



THE **CORBET** SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Approved by: **Headteacher**

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1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

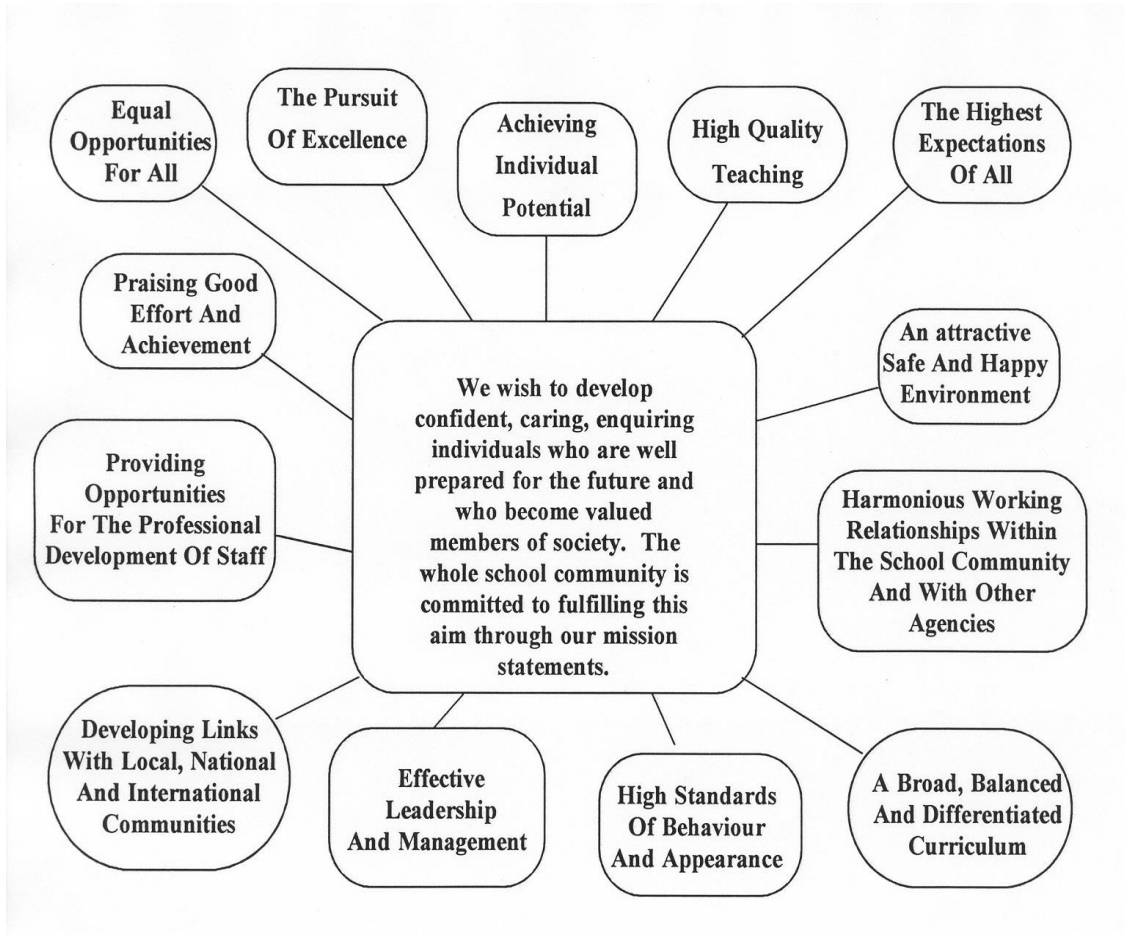
Governors Statement of General Principles for a Behaviour Policy

1. All pupils should be encouraged to have respect for themselves, for their peers and for adults. Self-respect and a high self-esteem foster respect for others and positive efforts are needed to encourage them. The school's "Aims and Mission Statements" are shown below.
2. Self-discipline and pupil awareness of individual responsibilities must be encouraged. Violence of any kind cannot be tolerated. The school holds clear expectations in these matters, and the school community should disapprove of any misbehaviour.
3. The provision of good educational opportunities in a safe, secure, and happy environment for pupils is a matter of paramount importance. A clear understanding of the characteristics that go towards the school's ethos (e.g., honesty, trust, fairness, respect, politeness, tolerance, and compassion) can be delivered by ensuring:
 - an appropriate curriculum
 - simple, clear school rules including the pupil "Code of Conduct"
 - consistent use of rewards and sanctions
 - staff role models
4. However, the school does have a significant responsibility to the individual pupil, even to those who find great difficulty in conforming to normally accepted behavioural expectations, but the needs of the majority may well take precedence over those of an individual.
5. Persistent poor behaviour is often the result of some underlying problem. Efforts will be made to identify these problems and take appropriate courses of action.
6. Early notification and discussion with the parents of the persistently offending pupil is essential. The partnership between school and home is vital in all matters, positive and negative.
7. Those individuals who do not improve their behaviour in school may be referred to the special education support services e.g., Educational Welfare Officer, Educational Psychologist, Inclusion Services or to the Social Services Department, as appropriate.

8. Problems with a pupil's behaviour should be addressed with a combination of the identification and the eradication of the cause of unacceptable conduct. Unacceptable behaviour will be met with appropriate sanctions, which should be given out quickly, firmly, fairly and in proportion to the offence(s) committed.
9. Good behaviour must be rewarded. Rewards can be more effective than sanctions in promoting pupil achievement.
10. The expectation that children should have a proper respect for authority places a heavy responsibility on those in authority both to exercise it fairly and to respect pupils and their views in return. Fairness and consistency of treatment in dealing with pupils is therefore essential.
11. In extreme circumstances it might be necessary for staff to use Restrictive Physical Intervention (physical restraint).
12. Members of the Governing Body will refer to this policy and the suspension and exclusion policy when considering cases of pupil suspensions and exclusions and any appeals.

THE CORBET SCHOOL

OUR AIM & MISSION STATEMENTS



2. Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

- › Education Act 1996
- › School Standards and Framework Act 1998
- › Education Act 2002
- › Education and Inspections Act 2006
- › Education Act 2011#
- › 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 online

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

3. Definitions

Acceptable behaviour

This School defines acceptable behaviour as that which promotes courtesy, co-operation, and consideration towards others by all members of the school community in terms of relationships between pupils, between pupils and teachers or other school staff or between pupils and visitors or other persons within the school premises or outside.

The school also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

The school regularly communicates the standards of acceptable and unacceptable misbehaviour to pupils, parents and carers through newsletters, individual letters, assembly, form tutor and PSHE (Life Skills) lessons.

The school communicates the standards of acceptable behaviour and misbehaviour to staff through

the Continued Professional Development Programme.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and travelling to and from school.
- 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 and serious assault
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons/ ammunition
- Alcohol
- Illegal drugs or other harmful substances (e.g., legal highs)
- Stolen items
- Tobacco and cigarette papers/ e-cigarettes /Vapes)
- Matches and lighters
- 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)

4. Tackling Bullying

Bullying is any behaviour, which is deliberately intended to hurt, threaten, or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone, and this policy is inclusive of the bullying of school staff, whether by pupils, parents, or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

4.1 Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to year group student Support officers.

Student Support officers will investigate the incident and **record outcomes on CPOMS of those involved.**

Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.

Students who are victims of bullying will be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support in terms of access to support staff to restore self-esteem and build confidence.

Students who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrongdoing. Parents/carers will be informed to help change the attitude and behaviour of the student.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to educationimprovementservice@shropshire.gov.uk or by post to EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. Reports can also be made verbally on 01743 254315. [Early Years & Schools Safeguarding Policies & Guidance – Shropshire Learning Gateway \(shropshirelg.net\)](#)

The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Whole School Lunch Detention part or full
- Referral to senior staff and/or external agencies e.g., Education Welfare Officer, Police Liaison Officer where necessary.
- Removal from lessons.
- Suspension or permanent exclusion.

4.2 Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.

- Use of curriculum opportunities, in particular tutor periods and PSHE classes where issues of diversity are discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying to pupils, parents, and staff.
- e.g., Anti-Bullying Week in November of each year
- Whole school assemblies.
- Pupil surveys.
- Improved supervision in potential problem areas.
- Peer mentoring and Buddy Schemes with Years 7 & 11.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

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 pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the 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 pupils are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

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

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

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

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

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

6. Pupil code of conduct

The Code of Conduct was produced by The Corbet School pupils

The Corbet School CODE OF CONDUCT Our Expectations of Behaviour at Our School



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 school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in 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 Responding to good behaviour

The school will promote good behaviour and improved behaviour by pupils through a rewards system that is consistent and meaningful to pupils. The most effective rewards are those given immediately and on the spot by teachers. It is important that all staff use the reward system consistently to praise genuine cases, thereby giving value to any prize that is awarded.

Positive behaviour will be rewarded with:

- praise
- display of work
- granting of privileges
- giving special responsibilities
- House Points in all years
- certificates at celebration evenings
- satchel:one badges
- letters, emails, or postcards home
- acknowledgement in reports to parents
- acknowledgement in behavioural reports

Good teachers can create an environment where motivation is positive, where children work hard, and praise is common with sanctions appropriately used. As a school we recognise that it is important to acknowledge praiseworthy achievements and understand that rewards are more likely to be effective where:

- they are meaningful to the pupil and parents
- they are given without undue time delay
- they are perceived to be awarded fairly and consistently
- there are clear reasons why rewards are given

As a school we like to celebrate achievement regularly, most assemblies will therefore allow time to acknowledge pupils' achievements with the distribution of certificates, pens, prizes, and vouchers.

Achievement within the House System is recorded by staff via satchel:one and monitored by the Senior Leadership Team. House Points are collated across the whole school to enable us to award the winning House with a trophy at the end of the school year.

Rewarding pupils for positive attitude and achievement is a very powerful tool for teachers to use. The use of rewards can serve to boost the pupil's self-image, increase motivation, and promote positive behaviour thus reducing the use of disciplinary sanctions and in some cases rendering them unnecessary.

At The Corbet School there are a number of rewards that are used to acknowledge pupils' achievements. It is important that all staff use the reward system consistently to praise genuine cases, thereby giving value to any prize that is awarded.

Praise

This can be verbal or written. Praise can be given in front of the peer group in lessons or in front of the whole year group during the weekly assembly. This can be particularly useful where there are no obvious formal rewards. The Corbet School's marking policy states that all staff will comment on (praise) the areas in which the pupil did well within a piece of work or within a topic.

Display of Work

Display of good pieces of work is a good motivational strategy. This is powerful when labelled with the name of the pupil.

Publication of Achievement

Pupil successes are publicised in regular newsletters. The Corbet School also has strong links with local newspapers and regularly provide stories of achievement. Successes are also presented on the school's website.

Positions of responsibility

Pupils' positive qualities are recognised by their appointment to posts of responsibility. Each year a cohort of Ambassadors are appointed from Year 11 pupils, four of which are then subsequently elected as Senior Ambassadors – Head Boy and Girl – Deputy Head Boy and Girl

Each House elects a male and female pupil as House Ambassadors from Year 11 and each department selects Year 11 pupils as Subject Ambassadors. Each Form group in all years also appoint a male and female Form Ambassador.

Other pupils are appointed to posts of responsibility from within a number of curriculum areas – Librarians, Team Captains, Young Leaders etc.

Departmental Certificates

Many departments recognise achievement within their subject specialism by presenting pupils with certificate or postcards. The P.E. department annually award selected pupils with Sporting Colours. Staff are also able to distribute virtual badges via satchel:one.

Annual Reports

Are used to praise individual pupils' achievements, in addition to informing parents of progress.

7.3 Responding to misbehaviour

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

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

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

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

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

- › Sending the pupil out of the class
- › A verbal reprimand and reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime, or after school
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a head of department or senior member of staff
- › Letter or phone call home to parents
- › Agreeing a behaviour contract
- › Monitoring of a pupil's behaviour
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

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

7.4 Serious sanctions

Detention

The headteacher authorises specific staff to issue pupils detentions.

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

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

The Corbet School uses various levels of detentions, which are outlined below.

- Break or Lunch Time Detentions (15 minutes)
- Whole School Lunch Detention Part (15 minutes)
- Whole School Lunch Detention Full (40 minutes)
- After School Detention (40 minutes)
- Assistant Head Detention (1 hour after school)

Detentions will be recorded on satchel:one.

Failure to Attend a Detention.

If a pupil fails to attend an after-session detention for a disciplinary offence without reasonable excuse, normally a more severe sanction should follow.

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

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 that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by members of staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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

Parents will be informed that their child was removed from the classroom.

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

- Meetings with mentors and Student support
- Possible use of teaching assistants
- Short term behaviour monitoring
- Long term behaviour plans
- Pupil support units
- Adapted timetables
- Multi-agency interventions

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

Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information.

Supporting pupils following a sanction

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

This could include measures like:

Meetings/ discussions with parents/ carers

Daily contact with tutor

Monitoring with personalised behaviour goals

7.5 Safeguarding

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

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

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

7.6 Confiscation and searches

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 pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do 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 pupil, and there will be another member of staff present as a witness to the search.

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact a member of the senior leadership team to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- › Desks
- › Lockers
- › Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

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 pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the 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

If school suspect a pupil is at risk of harm to themselves or believe they have an illegal item, the matter will be referred to the police and parents will be phoned to come to school. Staff will consider whether introducing the potential for police involvement is 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 and the parents.

7.7 Reasonable force

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

- Causing 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

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

7.8 Off-site misbehaviour & Online 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).

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.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, a member of the senior leadership team or pastoral staff can 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.

7.10 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.

7.11 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

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

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

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Some of the methods of anticipating and removing triggers of misbehaviour may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload
- The use of One Page Profiles by staff to help manage individual behaviour

8.2 Adapting sanctions for pupils with SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

8.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Pupil transition

9.1 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.

9.2 Preparing outgoing pupils for transition

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

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

10. Training

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

- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching and confiscation

The data will be analysed every term by the Senior Leadership Team.

- › Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture will take place throughout each academic year.

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

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Special Education Needs and Disabilities Policy

Appendix 1: The Corbet School House Point System

During the school year, House Points are awarded to pupils in recognition of:

- Exceptional / sustained effort in lessons
- Exceptional / sustained effort with homework
- Excellent standard of classwork
- Excellent standard of homework
- Outstanding achievement / progress
- Prizes for competitions
- Being extremely helpful / positive contribution towards school events

Teachers should inform the pupils when they are awarding a House Point and add it directly to the pupil via satchel:one. Parents will also be able to see the addition of a House Point by using satchel:one.

Years 7, 8 and 9 pupils are awarded the following rewards as they accrue House Points:

10 House Points	Certificate
20 House Points	Engraved pen
30 House Points	Prize
50 House Points	Achievement pin – Yellow
75 House Points	Achievement pin – Blue
100 House Points	House Point Medal
150 House Points	House Point Trophy
200 House Points	Headteachers Award and Certificate

Year 10 and 11 pupils will be awarded a pen for five House Points and a prize for Ten House Points. For every House Point awarded to a pupil, they will be entered into a termly raffle to be in with a chance to win one of three £10 vouchers.

At the end of the school year, a House Points Cup is presented to the House with the most points. Along with points achieved through Inter-House activities, the House Points contribute towards the House of the Year Shield.

Appendix 2: Mobile Phone / Smart Watch Code of Conduct for pupils

Pupils must obey the following rules if they choose to bring their mobile phone or smart watch to school:

1. Pupils must not use their mobile phone during lessons.
2. Smart Watches are allowed to be used to tell the time but not to check messages or communicate with.
3. Phones must be switched off and left in bags when they enter the school site and for the duration of the school day (not just put on 'silent').
4. Pupils **MUST** not use their mobile phone in the toilets or changing rooms. This is to protect the privacy and welfare of other pupils.
5. Pupils may use their mobile phones when sat on the school bus or travelling to and from school, but it should be turned off and placed in school bags before entering the school site.
6. Pupils cannot take photos or recordings (either video or audio) of school staff or other pupils without their consent.
7. Pupils should avoid sharing their contact details with people they don't know, and don't share other people's contact details without their consent.
8. Pupils should not share their phone's passwords or access codes with anyone else.
9. Pupils must not use their phone to bully, intimidate or harass anyone. This includes bullying, harassing or intimidating pupils or staff via:
 - a. Email
 - b. Text/messaging app
 - c. Social media
10. Pupils must not use their phone to send or receive anything that may be criminal. For instance, by 'sexting'.
11. Rules on bullying, harassment, and intimidation apply to how pupils use their mobile phone even when they aren't in school.
12. Pupils must not use vulgar, obscene, or derogatory language while on the phone or when using social media. This language is not permitted under the school's behaviour policy.
13. Pupils must not use their phone to view or share pornography or other harmful content.
14. Mobile phones are not permitted in any internal or external exam or test environment. Bringing a phone into the test room can result in the exam being declared invalid.
15. **Sanctions will be issued, and phones / smart watches confiscated when:**
 - Phones are seen in pupil pockets.
 - Phones are seen at break/lunchtime or lesson changeover.
 - Phones are seen in a lesson.
 - Smart watches are seen being used to communicate (to include checking messages or social media)
16. Any confiscated items will be returned to a pupil at the end of the school day unless school feel parents/carers should collect it.
17. Repeat offences will generate greater sanctions or interventions.

It is not advisable for any pupil to bring expensive items like tablets, mobile phones or smart watches into school. The school cannot be held responsible for any losses; however, they may occur.