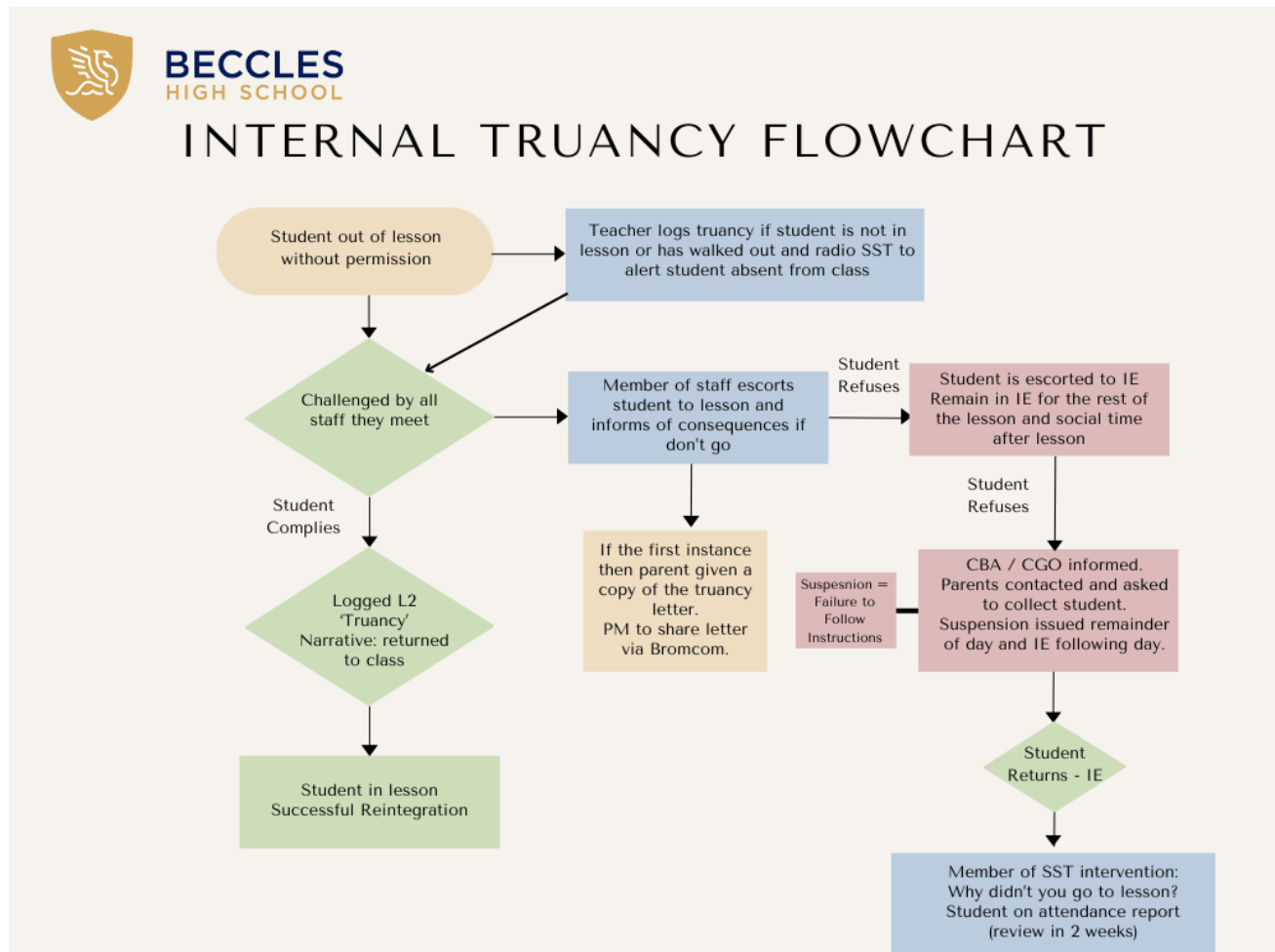
14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Sapientia Education Trust at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14). At each review, the policy will be approved by the Headteacher.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension/Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- SEND policy
- CCTV Policy
- AUP / Mobile use Policy

Appendix 1: Internal Truancy Flowchart

Appendix 2: Behaviour System

Appendix 3: Behaviour Expectations

Appendix 4: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 5: letters to parents/carers about student behaviour – templates - these are a guide and not exact

First behaviour letter/email

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other students' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert student's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Date: _____

Second behaviour letter/email

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert student name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Date: _____

Third behaviour letter/email

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert student's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert student's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: _____

Date: _____

Detention letter/email

Dear parent/carer,

I am writing to inform you that [insert student's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this matter with me, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Date: _____