



**BEHAVIOUR FOR LEARNING  
POLICY**

SLT Responsible Person: Mr A Oates

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**To be read in conjunction with:**

Exclusions Policy  
Safeguarding and Child Protection Policy  
Physical Intervention Policy  
Anti-Bullying Policy

## 1. Aims

This policy aims to:

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

## 3. Definitions (the below list seeks to give examples, but is not exhaustive)

**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** 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.
- Intimidation/threat (explicit or implied).
- Smoking/vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items (as defined by the DfE). These are:
  - Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
  - Tobacco and cigarette papers.
  - 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 student).
- In addition to the above, HCC prohibits students from possessing:
  - Vapes.
  - Smoking paraphernalia.
  - Drug paraphernalia.
  - Items that could be perceived as threatening/dangerous to others.

#### **4. Bullying**

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being 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"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	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

Details of our school's approach to preventing and addressing bullying are set out in our [Anti-Bullying Strategy](#).

## 5. Roles and responsibilities

### 5.1 The Local Governing Board

The Local Governing Board is responsible for monitoring this Behaviour for Learning Policy's effectiveness and holding the Headteacher to account for its implementation.

### 5.2 The Headteacher (or member of staff with delegated responsibility)

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the College environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the College's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

- Ensuring this policy works alongside the Safeguarding and Child Protection Policy to offer students both sanctions and support when necessary.
- Ensuring that behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1).

### **5.3 Teachers and staff**

Staff are responsible for:

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

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

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the College's Behaviour for Learning Policy and reinforce it at home where appropriate.
- Support their child in adhering to the College's Behaviour for Learning Policy.
- Inform the College of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with staff promptly.
- Take part in any pastoral work following misbehaviour (eg. attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the College directly, whilst continuing to work in partnership with the College.
- Take part in the life of the College and its culture.

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

### **5.5 Students**

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

- The expected standard of behaviour they should be displaying at College.
- That they have a duty to follow the Behaviour for Learning Policy.
- The College'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 them to help them meet the behavioural standards

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

Students will be supported to develop an understanding of the College's Behaviour for Learning Policy and wider culture.

Students will be given opportunities to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour for Learning Policy.

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

## 6. College behaviour curriculum

The College believes in five key aspects of behaviour – these make our College a safe and pleasant learning environment, as well as providing students with the foundations to be positive and successful members of society.

We expect students to be:	This includes...
<b>PROUD</b>	<ul style="list-style-type: none"> <li>Wearing the correct College uniform at all times (including to and from College, or if representing the College).</li> <li>Take an active part in the wider life of the College.</li> <li>Refrain from behaving in a way that brings the College into disrepute, including when outside College or online.</li> <li>Treat the College buildings and College property with respect.</li> </ul>
<b>ENGAGED</b>	<ul style="list-style-type: none"> <li>Actively participate in learning.</li> <li>Be proactive in all aspects of learning.</li> <li>Attempt all tasks to the best of their ability.</li> <li>During lessons (inc. Tutor Period and Assemblies), give the speaker their full attention.</li> <li>Refrain from behaving in a way that disrupts the learning of others.</li> </ul>
<b>READY</b>	<ul style="list-style-type: none"> <li>Attend College regularly.</li> <li>Attend all lessons punctually.</li> <li>Bring required equipment/kit to all lessons.</li> <li>Complete all homework by the deadline set.</li> </ul>
<b>KIND</b>	<ul style="list-style-type: none"> <li>Show respect to members of staff, each other and members of the community.</li> <li>Report concerns regarding self or others.</li> <li>Demonstrate good manners and community spirit.</li> <li>Be polite at all times.</li> </ul>
<b>SAFE</b>	<ul style="list-style-type: none"> <li>Behave in an orderly and self-controlled way.</li> <li>Report any concerns for the wellbeing of self or others.</li> <li>Report any potential risks to a member of staff.</li> <li>Accept sanctions when given.</li> <li>Adhere to all rules regarding movement around the College site.</li> </ul>

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

### 6.1 Mobile phones/devices/accessories (e.g., but not limited to headphones, ear pods, speakers)

Students are not permitted to use mobile devices on any part of College's site during the College day\*. We believe that this approach supports disruption-free learning, as well as supporting students' wellbeing, by giving students a much-needed break from social media in our increasingly connected world.

In the case of a student needing to contact a parent/carer, this can be done by approaching their Pastoral Support Assistant, or a member of the College's Reception Team.

While some students may wish to bring a mobile phone to College with them, for use after-school, these should be switched off and placed in the student's bag for the duration of the College day.

Any mobile phone visible between 0830 and 1515 will be confiscated and returned at the end of the College day.

Students are permitted to use mobile phones after 1515 and once they have left the College buildings.

If a student repeatedly breaches the above expectations, the College reserves the right to confiscate mobile phones until the end of the current half term.

Helston Community College is unable to accept liability for damage/loss of any mobile device.

**\* Exceptions will be made for exceptional medical/personal reasons, by agreement of the Senior Leadership Team.**

For example:

- For the monitoring of continuous blood-glucose, where this has been recommended by a medical professional.
- To provide translation for students with English as a second language.
- Where students are members of the Sixth Form who are permitted to use mobile phones at agreed times.

## **7. Responding to behaviour**

### 7.1 Classroom management

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

They will:

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

### 7.2 Safeguarding

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

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

Where this may be the case, we will follow our 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 [here](#).

### **7.3 Responding to good behaviour**

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

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

Positive behaviour will be rewarded with:

- Verbal praise.
- Praise Points (ClassCharts).
- Communicating praise to parents via a phone call, email or Praise Postcard.
- Student of the Week Awards.
- Student of the Month Awards.
- Certificates, awards assemblies and the annual College Presentation Evening.
- Positions of responsibility and student leadership.
- Extra-curricular opportunities.
- Bespoke rewards (such as group activities/trips, in recognition of particular achievement/contribution).

### **7.4 Responding to misbehaviour**

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

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

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

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

The College may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour.
- Removing the student to complete a lesson in another classroom (parking).
- Setting of written tasks (such as a reflective account of their behaviour).
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after College.
- Loss or restriction of privileges – for instance, losing the right to access a certain area of the College site.
- College-based community service, such as tidying a classroom or picking up litter.
- Referring the student to a more senior member of staff.
- Contact with parents/carers.
- Agreeing a behaviour contract.
- Putting a student 'on report', or greater monitoring of a student's conduct.
- Placing the student in the Reset Room, to complete suitable work for an agreed period.
- Suspension.
- A managed move to another local secondary school.
- Placement at an Alternative Provision Academy.
- Permanent exclusions, in the most serious of circumstances.

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

### 7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers (see Appendix 3 for a behaviour log).

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

### 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 (listed in Section 3) found in a student's possession, as a result of a search, will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is considered harmful or detrimental to College discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate. Certain items may only be returned to parents/carers, or the Police, as appropriate.

#### Searching a student

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

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and 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 student. During this time, the student will be supervised and kept away from other students.

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team, or a Director of Key Stage, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder. The member of staff may also consider requesting that the Police assist in searching the student at this point.

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

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

An authorised member of staff may search a student's outer clothing, pockets, or their possessions. In this context, outer clothing includes hats, scarves, gloves, footwear, jumpers, blazers and coats or hoodies. Students can be asked to empty their trouser pockets – staff will not physically search these.

### **Searching students' possessions**

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

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in Section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the Designated Safeguarding Lead (DSL)**

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

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

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

### **Informing parents/carers**

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

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the College 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 College will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the College'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.

### **Strip searches**

**College staff do not conduct strip searches of students and do not have the power to do so.** In the event that the Police are required to attend the College who then advise that police officers will conduct a strip search, the [DfE Guidance on Searching, screening and confiscation](#) will be adhered to. A summary of this approach can be found in Appendix 1.

### **7.7 Off-site misbehaviour**

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

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

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

- Could have repercussions for the orderly running of the College.
- Poses a threat to another student.
- Could adversely affect the reputation of the College.

### **7.8 Online misbehaviour**

The College can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the College.
- It adversely affects the reputation of the College.

- The student is identifiable as a member of the College.

### **7.9 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the College will make an initial assessment of whether to report the incident to the Police.

When establishing the facts, the College will endeavour to preserve any relevant evidence to hand over to the Police.

If a decision is made to report the matter to the Police, a member of the Senior Leadership or Pastoral Teams will make the report.

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

If a report to the Police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

The College 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 [here](#).

### **7.11 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the College will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the College will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the College (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The College will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information on responding to allegations of abuse against staff or other students.

## **8. Serious sanctions**

### **8.1 Detention**

Students can be issued with detentions during break, after College or on weekends during term time. The College will decide whether it is necessary to inform the student's parents/carers.

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

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

### **8.2 Removal from mainstream lessons**

In response to serious or persistent breaches of this policy, the College may remove the student from their mainstream lessons for a limited time. Note: this does not include students being 'parked' in another classroom for the remainder of a lesson.

Students 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 students from their mainstream lessons once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

Students who have been removed from the classroom will be supervised by an appropriate member of staff, and will be removed for up to a maximum of 5 days.

Students will not be removed from mainstream lessons for prolonged periods without the explicit agreement of the Headteacher.

Students should be reintegrated into mainstream lessons as soon as appropriate and safe to do so. The College will consider what support is needed to help a student successfully reintegrate into their mainstream lessons and meet the expected standards of behaviour.

Parents/carers will be informed as soon as possible, if their child has been, or is due to be, removed from mainstream lessons.

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

- Meetings with a member of the Pastoral Team.
- Consideration of any learning needs (suspected or identified).
- Support of a Teaching Assistant, Learning Champion or other member of the Pastoral Team.
- Academic support.
- Short-term behaviour report booklets.
- Long-term behaviour plans.
- Referral to an outside agency or alternative provider.

Staff will record all incidents of removal through ClassCharts.

### **8.3 Suspension and permanent exclusions**

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

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

Please refer to our [Exclusions Policy](#) for more information.

## **9. Responding to misbehaviour from students with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The College recognises that students' behaviour may be impacted by a Special Educational Need or Disability (SEND). Both support and sanctions for students are determined through a joint approach between the Pastoral and SEND teams.

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, or possible SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour for Learning Policy. The legal duties include:

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

As part of meeting these duties, the College 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 student concerned.

Our approach may include examples such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload.

### **9.2 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the College will take into account:

- Whether the student was unable to understand the rule or instruction.
- Whether the student was unable to act differently at the time because of their SEND.
- Whether the student 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 College to sanction the student for the behaviour.

The College 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. **At all times, the safety of the student and others will take precedence.**

### **9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND**

Where students do not have an identified need, we will consider whether an underlying need may be present and a factor. We make an intelligence led judgement based upon staff observation, student voice, parent voice and any advice from other professionals.

The College's Special Educational Needs Co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

### **9.4 Students with an Education, Health and Care Plan (EHC)**

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

If the College has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the College may request an emergency review of the EHC plan.

Cornwall Council's Statutory Special Educational Needs Service can be contacted through the below:

Statutory SEN Service  
3 West, New County Hall  
Truro, TR1 3AY

Tel: 01872 324242

Email: [statutorysen@cornwall.gov.uk](mailto:statutorysen@cornwall.gov.uk)

## **10. Supporting students following a sanction**

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

This could include measures like:

- Reintegration meetings.
- Regular contact with an identified member of staff.
- A report booklet with personalised behaviour goals.
- Specific intervention to address an identified need.

## **11. Training**

Behaviour management will form part of continuing professional development.

## **12. Monitoring arrangements**

### **12.1 Monitoring and evaluating College behaviour**

The College will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion and suspension.

- Use of student support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed at least termly by Mr Andrew Oates – Senior Assistant Headteacher (Inclusion).

### **12.2 Monitoring this policy**

This Behaviour for Learning Policy will be reviewed by the Headteacher and the Local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1).

## APPENDIX 1 – 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 College 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 College, staff will assess and balance the risk of a potential strip search on the student'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 College premises, the decision on whether to conduct a strip search lies solely with them. The College will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for the student's wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents/carers to inform them that the Police are going to strip search the student before the strip search takes place, and ask them if they would like to come into College to act as the student's appropriate adult. If the College cannot get in touch with the parents/carers, or they are not able to come into College 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 student's parents/carers will always be informed by a staff member once a strip search has taken place. The College will keep records of strip searches that have been conducted on College premises, and monitor them for any trends that emerge.

### **Who will be present?**

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

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

- The student 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 student's decision and the appropriate adult will sign it.

No more than two people other than the student 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 student.
- Not be a police officer or otherwise associated with the Police.
- Not be the Headteacher.
- Be of the same gender as the student, unless the student specifically requests an adult who is not of the same gender.

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

### **Care after a strip search**

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

As with other searches, the College will consider whether the student 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 College's Safeguarding & Child Protection 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 student(s) who have been strip searched more than once and/or groups of students 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.