



## Relational Behaviour Policy

2025 - 2026

This document applies to all academies and operations of Cambrian Learning Trust.

[www.cambrianlearningtrust.org](http://www.cambrianlearningtrust.org)

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In this document:

‘The Trust’, ‘We’ and ‘Our’ refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

## 1. Introduction

A relational and restorative approach to supporting behaviour is underpinned by a belief that humans function best within the context of relationships, as nurturing, consistent and committed relationships provide safety and security from which trust develops. Where trust exists, pupils will have the confidence to benefit from learning opportunities.

Trust schools are committed to the emotional mental health and well-being of their pupils, staff and parents. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. We acknowledge that members of the school community will have very different experiences and views on behaviour. However, the aim of our Relational Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

In our schools we will view challenging behaviour as the communication of a need, and staff will be supported to understand what is driving the need and how to meet that need, in order to address the root of the difficulty.

When supporting pupils who are disengaged or displaying distressed behaviour, Trust schools aim to use a ‘connection before correction’ approach. In doing so an understanding will be shown, that for pupils to be able to engage in discussions around repairing harm and supporting change, both the adult and pupil need to first feel safe (regulate) and connected with (relate). Restorative conversations can then take place (reason).

Successful behaviour policies/procedures must work for all pupils, not just some. Across our Trust schools we will be mindful of the needs and backgrounds of our pupils and will adapt our responses accordingly. We will do all we can to work in a preventative manner, identifying pupils who might need additional support as early as possible and working with the wider staff team, parents and other agencies as needed. Whilst consistency around behaviour is important, so is flexibility in order to be responsive and adaptive to individual needs.

## 2. Aims

The aim of this policy is to support Trust schools to move towards a relational, restorative and inclusive approach that promotes the social and emotional wellbeing of the whole school community.

Trust schools understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Trust schools aim:

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members.
- To help all pupils develop a sense of worth, identity and achievement.
- To help all pupils to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all pupils the ability to listen to others, to cooperate and to appreciate other ways of thinking and behaving.

We hope to achieve these aims through embedding approaches based on rights, responsibilities and respect. Praise, rewards, privileges and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

## 3. Legislation and statutory requirements

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 pupil referral units in England, including pupil movement – 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

## 4. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** (this list is not exhaustive):

- 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
- Violence – towards peers / adults
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/Vapes
- Fireworks
- 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)

## 5. Bullying

**Bullying** is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online.

Bullying is, therefore:

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

Bullying can include:

The negative **use of bodily contact** to intentionally hurt others

- Physical harm – e.g., hitting, kicking, tripping up, spitting, sexualised touching, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

- Verbal harm – e.g. name calling, insulting, teasing, ‘jokes’/banter, mocking, taunting, gossiping, secrets, sexualised comments, threats. Reference to upsetting events - e.g., bereavement, divorce, being in care.

The negative **use of actions, which are neither physical nor verbal**, to intentionally hurt others.

- Non-verbal harm – e.g., staring, body language, gestures.

- Indirect harm – e.g., excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The negative **use of technology as a medium** to intentionally hurt others.

- Cyber harm – e.g., text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including self-generated inappropriate images), offensive questions, sexualised content and nasty messages.

The negative treatment of another **incited by a parent**.

We acknowledge that some acts of bullying will constitute a criminal offence. In these cases, we would seek advice from local services for example, our Police Community Support or Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

For further information, please refer to our Trust Anti-Bullying Policy which can be found on school websites.

## 6. Roles and Responsibilities

### 6.1. The Trust

The Trust Board has overall responsibility for approving this policy and reviewing its effectiveness.

### 6.2. The Local Governing Committee (LGC)

The LGC is responsible for monitoring the effectiveness of this policy and the school's behaviour procedures and holding the headteacher to account for its implementation.

### 6.3. The Headteacher

The headteacher is responsible for:

- Implementing this policy and the school's local procedures
- Ensuring that the school environment encourages positive relational practice
- Ensuring that staff deal effectively with behaviours not aligned to school expectations
- Monitoring how staff implement this policy and local procedures to ensure rewards, recognition and sanctions are applied consistently to all groups of pupils

- Ensuring that all staff understand relational behaviour expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's culture to ensure they understand how best to support all pupils
- Offering appropriate training in relational & restorative practice, the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both support and guidance as necessary
- Ensuring that the data around negative behaviours is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## 6.4. 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 and local procedures consistently
- Communicating the school's expectations, routines, values and standards through teaching and modelling relational behaviour in interactions with pupils
- Modelling expected behaviours through relational and restorative approaches
- Providing a personalised approach to the specific needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold high expectations
- Recording behaviour incidents promptly using the appropriate recording system
- Challenging pupils to meet the school's expectations

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

## 6.5. Parents and carers

Parents and carers, where possible, should:

- Get to know the school's policy/procedures, and reinforce this at home as appropriate
- Support their child in adhering to the expectations of the school

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: reviews of specific interventions, reintegration meetings, restorative conversations)
- 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 by keeping them informed about developments in their child's presenting behaviours and working in collaboration with them to overcome barriers/issues.

## 6.6. Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow this policy and school procedures
- The school's rules and routines
- The rewards/recognition they can achieve for meeting appropriate standards, and the consequences they may face if they don't meet the standard
- The pastoral support that is available to them to help them meet school expectations

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

Pupils will be supported to develop an understanding of the school's relational culture.

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

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

## 7. School Behaviour Expectations

Trust schools are committed to creating a culture that promotes excellent behaviour through understanding behaviour as communication. We strive to build positive and

respectful relationships across our school communities to ensure a sense of belonging is paramount.

The leadership team and staff within the school will establish and agree shared routines for teaching and learning to promote a calm, consistent and purposeful environment. The local relational behaviour procedures at each school set out the specific routines, rewards and consequences. These are broadly outlined below (this list is not exhaustive).

## 7.1. Pupils are expected to:

- Arrive on time
- Wear the correct uniform, as defined by the uniform code
- Respect the school environment, equipment and resources
- Respect each and every member of the school community
- Transition between lessons in an orderly fashion
- Enter and exit classrooms quietly and calmly
- Follow adult instructions
- Be prepared for lessons
- Listen to others (both adults and peers) when they are talking - make it possible for all pupils to learn
- 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 pupils can meet behavioural expectations in the curriculum.

## 7.2. Staff are expected to:

- Build positive, consistent and respectful relationships with pupils
- Pay first attention to best conduct
- Model calm and consistent adult behaviours
- Teach repetitive routines
- Display expectations and recognition systems, so these are clear and visible
- Be aware of the needs and 'triggers' of identified pupils and share this information with staff and supply teachers

- Promote a safe and purposeful environment in which pupils understand ‘mistakes are proof they are learning’
- Consider pupils’ ages and stages of development when identifying and implementing strategies to manage negative behaviour
- Teach routines for transition, and be aware of those needing further support
- Encourage restorative conversations
- Encourage pupils to feel safe to share their concerns and know they will be listened to
- Intervene when behaviour begins to cause concern or when behaviour is having a detrimental impact on the learning of any pupils
- Use positive language when interacting with all persons, adults and pupils alike
- Give due consideration to the grouping of pupils and seating arrangements
- Treat pupils as responsible and valued members of the school community
- Give pupils plenty of opportunities to take on responsibilities in the classroom and around the school e.g. school councils, pupil leaders, pupil parliament
- Ensure lessons are well planned to address the needs of all learners

### 7.3. Mobile phones

Each Trust school details its approach within their local procedures to pupils bringing their mobile phones into school. This information can be found on school websites.

## 8. Responding to behaviour

Cambrian Learning Trust believes that positive behaviour stems from embedding a culture of belonging through relational & restorative practice. This is alongside the school providing a safe, calm and purposeful environment where effective learning can take place. The Trust expects each school to provide this kind of environment and to clearly communicate the high standards expected of learners. The emphasis at all times is on relational practice in a restorative environment, where all parties feel listened to. Pupils feel motivated by positive, specific and meaningful attention paid to their efforts and achievements. Recognition will be given for both positive behaviour as well as attitudes to learning. Staff will ensure work set for pupils is at the right level of challenge to achieve success, and that pupils are encouraged to persevere through difficulties in order to build on their independent skills.

## 8.1. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom in line with Trust and School vision and values.

All staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Discuss and display expectations
- Develop positive relationships with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting positives
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2. Safeguarding

Trust schools recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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

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

Please refer to our Safeguarding and Child Protection policy for more information. This can be found on the school website.

## 8.3. Recognition

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise this. Positive recognition provides an opportunity for all staff to reinforce the school's culture and ethos. Positive behaviour may be rewarded with: (this list is not exhaustive).

- Verbal praise
- House points / Dojo points
- Communicating praise to parents/carers via a phone call or written correspondence e.g., postcard home
- Certificates, prize ceremonies or special assemblies
- Being entrusted with positions of responsibility/leadership
- Whole class rewards such as a popular activity

## 8.4. Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond 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 behaviours that fall short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour (this list is not exhaustive):

- A verbal reminder of the expectations of behaviour
- A non-verbal cue/reminder to remain on task
- Asking the pupil to leave the class to have some time to reset
- Completion of written tasks such as an account of their behaviour
- 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
- Referring the pupil to a senior member of staff
- Letter, email or phone call home

- Agreeing a behaviour support plan/contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, as a last resort in the most serious of circumstances

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

## 8.5. Reasonable force

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

- Causing serious 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 within 24 hours

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.

## 8.6. Confiscation, searches, screening

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

### 8.6.1. Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated, in line with the DfE Guidance. These items will not be returned to the pupil.

We will confiscate any item that is harmful or detrimental to school discipline, in line with the DfE Guidance. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### 8.6.2. Searching a pupil

Searches will only be carried out in line with DfE Guidance by a member of staff who has been authorised to do so by the headteacher, or by the headteacher. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher, Deputy/Assistant headteacher, DSL (or deputy) or Pastoral/Inclusion lead, to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items 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., outer clothing could be a jumper or a jacket worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### 8.6.3. Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items 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.

### 8.6.4. Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

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

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

### 8.6.5. Informing parents

Parents will always be informed of any search for a prohibited item. 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

### 8.6.6. 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 and child protection policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### 8.6.7. Strip searches

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

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

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

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

### 8.6.8. Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

### 8.6.9. Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

### 8.6.10. Care after a strip search

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

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

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

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

## 8.7. 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 a Trust school

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

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

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

## 8.8. Online misbehaviour

Schools can issue behaviour sanctions to pupils for online misbehaviour when:

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

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

## 8.9. 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 headteacher, deputy/assistant head, member of SLT or pastoral lead will make the report.

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

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

## 8.10. Zero-tolerance approach to sexual harassment and sexual violence

Trust schools will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Schools should refer to Appendix 1 - Flow Chart of SVSH Incidents - to support them to ensure their procedures for dealing with any sexual incidents are robust and appropriate.

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

Each 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 the Safeguarding and Child Protection policy and Appendix 1 in this policy for more information. These can be found on school websites.

## 8.11. 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 sanction 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 needs 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 the Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

## 9. Serious sanctions

### 9.1. Detention

Pupils can be issued with detentions during break, lunch or after school during term time.

The school will decide whether it is necessary to inform the pupil's parents.

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

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

### 9.2. Removal from classrooms

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

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

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm/regulate in a safe space

Pupils who have been removed from the classroom will be supervised by a member of staff at all times. The length of time of removal will be determined on a case-by-case basis.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher or member of the senior leadership team.

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

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as a supportive package. This may include:

- Meetings with heads of year/student managers/pastoral team
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

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

## 9.3. Suspension and permanent exclusions

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

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

Please refer to our Suspensions and Exclusions policy for more information. This can be found on Trust website and school websites. [Cambrian Learning Trust - Policies and Procedures](#)

## 10. Responding to misbehaviour from pupils with SEND

### 10.1. Recognising the impact of SEND on behaviour

Trust schools recognise 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 a SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made carefully 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. 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 consider the specific circumstances and requirements of the pupil concerned.

The school's approach to anticipating and removing triggers of misbehaviour may include the following examples:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or severe eczema
- Training for all staff in understanding conditions such as autism
- Use of inclusion hubs/nurture space/pastoral support where pupils can regulate their emotions during times of sensory overload

## 10.2. Adapting sanctions for pupils with SEND

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

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

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

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

## 10.3. Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviours to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice may also be sought from Trust colleagues, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.

## 10.4. Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC Plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC Plan, they will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC Plan.

## 11. Supporting pupils to take responsibility

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

Trust schools strive to reintegrate pupils as positively as possible following a time away from the class/school.

Reintegration meetings are held following a period of suspension. A record of these meetings is kept by the school. Trust schools may consider, on a rare occasion, not to hold a reintegration meeting if it is felt this would be detrimental to the pupil.

During the reintegration meeting further intervention/bespoke packages to support improved behaviour will be considered which may include continued pastoral support, inclusion hub pass, report card with personalised goals etc.

## 12. Pupil transition

### 12.1. Inducting incoming pupils

Trust schools will support incoming pupils to meet behaviour standards through an induction process to familiarise them with the behaviour policy, procedures and the wider school culture.

### 12.2. Preparing outgoing pupils for transition

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

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

## 13. Monitoring arrangements

### 13.1. Monitoring and evaluating school behaviour

Trust schools will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, suspension and permanent exclusion
- Use of pupil support units, alternative provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the Head of Inclusion. The data will also be monitored across the academic year by the Trust's Quality of Education Committee.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual staff teams and 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. [Equality Act 2010: guidance - GOV.UK](#). If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### 13.2. Monitoring this policy

This policy will be reviewed by the Head of Inclusion at least annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Trustees.

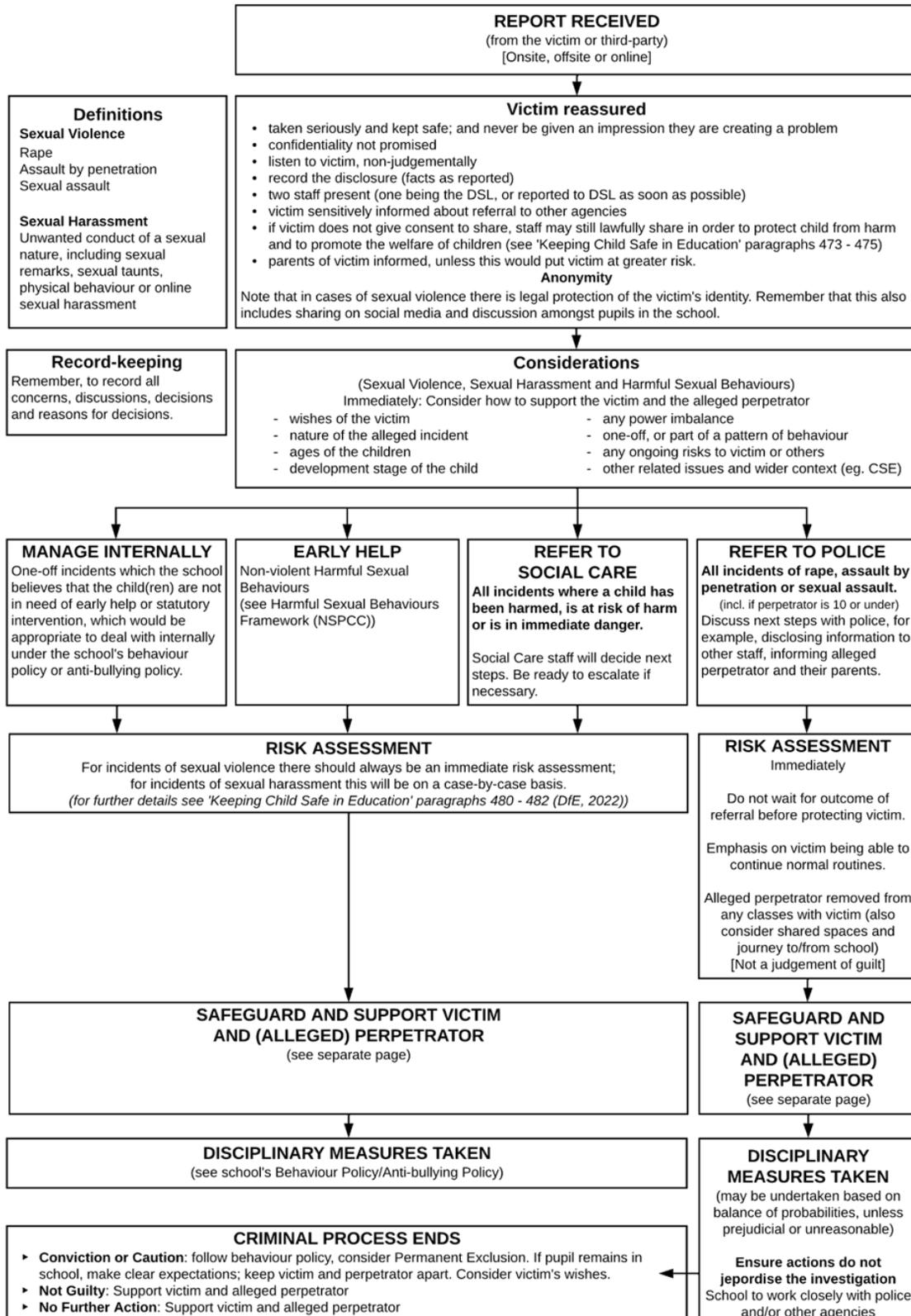
## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Behaviour Principles
- Suspensions & Exclusions Policy
- Child Protection & Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Inclusion Policy

# Appendix A: Child-on-Child Sexual Violence and Harassment

## \*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT



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Source:  
\*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart

## Appendix B: Relational & Restorative Approaches to Behaviour Management

### Inclusive Education

#### *Relational Behaviour Management and Restorative Approaches*

Managing behaviour can be one of the most time-consuming activities undertaken in schools. A much more effective approach combines the setting of clear expectations for behaviour alongside the promotion of social and emotional well-being and positive, restorative relationships. In schools and settings where a more restorative, relational approach has been adopted, indicators of poor SEMH (such as high exclusion rates, poor attendance and disruptive behaviour necessitating detention or other sanctions) and time spent resolving difficulties are much reduced.

#### What are Restorative Approaches?

The **Restorative Approach** offers school leaders an alternative way of thinking about addressing discipline and behavioural issues and a consistent framework for responding to these issues. However, it is much more than a behaviour management tool. Restorative Approaches are values based and needs led. They must be part of a broader ethos or school culture that identifies strong, mutually respectful relationships and a cohesive school community as the foundations upon which teaching and learning can flourish.

#### Authoritarian vs Restorative

There are a few key differences between the more traditional, authoritarian approach and a restorative model of discipline. Both systems focus on accountability but where the authoritarian approach looks for someone to punish, the restorative approach looks to understand why something went wrong and to put things right so everyone can move on and no one is left damaged.

<b>Authoritarian Focus</b>	<b>Restorative Focus</b>
<b>Rule-breaking</b>	Harm done to individuals
<b>Blame</b>	Responsibility
<b>Adversarial</b>	Dialogue and Negotiation
<b>Punishment to deter</b>	Repair and reparation
<b>Impersonal</b>	Interpersonal

#### What is a Restorative Response?

When things go wrong, those affected are invited to share what happened, to explore the impact on those involved (i.e. who has been affected and in what ways they have been affected) and find out what needs to happen to put things right (or to make things better in the future). This approach will not only resolve the dispute but will help stop further issues arising. Just as with a more authoritarian approach, accountability is vital but with a restorative approach this is about things being put right, not punishment.

#### What are the key elements of Relational Practice?

**Relational Practice** is built on cohesive values, a sound understand of needs of the community and an ethos that identifies strong, mutually respectful relationships as the foundation upon which learners can thrive.

In schools that have take a restorative, relational approach, learners are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Restorative Approaches build upon a few fairly basic principles and values, including:

- **Genuineness** (honesty, openness, sincerity)
- **Respect** (valuing each other for who they are)
- **Empathy** (understand another's experience)
- **Responsibility** (being accountable)
- **Growth Mindset** (Optimism that people can learn and change for the better)

These principles and values should be practised in informal, day-to-day interactions with others. Teachers (and all adults in school) should model effective ways of building and maintaining emotionally healthy relationships and promote helpful, sociable attitudes. This will help to provide a positive social learning context that may not be available to some young people in other areas of their lives.

#### What needs to be restored?

Anything from more effective communication, a friendship, understanding of a different perspective to respect, understanding the impact of one's behaviour on others or reparation for material loss or damage. Something may need to be restored within an individual, e.g. a sense of security, self-confidence, self-respect or dignity. Ultimately, the process should result in the restoration of everyone's place within class, peer group or school community.