

Leigh Academy Hugh Christie

Policy name	Behaviour Policy
Date written	September 2023
Date agreed by Governing Body	September 2023
Date of renewal	September 2024

Contents

1. Aims	2
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	3
4. Bullying	5
5 Roles and Responsibilities	9
6 School Behaviour Curriculum.....	11
7 Responding to Behaviour	13
8 Responding to misbehaviour from pupils with SEND	20
9 Supporting pupils following a sanction.....	20
10 Appendices	21

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff. 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- 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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Failure to follow the 3Rs, being READY, RESPECTFUL and RESPONSIBLE

This includes but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Poor attitude
- Refusal to comply with instructions
- Incorrect uniform and failure to be READY to learn by having the correct equipment
- Punctuality

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- 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 like 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
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Bringing the school into disrepute
- Possession of any prohibited items. These can include but are not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Laser pens
 - Pornographic images
 - 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)

Abbreviations used in this policy:

SLT: Senior Leadership Team
 3 R's: Ready, Respectful and Responsible
 SIS: Silent Independent Study
 FTS: Fixed term Suspension

4. Bullying

Bullying is Child on Child abuse. Further information can be found in our schools Child Protection Policy [Leigh Academy Hugh Christie Child Protection Policy \(Safeguarding\)](#)

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• 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 or gaming sites

Prevention

The school has a zero-tolerance attitude to bullying. It is best prevented through the development of a school ethos based on mutual respect, fairness and equality. All staff have a responsibility for dealing with this problem. Students will have their awareness of bullying raised at a number of levels and be informed of the school's expectations about the unacceptability of bullying and what to do if they experience or are aware of bullying by others.

The issue of bullying will be raised with students at a number of levels including:

1. At whole-school level through assemblies when students will be informed of the School's zero-tolerance attitude and the actions that will be taken to prevent bullying taking place;
2. In PSHE lessons;
3. Discussions during Advisory
4. Posters and wall displays;
5. Normal curriculum lessons.

Students will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances, staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.

If parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying student helped to change their behaviour.

All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help students learn and develop appropriate responses to others, all staff at all times will treat the school community with courtesy and respect and will model appropriate and acceptable behaviour.

If bullying happens children Should

Try to remain calm and confident.
Tell the bullies to STOP.

Get away.
Get help.
Screenshot if you are online.

Then:

Tell an adult in school or tell a Student Leader (who will tell an adult for you) or email: safeguarding@lahughchristie.org.uk (the incident will be followed up by the Pastoral and Academic team in conjunction with the Safeguarding team)
Tell someone at home

To help the adults help you, be clear about:

What has happened to you
How often
Who was involved
Where it happened
When it happened
Other witnesses
Screenshots if you were online

You may be asked to keep a diary and show it to a trusted adult.

What the School will do to help:

The School will offer a proactive, sympathetic and supportive response to students who are the victims of bullying. The exact nature of the response will be determined by the particular student's individual needs and may include:

- immediate action to stop the incident and secure the student's safety;
- positive reinforcement that reporting the incident was the correct thing to do;
- reassurance that the victim is not responsible for the behaviour of the bully;
- strategies to prevent further incidents;
- sympathy and empathy;
- counselling;
- befriending;
- support;
- assertiveness training;
- extra supervision/monitoring;
- creation of a support group;
- restorative justice;
- peer mediation/peer mentoring;
- informing/involving parents;
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- involvement of external agencies;
- arrangements to review progress.

Post Incident Responses for the Bully

The school will respond to incidents of bullying behaviour in a proportionate way making reasonable adjustments where necessary– the more serious the cause for concern, the more serious the response. When sanctions are felt to be necessary, they will be applied consistently and fairly. The following options will be considered and may be applied:

1. immediate action to stop an incident of bullying in progress;
2. engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable;
3. loss of lunch/break-time privileges;
4. use of SIS;
5. daily detention;
6. behavioural stages applied;
7. change of teaching groups;
8. removal from class/group;
9. withholding participation in sports or out of school activities (if not essential part of curriculum);
10. parents informed;
11. behaviour management lessons;
12. adult mediation between the perpetrator and the victim (provided this is safe for the victim);

13. involvement of external agencies;
14. loss of privileges;
15. fixed period suspension;
16. permanent exclusion (in extreme cases);
17. positive reinforcement for students in order to promote change and bring unacceptable behaviour under control;
18. being educated on a different site or at a different educational establishment

Procedures

When an incident of bullying is reported, action should not only be taken, but be seen to be taken. The most important step is to assure the victim of support. All incidents will be logged. Even minor incidents may add up to a pattern of harassment. Students who feel that they are consistently being picked on can be encouraged to keep their own log of events.

When a major problem has occurred, person accounts will be collected from as many witnesses as possible. The victim and the aggressor will be kept separate to enable this to happen.

A short-term action plan will be devised and implemented. If deemed appropriate, parents will be informed of the situation. If a sanction is applied, it must be made clear to the bully why this action has been taken.

There is much evidence to suggest that peer counselling/restorative justice is an effective way of educating bullies. Where this is felt possible, the bully and victim may be brought together, the latter explains how it feels to be bullied and the former explains why they are behaving in this way.

Monitoring/Evaluation

The Safeguarding team in conjunction with Pastoral and Academic team will monitor incidents of bullying and report to SLT and school governors.

5. Roles and responsibilities

5.1 The governing board

The School governing body is responsible for:

- Reviewing this behaviour policy
- Monitoring the policy's effectiveness
- Holding the Principal to account for its implementation

5.2 The Principal

The Principal is responsible for:

- Reviewing this policy in conjunction with the School governing body
- Approving this policy
- 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 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 child protection policy to offer pupils both sanctions and support when necessary

5.3 Teachers and staff

Staff are responsible for:

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

The Pastoral and Academic team 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 your child's advisor
- Take part in any pastoral work following misbehaviour (for example: attending reintegration meetings and reviews of specific behaviour stages / interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school linked to the 3Rs
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to help them

Pupils will be supported to meet the behaviour standards and will be provided with reminders through advisory, assemblies and lessons.

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.

6. School behaviour curriculum

Core Principles

Our three core principles at Leigh Academy Hugh Christie are:

The 3Rs:

Be **READY**

Be **RESPONSIBLE**

Be **RESPECTFUL**

This includes but is not limited to:

Be READY to have a successful day at school by

- Attending every day on time.
- Being open to acquiring new ideas and knowledge.
- Coming prepared by bringing the correct equipment and anything else you may need for the day.
- Wearing the correct uniform.

Be RESPONSIBLE for your learning and behaviour by

- Following the instructions of any member of staff. First Time, Every Time.
- Moving around the school Quickly, Calmly and Directly.
- Following the STEPS and STAR routines.

Be RESPECTFUL to yourself, to everyone and to everything in our school community

- Being KIND to everyone and everything.
- Being POLITE in the way you speak.
- Refusing to discriminate and accepting people for who they are.
- Following the STEPS and STAR routines.

Following Instructions

At Leigh Academy Hugh Christie, we have a clear and consistent approach to following instructions.

Students at Leigh Academy Hugh Christie are expected to follow the instructions of any adult – First Time. Every Time.

Classrooms

At Leigh Academy Hugh Christie, to support students to consistently follow the 3Rs we have introduced the following classroom routines.

STAR

In class we expect students to exhibit STAR behaviour

S – Sit up

T – Tracking the teacher with your eyes (actively listening to the teacher)

A – Attention from your teacher by 'hands up' and waiting (not calling out)

R – Respect through being silent (the default level of noise in a classroom)

STEPS

In all areas of the school we expect the whole school community to follow STEPS

- S** – Sir or Miss
- T** – Thank you
- E** – Excuse me, then wait
- P** – Please
- S** – Smile, be positive

Classroom Entry / Exit Routine

At Leigh Academy Hugh Christie, students are expected to follow the following classroom entry / exit routine to enable a smooth start to every lesson

- 1) Line up outside the classroom.
- 2) Enter the classroom when your teacher says.
- 3) Hand out the books.
- 4) Find your seat and get all equipment out.
- 5) Start the requested work.

Students should then exit the classroom using this consistent routine

1. Pack away all equipment and pile up books
2. Stand behind your desks
3. You will be dismissed row by row
4. You go Quickly, Calmly and Directly to your next lesson (without waiting for others)

Movement Around the School

We expect students to move around the school Quickly, Calmly and Directly.

Reasonable Adjustments

In some circumstances we understand that reasonable adjustments may need to be considered across our reward and sanctions.

Mobile phones

The use of mobile phone is banned on the school site. Any student who brings their mobile phone to school, must make sure that it is switched off and stored away safely in the bottom of their bag at all times.

'On Site. Out of Sight'

Mobile phones will be confiscated if seen.
Confiscated mobile phones can be collected by students at the end of the day.

This also covers the use of other electronic devices such as Smart Watches and Air Pods which are being used in conjunction with a phone.

If a student repeatedly has their mobile phone confiscated, further sanctions may be applied

7. Responding to Behaviour

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Reiterate the 3Rs
- Display STEPS and STAR
- 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 multiple ways
 - 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

7.1 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 [Leigh Academy Hugh Christie Child Protection Policy \(Safeguarding\)](#)

7.2 Responding to good behaviour – Rewards

At Leigh Academy Hugh Christie we strongly believe in rewarding our students.

House Points

Our main source of rewards at Leigh Academy Hugh Christie are House Points (HP). HPs can be awarded for many reasons, including consistently following the 3Rs.

House Points can be issued virtually, via Class Charts or as a physical sticker which students collect on the back of their Ready Card.

Certificates

To celebrate their success, students will receive a certificate when they achieve the following number of HPs

25 HPs – Advisor

50 HPs – PAL Team

75 HPs – SLT

100 HPs – Head Teacher

Students who achieve 100HPs will also be awarded with a Head Teacher House Point reward badge

Hot Chocolate Fridays

Every week staff will nominate students for 'Hot Chocolate Friday' with the Head Teacher. Staff will nominate students who consistently follow the 3Rs and/or have gone above and beyond. Five students will be randomly selected to enjoy a Hot Chocolate with the Head Teacher. Anyone with a Hot Chocolate Friday nomination will also receive a bonus 5 HPs.

Verbal Praise

We believe that the most valuable form of reward is simply taking the time to acknowledge a student doing well. We regularly use verbal praise as a reward at Leigh Academy Hugh Christie.

Department Rewards

As well as the many rewards listed above, departments also celebrate the success of students by offering their own rewards such as phone calls home, positive postcards, subject badges, student of the week boards, conversations with a child's advisor.

Reward Trip

To further celebrate and reward students who consistently follow the 3Rs, will have the opportunity to go on the school reward trip at the end of the academic year.

7.3 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.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Corrections

At Leigh Academy Hugh Christie we expect all students to follow the 3Rs supported by the STEPS/STAR routines. However, we recognise that at times some students may require additional guidance to improve their behaviour.

Staff will provide corrections to students if they are disrupting learning and/or failing to engage. Students who fail to respond to the corrections and continue to disrupt the learning and/or engage may be exited from their lesson.

A child who is 'exited from lesson' will receive a Daily Detention

Further sanctions can be applied to students that continue to cause disruption and/or fail to engage.

Sanctions

Daily Detention

Students that are exited from a classroom or fail to follow the 3Rs around the school will be issued a daily detention. Daily detentions will take place at lunch time for 30minutes. Please note refusal to complete a Daily Detention will lead to the student being booked into SIS for a full day (until 4pm) (see details below)

Stage System

At Leigh Academy Hugh Christie a child may be placed on a department subject stage and/or behaviour stage report.

Our stage system is there to support students to improve their behaviour.

Department Interventions

All staff at Leigh Academy Hugh Christie are committed to ensuring that your child achieves their full potential in all subjects. To achieve this all students are required to complete their classwork and homework at the expected standard. Teachers may set a department intervention if classwork/homework has not been completed, which in turn may impact their progress. Department interventions may take place afterschool.

Fixed Term Suspensions / Permanent Exclusions

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

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

Silent Independent Study Room

The SIS room may be used as a sanction. Students who are in this room are expected to complete the work given to them. Where possible the work given will match the work the student would have been doing in the classroom to ensure their learning is not disrupted. Students who are pre-booked into SIS will be expected to stay until 4pm.

Failure to comply with the expectations in SIS will likely lead to a Fixed Term Suspension. Upon return from a FTS students would be expected to complete any remaining time due in SIS.

Parents will be contacted about any SIS booking until 4pm in the first instance. However, please note that if a child is absent on the day they are due to complete time in SIS they will be automatically booked into SIS for the next time they are in school and will be expected to complete this.

Please note the full day in SIS (until 4pm) will run Mon-Thursday).

Other Sanctions

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Exiting the pupil from the lesson
- Loss of privileges
- School-based community service, such as tidying a classroom or litter picking

- Letter, phone call or email home to parents
- Behaviour contract
- External Isolation (see appendix)

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.

7.4 Intentional Lateness, Truancy and Late to School

Intentional Lateness

Intentional Lateness is when a student is not in their timetabled lesson, without a good reason, as determined by the class teacher for that lesson.

Any student out of lesson after 5 minutes from the previous bell, without a note from a staff member, will be deemed to be intentionally late. Reasonable adjustments will be made where applicable, e.g. ongoing medical and/or health reasons.

If students are deemed to be intentionally late, they will be logged with a L1 mark. The first L1 mark will be a warning for the student. For each additional L1 mark within a 5 day period (Thurs-Wed), students will be set a 30 minute detention on Friday.

2 x L1 = SLT detention from 1:45pm to 2:15pm

3 x L1 = SLT detention from 1:45pm to 2:45pm

4 x L1 = SLT detention from 1:45pm to 3:15pm

5 or more L1 = SLT detention from 1:45pm to 3:15pm and a full day in SIS until 4pm

If a student fails to attend a Friday SLT detention they will be booked into SIS for a full day until 4pm.

Truancy

If a child is not in their lesson within 10 minutes of the previous bell they will be deemed to be truanting (unless they have a good reason and a note from a member of staff). If a child is truanting they will be taken to SIS and placed there until the end of the next break period. As a consequence for the truancy the child will be placed in the full Friday SLT detention (1:45pm to 3:15pm).

If a second truancy happens in the 5 day period (Thursday to Wednesday) the student will be booked into a full day in SIS (until 4pm)

Late to school

Students should arrive to the school grounds by 8:25am to allow them to reach their Advisory by 8:30am.

If you are aware that your child may be late to school due to circumstances out of their control, please contact the administration team on admin@lahughchristie.org.uk before 8:30am to inform the academy of the late issue.

Any student who arrives at the academy after 8:30am must report to reception (this includes students arriving at break / lunch time). In exceptional circumstances (e.g. medical appointments, bus issues etc), a note will be provided to students for their lateness which will not result in any further action.

If a student is late without a valid reason, as determined by the academy, a late mark will be logged in line with the intentional lateness process detailed above, including the same sanction process.

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:

- 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

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, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (examples listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do by the Principal.

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, 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 SLT and/or the Safeguarding team, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

In exceptional circumstances the authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- 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 safeguarding team

The staff member who carried out the search should inform the safeguarding team by logging on Edukey :

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the safeguarding team. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

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

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

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

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

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

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 Principal and/or any authorised member of staff 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 team 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

[Leigh Academy Hugh Christie Child Protection Policy \(Safeguarding\)](#)

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 Leigh Academy [Hugh Christie Child Protection Policy \(Safeguarding\)](#)

Policies for more information on responding to allegations of abuse against staff or other pupils.

8. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the Advisor, PAL team, Key worker / SEN team
- A report card

Appendix 1 - External Isolation

Schools in the West Kent area have an agreement to support each other in delivering external silent supervised study as a means to avoid a formal fixed-term suspension.

If a student is issued with an ESIS, they will be expected to attend the designated school at an agreed time and spend the day in the school's silent supervised study facility.

The student will be provided with work by School and should take a packed lunch. Regarding attendance, this will be recorded as being present.

The parent will be notified of the arrangements prior to the ESIS date.

It is the parent's responsibility to organise transport to and from the school.

Failure to attend may result in a fixed-term suspension being issued.

APPENDIX 2

FIXED TERM SUSPENSIONS (FTS)

Fixed term suspensions are serious sanctions issued because of a failure to comply with the Behavior Policy

The decision to issue a fixed term suspension will only be sanctioned by the Principal.

Following a fixed term suspension, parents/carers will be expected to attend/engage in a re-integration meeting with the PAL Team / HOY / SLT and any other involved members of staff.

Under the Education and Inspections Act 2006, parents are responsible for ensuring their children are supervised during the first five days of fixed term suspension. If students on suspension are seen by school staff or police unsupervised, then parents / carers will be liable to a penalty fine. For fixed term suspensions that last for more than five days, the school is responsible for providing full time education from day six onwards.

APPENDIX 3

IMMEDIATE PERMANENT EXCLUSIONS

Rarely, some student actions may result in an immediate permanent exclusion being issued by the Principal. These include but are not limited to:

- The trading, use or possession of illegal substances on the school grounds, school visits or on the way to and from school.
- The use or possession of any object deemed to be a weapon by the Police (including any blade or knife) on school grounds, school visits or on the way to and from school.
- Serious unprovoked threatened or actual violence (the intention to cause / the actual causing of a very serious injury both physically and/or mentally) towards another student, member of staff or a member of the public.
- Serious abuse of the use of technology to publicly abuse another student or member of staff or to gain illegal access to confidential data.

