



Behaviour Policy

2025 - 2026

Headteacher	Anita Spires
Chair of Governors	Katherine Russell
Reviewed	March 2025 February 2026
Latest Updated Ratified by LGB	March 2026

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1. Overview

Our Vision Statement:

To provide an exceptional learning experience for all where potential is nurtured and responsible citizens created.

Our three artefacts are respect, excellence and kindness.



“Good behaviour in schools is central to a good education”, Behaviour in Schools Advice for headteachers and school staff, February 2024

Beechwood School is committed to the social, emotional and mental well-being of its staff, students, parents and carers. The purpose of this document is to outline our approach to supporting children in regulating their behaviour both in and outside of the classroom.

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](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Mobile Phones in Schools](#)
- [Restrictive interventions, including the use of Reasonable Force, in Schools](#)

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.

2. Aims:

This policy aims to:

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

3. Definitions

This section provides clear explanations of key terms and concepts used throughout the document. It aims to ensure that all members of the school community understand the specific language and expectations that guide our approach to behaviour management. By outlining these definitions, we strive to create a shared understanding that supports a positive, respectful, and productive school environment.

Misbehaviour may include :

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Truancy
- Misbehaviour on the way to/from school or on school visits

Serious misbehaviour may include:

- 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 such as interfering with clothes

Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or 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)
 - Mobile phones and related items (earphones, chargers) after roll call
 - Energy drinks

4. Guiding Principles:

- At Beechwood we believe everything starts with respect and we strive to achieve our vision through the application of the three artefacts.
- Students should be able to learn in a safe and calm environment
- Not all of us will arrive at Beechwood with the same ability, or desire, to regulate our responses and behaviours.
- Behaviour as a special education need, support will be provided where needed.
- All behaviours are a communication– either conscious or unconscious – and it is our role as educators to ensure we are all aware of the impact of the choices we make and the alternatives that are available.
- As an equitable community, we require an approach that will allow all of us to flourish.
- Unacceptable behaviour affects the wellbeing of others in the school community and will always be challenged in an appropriate and systematic way.
- Consequences for negative behaviour should be clear and consistent:
- Interventions will be timely and considered. Students need to be ready to engage; this may take time.
- To mitigate unacceptable behaviours, we teach students how we would like them to behave to create a calm learning environment and for them to be responsible citizens through a Character Curriculum.
- Staff will act as positive role-models for students modelling the school's behaviour expectations and dealing with mistakes appropriately.

5. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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. [Anti Bullying Measures & Strategy 2025-26](#) Will need to be linked to the new policy

6. Roles and Responsibilities

Pupil Responsibilities

All pupils are expected to:

- Demonstrate good behaviour whilst at school but also on the journeys to and from school, on school/college visits or when representing the school off-site.
- Attend Roll Call with correct uniform and hand in their phone
- Show respect, excellence and kindness towards staff, visitors and other pupils
- Arrive to school and class on time, prepared for learning
- Settle down to learning quickly
- Be engaged and involved in learning
- Use co-operative language and address each other in a co-operative manner
- Take care of equipment, resources, our environment and each other
- Stay in the classroom
- Engage with sanctions if behaviour standards are not met

Teaching and support staff responsibilities:

Staff model and set the tone and context for positive behaviour within Beechwood. They will:

- Implement the behaviour policy consistently
- Only rarely allow students to leave the classroom during lesson times
- Model good habits of work and behaviour
- Take responsibility for students in their care during morning roll call, ensuring the following:
 - Silence before entering school.
 - Calm, orderly movement into form time.
 - Mobile phones are collected and stored as per the protocol.
 - Uniforms are correct and non-uniform items are removed.
- Create and maintain a learning environment that encourages students to be engaged
- Ensure a safe calm learning environment for all students by following our classroom expectations, which will include:
 - Greeting pupils in the doorway for form time and at the start of lessons
 - Establishing clear routines and boundaries
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Following the school procedure for dealing with low-level disruption
 - Using positive reinforcement
- Contribute to the effective running of the detention system.
- Providing a personalised approach to specific behavioural needs
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parent/ Carer responsibilities:

Parents/carers are expected to:

- Ensure their child is punctual and in correct uniform
- Support their child to manage time outside school to complete Home Study, notify the school if any difficulties
- Support their child in adhering to Beechwood's behavioural expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Support the school when sanctions need to be applied
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Headteacher responsibilities:

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

The governing body responsibilities:

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

7. Character Curriculum - Creating a Calm and Safe Learning Environment

At Beechwood School, we emphasize positive behaviour as part of our character curriculum, fostering a community built on Respect, Excellence, and Kindness. These values are reinforced in lessons and around the school, with clear behaviour expectations shared through classroom rules and assemblies.

Staff model good character by creating an environment that encourages respect, good manners, and leadership opportunities. Every interaction helps develop positive habits.

Our character curriculum, integrated with PSHCE, includes assemblies and tutor time focused on teaching students the importance of virtues like respect and kindness, and how to apply them in daily life.

Through our Character Curriculum, students will be made aware of the following:

- The expected standard of behaviour they should be displaying at school - see Appendix 3
- The school's key rules and routines - Appendix 2
- To show respect to members of staff and each other
- In class, to make it possible for all pupils to learn
- To move quietly around the school
- To treat the school buildings and school property with respect
- To wear the correct uniform at all times
- To refrain from behaving in a way that brings the school into disrepute, including when outside school or online

- That they have a duty to follow the behaviour policy
- Understand the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- Given the pastoral support needed to help them meet standards.
- Supported to develop an understanding of the school's behaviour policy and wider culture.
- Asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction if they arrive mid-phase.

8. Communication:

Through regular CPD for staff and the character curriculum for students, a common language and expectation of interactions will be established leading to unambiguous language when speaking to students.

Communication expectations for all:

- There must never be anything in the vocabulary, tone or delivery of something said by a member of staff that would make a child feel isolated, humiliated or worthless.
- An awareness of body language is vital in communication. Staff must do all they can to incite positive responses in situations they face. These can include:
 - Keep at least an arm's length distance during any interactions
 - Stand to one side of student rather than directly in front/standing over students
 - In a longer conversation, sit with the student or stand further back to allow eye contact
 - Giving a student in a heightened emotional state a clear exit, unless this is putting them or others at risk [see 'use of physical interventions' – page 8]
 - Using less words with an emotionally heightened student and staying very calm.

Please refer to our child protection and safeguarding policy for more information. [Child protection and safeguarding policy \(including safer recruitment, allegations against staff and low-level concerns\)](#)

9. Graduated Approach to Classroom Management.

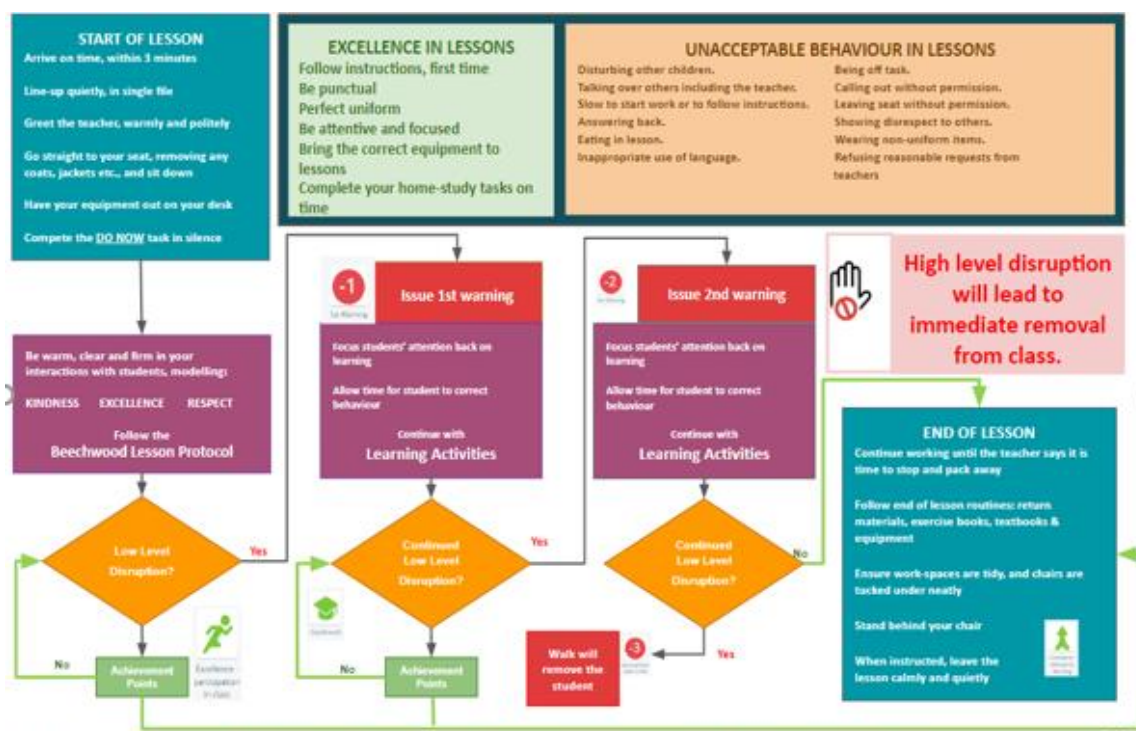
9.1 Safeguarding

Beechwood 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 choices may be linked to them suffering, or being likely to suffer, significant harm.

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

9.2 Universal Classroom Management

At Beechwood School, we aim to create a safe, calm learning environment for all through a consistent behaviour framework. The Classroom Behaviour Procedure is displayed in all classrooms and followed by all staff to ensure a consistent approach to disruptive behaviour in lessons. Staff CPD is given to all staff to ensure consistency.



9.3 Rewarding to good behaviour

We will always look to reward students who are doing the right thing. Achievement points will be used to recognise the positive. These will lead to a range of rewards including: praise from staff, positive calls home, roll-call in form time and in assemblies, early release on Fridays to lunch, trips and events, invitation to Headteacher's Tea Party, positions of authority.

Beechwood Belonging - Creating and Ethos of Respect, Excellence & Kindness

	Form Time	In Lessons	Beechwood Beyond	Character
AP1	On time to form time Excellence in form time: • Perfect uniform • Single file from roll call	On time to lesson Excellence in learning: • Turn & Talk • Repeated Oral Reading • Attitude to learning • Effective home study • Sharing Knowledge with others • Subject praise points	Sports Leadership Extra-Curricular Activities	Shows Respect to others Act of Kindness Helping others Following instructions first time Remains positive
AP2	Expert Reading Contribution to PSHE	Outstanding: • Learning • Contribution in lessons • Effort • Work in class	Outstanding extra-curricular	Shows resilience Speaks to adults respectfully
AP5	Improved Attendance Perfect week	Improve Attendance Moment of brilliance	Student Leadership award Representing the school at an event Charity contribution	SLT awards for students who demonstrate consistent school values.
AP10	Exceptional service and/or achievement, going above and beyond to achieve personal goals			
★	Half Termly Awards • Form tutor student award • Form Group Attendance Awards	Termly Awards • Form tutor student of the term • Outstanding work, effort or achievement in a subject over a sustained period of time • 100% attendance for a whole term		Outstanding effort, achievement and/or service to school across the school year Students of the Year
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9.4 Responding to misbehaviour

When a pupil's behaviour falls below expected standards, staff will respond to restore a safe learning environment and prevent recurrence. Staff will consistently challenge misbehaviour using the **Classroom Behaviour Procedure**. Behaviour Points awarded through class charts carry accompanying detentions. Behaviour Points and associated sanctions are outlined in this diagram.

	Form Time	In Lessons	Out of Lessons/ Character Curriculum	Likely/Possible Consequence	Staff
BP1	Not meeting roll call expectations	Disturbing other children. Being off task. Talking over others including the teacher. Calling out without permission.	Slow to start work or to follow instructions. Leaving seat without permission. Answering back.	Verbal Warning Class charts BP	All Staff
BP1+	Poor Punctuality	More than 2 minutes late Not meeting A2L expectations: - Lack of equipment - Inadequate classwork - Inappropriate language	- Chewing gum/Eating - Refusing reasonable requests from staff - Misuse of exit pass	Dropping litter Swearing Rudeness to staff Refusal to respond to requests from staff	15-Minute detention: up to 3 per day All Staff
BP2	Poor uniform	Disrupting learning: 3 warnings/SSR removal - Leaving without permission/truancy	- Incomplete homework - Refusing to participate - Phone misuse	Act of unkindness 30-minute detention 15-minute detentions may be added up to 45 mins	All Staff
BP5	- Continued BP2 behaviour - Repeated uniform issues - Significant disruption of learning - Verbal abuse of staff or students. - Dangerous behaviour. - Refusal to hand over items not allowed in school including mobile phone. - Leaving school without permission. - Threatening behaviour. - Wilful damage to others or school property. - Intimidation of others. - Sexual misconduct including harassment of others. - Missing detentions - Refusing to attend core			Core	DOS/SLT
BP10				Fixed Term Suspension	Headteacher
Actions that may lead to Permanent Exclusion					
Continued BP5 or BP10 Behaviour		Violence towards a member of staff and/or students		Persistent behaviour that repeatedly flouts the expectations of the school.	
Possession of illegal items on the school site (eg weapons/knives/drugs/alcohol)		Criminal Offences		False Allegations	

De-escalation techniques, including pre-arranged scripts and thinking time will be used to prevent further issues. All pupils will be treated equitably, with factors influencing the behaviour considered. Behaviour sanctions will be paired with support to help pupils meet future behaviour standards.

Beechwood will always consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If necessary, a range of sanctions may be employed - these will consider individual circumstances.

These should be used in conjunction with therapeutic support, if deemed necessary, in order to allow the student to make better choices.

9.5 Serious Sanctions

Detentions

When detentions are given, they are served after school in a centralised detention. Students may be given detentions at break time or lunchtime if it is to complete work for a teacher. If students are detained at lunchtime they will have the opportunity to eat lunch, drink and use the toilet.

Parents will be informed of the detention via the Classcharts app. Login details are provided to parents as students start the school.

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

Under the 2011 Education Act, the requirement to give 24 hours' notice for after school detentions has been removed. If a parent believes there are legitimate reasons why a student is unable to attend a detention then an email should be sent to the teacher who set the detention explaining the reason and if appropriate, the detention will be reorganised for another date.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised in the school's Internal Seclusion Room (Core) by staff.

Pupils will not be removed from classrooms for more than one day without the explicit agreement of the headteacher.

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

Parents/carers will be informed via Classcharts 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, these approaches include :

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- A placement in one of our internal alternative provision centres
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in class charts, along with details of the incident that led to the removal.

Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

9.6 Persistent behaviours/serious breaches

Where behaviour becomes persistently unacceptable or is particularly serious, further measures may be used alongside support. These may include:

- Stage 3 detention with the senior team (up to 45 minutes)
- Reports (form tutor, DDOS or DOS) to monitor behaviour in all lessons
- Individual student contracts
- Parent/carers meetings
- Use of the Core room for internal separation from peers
- Off-site internal separation held at another Slough School
- Fixed term suspensions for serious or persistent breaches of school rules
- Permanent exclusion

It should be noted that it is not necessary to go through any or all of the above sanctions before moving onto the next and that the sanction used will be dependent on the severity of the incident.

Examples of serious misbehaviour which could lead to exclusion are:

- | | |
|---|--|
| • Malicious accusations against staff | • Extreme defiance |
| • Sexual harassment or sexual assault | • Possession/use of drugs, alcohol, cigarettes or other illegal substances |
| • Theft | • Possession of a knife or weapon |
| • Abusive, threatening, bullying or violent behaviour | |

Persistently disruptive behaviour may result in an exclusion. Internal exclusions must be agreed with a member of SLT. External suspensions must be with the agreement of the Headteacher or, in her absence, the senior Deputy Headteacher. **Both must be accompanied by a support programme/intervention.**

The school reserves the right to take appropriate action if students act inappropriately towards their peers outside of school, for example via social media. This also applies when a student's action(s) impact on school life or on the reputation of the school.

Please see the school's exclusion policy for further details.

9.7 Restrictive Interventions and Reasonable Force

Restrictive Interventions, including use of Reasonable Force, covers a range of interventions that involve physical contact with pupils or seclusion (see [Government guidance](#) for full

definition). All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

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

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

Parents will always be informed when restraint has been used on a student.

Staff must report any use of physical intervention to the Headteacher and ensure a record of this is kept on the school system. This will trigger a review of the behaviour and what therapeutic intervention is required to ensure better choices are made by the student in the future.

9.8 Screening, searching & confiscation

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

Screening using metal detecting wands will be carried out by all staff daily as part of roll call to check for mobile phones during morning form time. Additional screening may be carried out by school leaders, where appropriate, to support the implementation of school policies throughout the day. A wand may be used to check students for items such as mobile phones, vapes or weapons.

Using a wand is a screening exercise, not a search. However, a pupil may be searched following the use of a wand. When pupils begin at a school, they sign up to the school behaviour policy and in doing so provide their consent to be searched.

Searching

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

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

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

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

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and 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 school rules for which a search can be made, or if the student has agreed.

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the students
- Explain to the students why they are being searched
- Explain to the students 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 cooperate, the member of staff will contact the headteacher, senior deputy headteacher or DSL to try and 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 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 student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Hats, scarves, gloves, shoes, boots.

Searching student's possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items 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 pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

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

Support after a search

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

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

Strip searches

These will only be conducted as a last resort. 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 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 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 student(s) involved. Staff retain a duty of care to the student involved and should advocate for student 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 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student'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 student'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.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the 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 it will be signed by the appropriate adult.

No more than 2 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 sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student 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 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 school 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 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 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.

Prohibited items include:

- Knives and weapons including any article that has been used or is likely to be used to commit an offence, cause personal injury or damage to property
- Replica weapons
- Illegal drugs, smoking or drug paraphernalia, alcohol, tobacco, vapes,
- Stolen items
- Fireworks
- Inappropriate images/video

We will always inform the police if weapons and knives and inappropriate materials or images are found. These cannot be returned and must be handed to the police.

The law of the land applies at Beechwood, just as it does everywhere else. This means that some behaviours must be reported because they are against the law. These include:

- Truancy
- Drinking alcohol under age
- Taking of drugs
- Physical violence
- Damage to property
- Intolerant behaviour such as racism and homophobia
- Theft
- Sexist behaviour
- Threatening behaviour
- Carrying a knife or weapon

We will work with the individual and any external partners to educate them accordingly and understand the reason for their behaviour choice.

9.9 Off-site misbehaviour

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

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

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

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

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

9.10 Online misbehaviour

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

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

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

9.11 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, senior deputy headteacher or DSL will make the report.

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

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

9.12 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

9.13 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

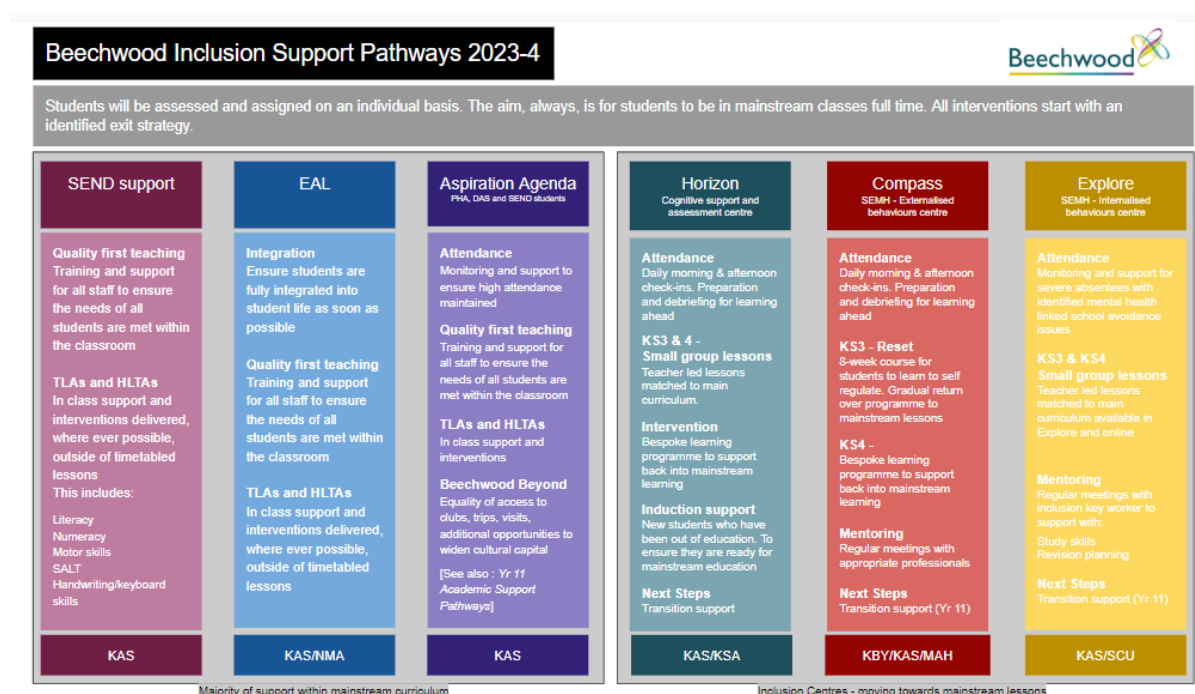
9.14 Restorative practices:

Where both parties agree, restorative conversations should be facilitated following a behaviour incident. Consequences should be set within a restorative conversation and, where appropriate, set with the student.

9.15 Targeted and Specialised Interventions

Students needing additional support will receive targeted interventions, reviewed regularly, involving staff, parents, and students. If this support isn't effective, more specialized interventions may be provided, including external specialists or internal pathways (shown below). We believe all students should remain in school, participating in learning, and those facing mental health or emotional challenges will receive appropriate support, with clear objectives and timelines, in consultation with families.

The school also aims to support through therapeutic practices, particularly for those affected by trauma. Trauma-informed practices support children by fostering empathetic relationships and teaching behavior regulation skills. We recognize the impact of diverse childhood experiences on behavior and learning readiness, especially for those who have faced adversity (ACES). A positive relationship helps children feel valued, calm, and respected.



For further details on this, please see:

- Intervention Process and Triage approach
- Operating procedures

10. Responding to misbehaviour from students with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that a student's 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 student's 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 policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school'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 (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

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

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. These might include:

- 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 quiet room / separation spaces (Any use of separation spaces will be for short-term regulation and support, will be proportionate, supervised, and will not be used as a disciplinary sanction or as a substitute for appropriate support)

10.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, we 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 as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND

We 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 student displaying challenging behaviour may have unidentified SEND

Beechwood's special educational needs and/or disabilities coordinator (SENDCo) 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 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 Beechwood will cooperate with the local authority and other bodies.

If we have a concern about the behaviour of a student with an EHC plan, we will make contact with the local authority to discuss the issue. If appropriate, Beechwood may request an urgent or early review of the EHC plan.

11. Supporting pupils following a sanction

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

Strategies used include:

- Form tutor report
- Director of Studies report
- Reintegration meetings
- Support from inclusion centre(s)

12. Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

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

13. Training

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

- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of off-site directions
- 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 school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and LGB 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 chair of governors.

Links with other policies

- [Anti-Bullying Measures & Strategy](#)
- [IT Acceptable Usage Policy](#)
- [SEND Policy](#)
- [Suspension & Permanent Exclusion Policy](#)