



Soham Village College

Behaviour Policy

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1. Aims

Soham Village College is committed to creating an environment where exemplary behaviour is the only acceptable standard. We want all students to leave our school not only having fulfilled their academic potential, but also to be equipped to be positive role models in our community and contributors to society. All students' behaviour will be outstanding at all times when they are representing the school both inside and outside of lessons as well as in the wider community.

This policy will:

- Outline how students are expected to behave
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of students who are at a higher risk of exclusion, or students who are particularly vulnerable to the impacts of exclusion

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)

- [Supporting students with medical conditions at school](#)

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

In addition, this policy is based on:

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

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

3. Definitions

Misbehaviour can be defined as (but not limited to):

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

Serious misbehaviour can be defined as (but not limited to):

- Repeated breaches of the school rules
- Defiance towards a staff member
- Any form of bullying
- Violence of any kind
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment, meaning unwanted conduct of a sexual nature
- Vandalism
- Theft
- Smoking/vaping
- Possession of any prohibited items. These include (but are not limited to):
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - E-cigarettes
 - Vapes

- 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, or impact the wellbeing of, any person (including the student)

4. Bullying

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

Bullying is, therefore:

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

Bullying in any form is unacceptable. Students or their parents/carers are strongly encouraged to report instances of bullying; in that way, school staff can deal fairly and appropriately to resolve the situation. We have a 'report a bullying incident' email address; this can be found on our school website.



Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy in appendix 1

5. Roles and responsibilities

5.1 The Advisory Body

The Advisory 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 will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer students both sanctions and support where necessary.

The headteacher will ensure that the data on the behaviour of students is reviewed on a daily basis and check at least half termly that no groups of students are being disproportionately impacted by this policy.

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently.

- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Reporting behaviour incidents as appropriate (either through Go4Schools, MyConcern or emailing the appropriate person).
- Seeking support from colleagues if the behaviour of a student becomes difficult to manage.

Heads of Faculty/Subject are additionally responsible for:

- Being a visible presence in their faculty and ensuring the corridors and spaces in their department are well supported.
- Coordinating the celebration of student achievement when they go above and beyond expectations.
- Monitoring behaviour within their department and supporting colleagues as necessary.
- Modelling commitment to the school's values to other staff members at all times.

Heads of Year are additionally responsible for:

- The culture and behaviour of their year group during lessons, social time and on the way to and from school.
- Being a highly visible presence around school among students in their year, particularly at times of large movement.
- Developing positive student attitudes towards school.
- Using behaviour data to identify students to celebrate and support.
- Modelling commitment to the school's values to other staff members at all times.

Senior Leadership Team are additionally responsible.

- Modelling commitment to the school's values to other staff members at all times.
- Meeting and greeting students at the start of the school day.
- Be a highly visible presence at busy times of the day and social time.
- Supporting middle leaders with more complex behaviour.
- Analysing behaviour data and reviewing the impact of the current strategies

5.4 Parents

Parents are expected to:

- Support the aims of the school
- Support their child in adhering to the school's behaviour policy
- Ensuring their child attends school punctually and with maximum attendance and not to take their child out of school without express permission of the Headteacher
- To ensure that their child is smartly dressed in correct uniform
- To attend Parents' Evenings, read school emails, engage with Go4Schools and other communication channels the school uses.
- Inform the school of any changes in circumstances that may affect their child's behaviour.

- Discuss any behavioural concerns with the class teacher or Head of Year 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.

6. Student code of conduct

Students are expected to:

- Try their best in every lesson
- Attend school punctually and with maximum attendance
- Bring correct equipment lessons
- Complete all homework set
- Treat all members of the school and the wider community with respect
- Take responsibility for their own learning in school and at home
- Uphold the PRIDE values of positivity, responsibility, integrity, drive and empathy
- At all times behave in a considerate, respectful and thoughtful way in lessons, around school and in the wider community; this includes online. The conduct of students should enhance the school reputation at all times
- Maintain high standards of appearance, in accordance with the Uniform Policy
- Follow instructions from staff first time

Use of mobile phones

If a student chooses to bring a mobile phone to school, it should be switched off and out of sight e.g. in a bag or locker. If a mobile phone is seen by a staff member it may be confiscated and taken to Student Services where the student will be able to collect it at the end of the day. Any incident where a student is being defiant in response to a request to hand over a mobile phone to a staff member will be dealt with as an act of serious misbehaviour and will be sanctioned accordingly. Students are allowed to use mobile phones in school if express permission is given by a staff member.

7. Responding to behaviour

Students are at school to learn and achieve their best academically but also socially and emotionally. As with teaching traditional subjects, behaviour too must be taught and modelled, corrected and nurtured over the time a student is in school.

Excellent behaviour in lessons is foundational to an excellent education. It is the right of every child in school to have a safe, uninterrupted and positive experience in the classroom. We aim to achieve this using a variety of strategies.

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Always act with courtesy and respect towards students.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating high expectations of behaviour in ways other than verbally
 - Highlighting and promoting excellent behaviour
 - Not tolerating low-level disruption
 - Using positive reinforcement

7.2 Rewards and Sanctions

Students are awarded behaviour points in every lesson and these are recorded on Go4Schools. A poster of what is expected of them is displayed in every classroom. The points awarded are:

+2 Student has displayed an excellent attitude, worked really hard and been a positive influence on their peers.

+1 The student has worked well and put in good effort to complete the learning they have been set.

-1 The student has not put in the level of effort they are capable of or has caused some low-level disruption.

-2 The student has had a negative impact on the learning of other students in the class or/and is well below the standard they are capable of.

+1 Homework has been completed satisfactorily.

-1 Homework has not been completed satisfactorily.

Students at risk of getting a -1 point will be informed and have received a verbal reprimand during the lesson. The teacher will have tried behaviour for learning strategies such as (but not limited to) redirection, praise, or a quiet word. They will get a -1 if their improvement is not sufficient.

If a classroom teacher awards -2 points: The classroom teacher must issue a detention on the day and ensure their line manager is aware.

The classroom teacher may decide to make further contact with the parents/carer of a student if they are concerned about their attitude or progress in addition to awarding Go4Schools behaviour points.

All behaviour points are monitored on a daily basis by the Assistant Head with responsibility for behaviour and by Year Heads; and on a regular basis by subject leads. Any student who receives more than 2 or 3 negative points in one day across their subjects will be subject to a behaviour intervention. This could be a detention or some time in the Exclusion Room. The purpose of this intervention is to prevent the student from disrupting the learning of other students and give the student the opportunity to refocus and complete some work in the right manner.

Subject Leads and Year Heads monitor the points during the week and decide if further action or intervention is needed. If a student accumulates too many negative points in one-week further action will be taken e.g. a longer discussion with the Subject Lead, lunchtime detention, after school detention, phone call/meeting with parent, being placed on a report.

On rare occasions -3 points are issued if a student has to be removed from a lesson or there is a serious incident in classroom. This will result in a detention and a conversation with the Assistant Head with responsibility for behaviour. Students who get -3 are monitored by the Assistant Head with responsibility for behaviour and Year Heads during the week and they will take further action if necessary.

Negative points are issued if a student was removed from a lesson for a serious incident in classroom/lunch and is taken to the Exclusion Room. The student stays in the Exclusion Room for a period of time that is determined by SLT/Head of Year and parents are informed. The student then has chance to demonstrate they can be trusted to return to the classroom by working hard and showing contrition and remorse for their actions.

Students Pupil Progress Percentage (PPP) is worked out using the following formula:

Positives points divided by (The sum of the positives + negatives) as a percentage %

Example: Peter Davies has 66 positives
17 negatives

Their PPP% is therefore: 66 divided by (66 + 17) as a percentage = 80% which is not good.

The class intervals are:

- Behaviour PPP% between 100% - 90% is green and should be praised
- Behaviour PPP% between 90% -85% is yellow and needs to be supported with by a progress tutor
- Behaviour PPP% below 85% is the red zone which will lead to more urgent action and may lead to an Individual Behaviour Plan (IBP)

Students that fall into PPP of 90% or less will join a different tutor group. The tutor group is led by a member of the behaviour support team. Students are mentored and follow a more structured routine with an aim of helping them increase their PPP so they can return to mainstream tutor time.

Routines:

- Students arrive on time for registration;
- Sit individually in perfect uniform each morning.
- Perfect behaviour at all times during the 20 minute registration period.
- Attend assemblies with year group or house.
- Check students have completed their homework and support them with being ready for school

The tutor will have regular contact with parents and provide updates about behaviour through letters, email, phone calls or Go4Schools.

If necessary, an Early Help Assessment (EHA) will be completed.

As a general principle, poor behaviour is best dealt with as close to the location and point in time that it occurred. It is expected that all subject areas have robust disciplinary procedures in place which complement this whole school policy. All subject areas must have a referral system in place to support all teachers and cover supervisors during lessons when support is required.

In the event that a student with additional needs is unable to cope with the behavioural expectations in a lesson then the head of subject, having tried the recommended strategies, should contact the SENCo to seek further, bespoke advice.

Students may be sent to the exclusion room pending the investigation of an incident, because of a serious incident or other valid reason. Whilst in the exclusion room, students will be expected to complete work for the subject they are missing so they do not fall behind.

The Exclusion Room is managed by the Exclusion Room Manager.

Detentions

Detentions can be issued by any teacher to any student who does not meet the school's expectations in a particular area (e.g. uniform, homework, classroom behaviour). Detentions will usually take place in a classroom.

After school detentions are usually given out for more serious offences. It will usually take place in the Exclusion Room and usually last for one hour, 3-4pm. Students will use this time productively to complete homework or other private study with the support of the exclusion room manager. Official guidance from the Department for Education is that schools do not need to seek permission to issue an after-school detention. However, Soham Village College always seek to work with parents to arrange a mutually convenient time for a student to do this sanction. A positive relationship built on mutual support is always in the best interest of the child.

7.3 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.

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

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 Safeguarding & Child Protection policy for more information www.staploeducationtrust.org.uk

7.4 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

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

7.5 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.

7.6 Malicious allegations

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student 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, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct. For more details allegations of misconduct, please see our Safeguarding & Child Protection Policy: www.staploeducationtrust.org.uk

7.7 Removal from classrooms

Staff will only remove students 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 student is being unreasonably disruptive
- Allow the disruptive student to continue their learning in a managed environment

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

- Moving to the progress tutor group
- Looking at other curricular options

7.7 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing significant disorder
- Hurting themselves or others

Incidents of physical restraint 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 in the Physical Restraint log book, reported to parents and recorded on MyConcern

7.8 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 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 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 reduce the likelihood these from occurring.

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

Individualised plans to manage the behaviour of students with SEND will be coordinated and communicated to staff through the SEND team.

Examples of adjustments could be:

- Short, planned movement for SEND students who struggle to sit still for a long time
- A lesson exit card to the SEND base prior to classroom events escalating
- Adjusting seating plans to allow a student with visual or hearing impairment to be in the most suitable position in the classroom
- 'Fiddle toys' for students who find them helpful to maintain focus or reduce anxiety
- Use of sensory spaces to help students manage anxiety or high emotions

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school 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

If the answer to any of these questions is yes, it may be inappropriate for the school to sanction the student 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.

Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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

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

Students 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 student 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.

START Team: Statutory.Assessment&ResourcesTeam@cambridgeshire.gov.uk

Case work officer (Chloe Hanslow): Chloe.Hanslow@cambridgeshire.gov.uk

7.9 Searching and Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated.

These items will not be returned to students.

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

Searching a student

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

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 student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If they refuse to co-operate, the member of SLT or the Headteacher will try to determine why the student is refusing to comply and take appropriate action.

The authorised member of staff will then decide whether or not to use reasonable force to search the student. This decision will be made in agreement with another Senior Leader 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 serious 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.

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 coat, a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

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

- 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 (listed in section 3) and items identified in the school rules.

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

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

Recording the search and informing the designated safeguarding lead (DSL)

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 MyConcern by the member of staff who carried out the search.

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

- If they had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

Informing parents

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

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the 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

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.

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

7.10 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will record it on MyConcern and follow our child protection and safeguarding policy.

7.11 Support for students following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral team
- Referral to the wellbeing team
- Joining the progress tutor group

8. Student transition

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Students are inducted into each year in September by their Head of Year and the SLT. Students with additional needs are helped with transitions on an individual basis.

9. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management also forms part of continuing professional development. This includes sessions as part of Teaching and Learning Carousels, Faculty CPD and whole school sessions which meet emerging needs.

The school's Teaching and Learning Foundations have a section on Behaviour for Learning. These allow SLT to identify areas of emerging need and address these needs with relevant training.

Full details of the school's CPD can be found in the CPD Programme for each year.

10. Monitoring arrangements

10.1 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 student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation of prohibited items as defined in section 3
- Surveys for stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly.

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.

10.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Advisory Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 10.1).

Appendix 1: Anti Bullying Policy

Our anti-bullying stance

Bullying in all its forms, verbal or physical, manifest or insidious, is unacceptable. The School will not tolerate any kind of harassment.

Definition of Bullying

Bullying is a conscious attempt to be aggressive to someone else in a physical, verbal or psychological manner, although not all aggression is necessarily bullying. Bullying is *persistent*.

Bullying takes many forms – physical, verbal, a facial expression, engineered silence, abuse via social networking or mobile phone texts. It can be overt or subtle by either gender or any age group. All forms of bullying should be viewed seriously. This includes the following:

Sexual bullying – any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender identity. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls. The use of sexual words to put someone down, like calling someone a slut, a slag, or gay, or spreading rumours about someone's alleged sex life. In its most extreme form, it can be inappropriate touching, sexual assault or even rape.

Racist bullying – can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

Homophobic bullying – is behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation. People perceive that you have a particular sexual orientation, because you fit lesbian, gay or bisexual stereotypes.

Transphobic bullying - is behaviour which makes a young person feel unwelcome or marginalised because they do not identify with the sex and gender assigned at birth. This may be in response to a social transition, such as change in pronoun or preferred name.

Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Disability bullying - is a pattern of behaviour. It is about an imbalance of social, physical or other power involving a person or group who has a disability. Studies show that bullying happens to people with disabilities more often than to others in general.

Please refer to the Prejudice Incidents policy [Staploe Education Trust - Policies for Soham Village College](#).

Education

Students are educated via the school curriculum and assemblies to put across the serious and damaging nature of bullying and the responsibility of all in the School community to eradicate it, as well as building self-esteem, self-confidence and responsible assertiveness.

Training

All adults in the School community should be made aware of the signs to look for/action to take/ways in which they can contribute to a culture in which bullying is not tolerated.

Prevention

- i. Observation of student behavioural patterns by Tutors, Subject Teachers and Year Heads can detect bullying or potential cases of bullying (absence, academic under-achievement, teasing, regular complaints of minor illness, withdrawn personality). A sudden decline in performance in class and a departure from normal behaviour in a student will be investigated to establish whether the student feels intimidated (and by whom).
- ii. Effective staff/student relationships where trust has been established, this is a fundamental vehicle to defuse or stop bullying. All students should be clear as to who they can go and speak to if worried or upset. The Hub and Student Services are open if a student is unsure who else to approach.
- iii. Providing the opportunity for students to express their social and peer group experiences both orally in class and in writing (essay subjects) will be part of the curriculum. Each student and parent is given a point of contact (person) if bullying is suspected.
- iv. Anti-bullying ethos underlined by regular assemblies to highlight the destructive damage of different types of bullying that can occur (online, sexual harassment etc). Any child-on-child abuse (not restricted to the definition of bullying) is reported on MyConcern so that patterns of behaviour can be easily identified, and interventions put in before it escalates further.
- v. Report Bullying email address on the school website. SLT and Year Heads will receive the email and the relevant person will deal with the incident.
- vi. Social time arrangements that provide a safe, supervised space for students who may be vulnerable to bullying.

Action on Bullying

Investigation

Listen carefully to both the victim and the bully. Record the incident on MyConcern, which will then be used when speaking to students, meeting parents and consulting with senior staff. All subsequent action must continue to be logged on MyConcern.

It is important to investigate all reported incidents as soon as possible. Actions may include:

- Identifying a member of staff with whom the victim could talk openly
- Encouraging the victim to co-operate fully in identifying the bullies as the best way of securing the victim's safety and that of others in the future.
- Establishing with the victim, as precisely as possible, what led to the incident.
- Review any CCTV if available.
- Interviewing students individually where allegations of bullying are made about a group.
- Asking individuals to make a written record of what was done or heard.

- Making it clear that close supervision is to be maintained while the investigation continues and that any further attempt to intimidate the victim will result in an immediate, increasingly serious, sanction.
- Involving the parents of the alleged bully or bullies in the investigation as appropriate.

Outcomes

All incidents of bullying are taken seriously. Responses may include:

- Restorative justice meetings
- Meetings with parents
- Sanctions and education for the perpetrator
- Counselling
- Agreed methods for the immediate reporting any further incidents
- On-going review by Head of Year of all recent incidents and contact with all parties

Recording and Monitoring

All incidents of bullying will be logged on the MyConcern. The Assistant Head with responsibility for behaviour will ensure this is reviewed regularly to look for patterns and to inform policy and practice.