

# Bridlington School

## Behaviour Policy

[Positive Discipline and Rewards Policy and statement of behaviour principles]

**(statutory)**



**Approved by:**

Full Governing Body

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## Contents

1. Aims .....	4
2. Legislation, statutory requirements and statutory guidance .....	4
3. Definitions.....	4
4. School Rules.....	5
5. Bullying.....	7
6. Roles and responsibilities.....	8
<b>6.1 The Governing Body .....</b>	<b>8</b>
<b>6.2 The Headteacher .....</b>	<b>8</b>
<b>6.3 The Deputy Headteacher.....</b>	<b>8</b>
<b>6.4 Assistant Head for Culture and Climate .....</b>	<b>8</b>
<b>6.5 Senior Staff .....</b>	<b>9</b>
<b>6.6 Staff .....</b>	<b>9</b>
<b>6.7 Parents and carers .....</b>	<b>9</b>
<b>6.8 Students.....</b>	<b>10</b>
7. School behaviour curriculum .....	10
<b>7.1 Mobile phones.....</b>	<b>11</b>
8. Responding to behaviour .....	11
<b>8.1 Classroom management.....</b>	<b>11</b>
<b>8.2 Safeguarding.....</b>	<b>11</b>
<b>8.3 Responding to good behaviour .....</b>	<b>12</b>
<b>8.4 Rewards .....</b>	<b>13</b>
<b>8.5 Responding to misbehaviour .....</b>	<b>14</b>
<b>8.6 Interventions and Sanctions.....</b>	<b>15</b>
<b>8.7 Physical Intervention.....</b>	<b>16</b>
<b>8.8 Confiscation and searches .....</b>	<b>16</b>
<b>8.9 Off-site misbehaviour .....</b>	<b>18</b>
<b>8.10 Online misbehaviour .....</b>	<b>19</b>
<b>8.11 Suspected criminal behaviour .....</b>	<b>19</b>
<b>8.12 Zero-tolerance approach to sexual harassment and sexual violence.....</b>	<b>19</b>
<b>8.13 Malicious allegations.....</b>	<b>20</b>
9. Serious sanctions.....	20
<b>9.1 Detention .....</b>	<b>20</b>
<b>9.2 Removal from classrooms .....</b>	<b>21</b>
<b>9.3 Suspension and permanent exclusions .....</b>	<b>21</b>

10. Responding to misbehaviour from pupils with SEND.....	22
<b>10.1 Recognising the impact of SEND on behaviour .....</b>	<b>22</b>
<b>10.2 Adapting sanctions for students with SEND.....</b>	<b>22</b>
<b>10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND.....</b>	<b>23</b>
<b>10.4 Pupils with an education, health and care (EHC) plan .....</b>	<b>23</b>
11. Supporting students following a sanction .....	23
12. Student Transition.....	23
<b>12.1 Inducting incoming students .....</b>	<b>23</b>
<b>12.2 Preparing outgoing students for transition at the end of Key Stages .....</b>	<b>23</b>
13. Training .....	24
14. Monitoring arrangements.....	24
<b>14.1 Monitoring and evaluating school behaviour .....</b>	<b>24</b>
<b>14.2 Monitoring this policy .....</b>	<b>24</b>
12. Links with other policies .....	25
Appendix A: Written statement of behaviour principles .....	26
Appendix B: Mobile Phone Policy.....	27
Appendix C: Uniform Policy for Years 7 to 11 for September 2022 .....	28

## 1. Aims

This policy aims to:

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

## 2. Legislation, statutory requirements and statutory guidance

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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

**Misbehaviour** is defined as:

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

- Poor attitude
- Incorrect uniform

**Serious misbehaviour** 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 such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Drug paraphernalia
  - Stolen items
  - Tobacco, cigarette papers and E-cigarettes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)



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## School Rules

1. Do as you are asked by all staff first time, every time
2. Show respect and be polite to everyone (no touching, no swearing)
3. Wear your school uniform correctly at all times
4. Walk sensibly in corridors and around the school site
5. Arrive on time to lessons and tutor time, ready to learn
6. Electronic devices and mobile phones must not be seen
7. Complete all classwork and homework set to the best of your ability
8. At the end of the lesson stand in silence behind your chair and wait to be dismissed
9. Eat and drink in the canteen or outside designated eating area only. Put all litter in the bin
10. Behave sensibly and appropriately during all social times

They hand on the

**T**

**Teamwork**

• trusting each other and working together



**O**

**Opportunity**

• excitement and hope for a brighter future



**R**

**Respect**

• for ourselves, others and our environment



**C**

**Community**

• forging strong cultural connections



**H**

**Happiness**

• honest about our health and wellbeing



of life

## 5. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying, discrimination and harassment policy.

## **6. Roles and responsibilities**

Outstanding behaviour is essential to outstanding and inclusive teaching and learning. The task of promoting and maintaining outstanding behaviour and inclusion is the responsibility all staff in the school who are entitled to expect the support of parents/carers. The Governing Body and the Headteacher are responsible for establishing an ethos and a framework within which outstanding behaviour can be maintained so that successful teaching and learning can take place.

### **6.1 The Governing Body**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix A).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **6.2 The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (Appendix A). The Headteacher will also approve this 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.

### **6.3 The Deputy Headteacher**

The Deputy 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 behaviour policy to ensure rewards and sanctions are applied consistently.

The Deputy Headteacher will ensure that new staff are provided with a clear induction into the school's Positive Discipline Policy and the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.

### **6.4 Assistant Head for Culture and Climate**

The Culture and Climate Assistant Head is responsible for 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.

The Culture and Climate Assistant Head will ensure this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.

The Culture and Climate Assistant Head will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 14.1)



## **6.5 Senior Staff**

The senior staff team will provide daily duty, climate checks and provide hotspot support around school and in curriculum areas, Line Management of all teams in school include implementation of the positive discipline policy.

## **6.6 Staff**

Staff are responsible for:

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

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

## **6.7 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's positive discipline policy and reinforce it at home where appropriate
- Support their child in adhering to the school's positive discipline policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- To support and take an interest in their child's home learning, monitor 'Class Charts' and provide them a place to work at home.
- Moderate their child's use of social media especially if they are under 16.
- Discuss any behavioural concerns with the school promptly to support the progress and welfare of your child.
- 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
- Support school policies.

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.

## **6.8 Students**

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

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

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

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

Extra support and induction will be provided for students who are in-year starters.

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the positive discipline 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

## **7. School behaviour curriculum**

Students are expected to:

- Adhere the Student and Parent Contract and the school rules(4).
- Behave in an orderly and self-controlled way
- Complete all classwork and homework to the best of their ability
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school following internal one way systems where they are in place
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school. Sanctions may be applied.
- Abide by the policy on mobile phone and use of electronic devices within school (Appendix B)
- Abide by the uniform policy (Appendix C).
- Report any and all issues to the pastoral team.

## **7.1 Mobile phones**

Mobile Phone and Electronic Devices Policy can be seen in Appendix B.

Mobile phones and electronic devices must be out of sight at all times during the school day when on site.

Mobile phones and electronic devices, including earphones, must be switched off and out of sight unless directed otherwise by the teacher,

If a mobile phone or electronic device is seen on the school site staff will follow the following sanctions:

- First time: Staff member will confiscate the mobile phone or electronic device; it will be handed in a student support and stored in the safe until student collects it at the end of the day.
- Repeat offences: Mobile phone / electronic device will be confiscated as above students will be issued with a detention / internal exclusion.

## **8. Responding to behaviour**

### **8.1 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 students to be engaged
- Display the positive discipline posters
- Develop a positive relationship with students, which will include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Applying the rules, rewards and sanctions consistently

### **8.2 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 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.

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

### **8.3 Responding to good behaviour**

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

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

Positive behaviour will be rewarded by stamps in planners and directly in class charts.

Routine Stamps will be awarded on class charts for students meeting the school expectations in class.

Super Stamps will be awarded in planners for students exceeding the school expectations in class.

Student Character Cards will be instantly rewarded by staff to students who demonstrate the character trait of the week either in class or at social times.

A rolling Positive Discipline period (PD period) will provide opportunity for students to review progress with form tutors.

## 8.4 Rewards



**School Rewards**

- Verbal praise
- Routine reward stamps in Class Charts
- Super stamps in planners
- Character cards
- Messages home
- Postcards from staff
- Weekly Tea and Cake with SLT
- Praise messages on Class Charts for achieving stamp targets:
  - 250 praise from Tutor
  - 500 praise from Head of Year
  - 1000 praise from Director of Key Stage
  - 1500 praise from Assistant Headteacher
  - 2000 praise from Deputy Headteacher
  - 2500 praise from Associate Headteacher
  - 3000 praise from Headteacher
  - 4000 praise from Governors
- Double points weeks
- Half termly year group celebration assembly
- Rewards trips
- Celebration of achievement evening

Students can exchange stamps for payment of reward trips and activities or vouchers  
500 stamps = £5 reward

**They hand on the**

**T** Teamwork  
- building each other and working together

**O** Opportunity  
- excitement and hope for a brighter future

**R** Respect  
- for ourselves, others and our environment

**C** Community  
- forging strong cultural connections

**H** Happiness  
- honest about our health and wellbeing

**of life**

### **8.5 Responding to misbehaviour**

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising.

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

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

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

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



## 8.6 Interventions and Sanctions



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# Sanctions and Support

**Further Sanctions and Support**  
(Supported by the Pastoral Team)

<b>Permanent Exclusion</b>	Sought by the Headteacher if the student's behaviour is so serious that they cannot remain in school in response to: <ul style="list-style-type: none"> <li>a serious breach or persistent breaches of the school's behaviour policy; and</li> <li>where allowing them to remain in school would seriously harm the education or welfare of the student themselves or others such as staff or students in the school.</li> </ul>
<b>Suspension</b>	Given by the Headteacher if the behaviour is so serious as to merit the student being banned from school, either for a fixed period. A student will return following a post suspension meeting.
<b>Internal Exclusion</b>	Given for: <ul style="list-style-type: none"> <li>3 written warnings</li> <li>Repeatedly not following school mobile phone and electronic device policy (further sanction)</li> <li>Truancy (deliberately late, refusing or missing lessons)</li> <li>Child-on-child abuse</li> <li>Persistent refusal to follow school uniform policy</li> <li>Not attending an SLT detention</li> <li>Persistently not attending deans</li> <li>Refusing to hand over planner</li> <li>Conflict of investigator</li> <li>Deliberate damage to property</li> <li>Dangerous behaviour / health and safety breach</li> </ul> <p>Also given for behaviours that are deemed so serious the student needs to be isolated from the mainstream population including at break and lunchtime. The number of days will reflect the nature of the offence.</p>
<b>Detention</b>	Given for: <ul style="list-style-type: none"> <li>2nd written warning (gone out)</li> <li>Not following school mobile phone and electronic device policy</li> <li>Conflict with equal teams</li> <li>Inappropriate behaviour</li> <li>Late to school 1st or 2nd or more occasions - Friday SLT detention (maximum 2.5 hrs)</li> <li>Late to lessons on 3 or more occasions - Monday SLT detention (maximum 2.5 hrs)</li> </ul>
<b>Return to Learn or Student Support</b>	Given for: <ul style="list-style-type: none"> <li>Student in a crisis or in need of support</li> </ul>

**Return to Learn and Student Support**

Intervention, help and support is available for all students at the point in which they require it. This may be because they have received a call out, are in need of support, or because they need help with meeting uniform or other school expectations. Students are given space to reflect, recover and be supported in their return to class.

<b>4th Written Warning - Failed Time Out</b>	Given if the student refuses to enter the designated Time Out room or given if a fifth rule break takes place during Time Out.
<b>3rd Written Warning - Time Out &amp; Detention</b>	Given by the class teacher if a fourth rule break takes place. Student taken to the designated Time Out room for the rest of the lesson. A detention will be given.
<b>2nd Written Warning</b>	Given by the class teacher if a third rule break takes place.
<b>1st Written Warning</b>	Given by the class teacher if a second rule break takes place.
<b>Verbal Warning</b>	Given by the class teacher directly after the first rule break.
<b>Further Written Warnings</b>	Written warnings will also be given around school for behaviour that doesn't meet school expectations.
<b>Uniform Issues</b>	Students who attend school in the incorrect uniform should be sent straight to Student Support. This includes incorrect shirts, jumpers, trousers, shoes and hairstyles. Jewellery issues will be resolved in tutor time. Any jewellery issues following tutor time will result in confiscation.

## **8.7 Physical Intervention**

In some circumstances, staff have a duty to use reasonable force to **prevent** students committing an offence, causing injury or damage to themselves, other people or property or causing disorder. Reasonable force covers a range of interventions that involve physical contact with students

*Physical intervention should only be used as a last resort and when all other strategies have failed.*

Refer to the policy for use of physical intervention with students.

## **8.8 Confiscation and searches**

### **Confiscation**

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

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

The no vaping and smoking policy can be seen in Appendix D

### **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 themselves.

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

- An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to the safeguarding lead (designated safeguarding lead), 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:

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

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

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (or deputy) or pastoral lead, to try to determine why the student is refusing to comply.

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

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

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

An authorised member of staff may search a student’s outer clothing, pockets, 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

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](#).

### **Searching student’ possessions**

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

- Desks
- Lockers

- Bags

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

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

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

### **Informing the designated safeguarding lead (DSL)**

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

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

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

### **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

## **8.9 Off-site misbehaviour**

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

- 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 a staff member (e.g. on a school-organised trip).

### **8.10 Online misbehaviour**

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

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

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

### **8.11 Suspected criminal behaviour**

If a student 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 relevant member of the senior / pastoral leadership team will make the report.

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

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

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

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

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

The school's response will be:

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

The 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.

### **8.13 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 consider whether to discipline the student in accordance with this policy.

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

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

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

Please refer to our Safeguarding in Education: Managing Allegations Policy for more information on responding to allegations of abuse against staff or other students

## **9. Serious sanctions**

### **9.1 Detention**

All teaching members of staff have been authorised by the Headteacher to issue students with a detention.

Students can be issued with detentions during break or after school during term time.

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

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

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

## **9.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the students from the classroom for a limited time.

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove 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 student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

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

Students 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 student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed (via Class Charts) on the same day that their child is removed from the classroom.

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

- Meetings with pastoral / curriculum team
- Short-term individual behaviour plan (IBP)
- Long-term Pastoral Support Plans (PSP)
- Managed Moves and Reciprocal Secondary School working
- School Alternative learning programmes
- Advice and support from external agencies

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

## **9.3 Suspension and permanent exclusions**

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

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

Please refer to our exclusions policy for more information.

## **10. Responding to misbehaviour from pupils with SEND**

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

The school recognises that student' 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 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 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 prevent these from occurring.

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

- 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 supportive rooms where pupils can regulate their emotions

### **10.2 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

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

### **10.3 Considering whether a 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.

### **10.4 Pupils with an education, health and care (EHC) plan**

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

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

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

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

This could include measures like:

- Reintegration meetings with parents and carers
- Daily contact with the pastoral team or student support outreach
- Use of the 'return to learn' support room to support reintegration to the classroom
- Individual Behaviour Plan supported by the HOY
- Pastoral Support Plan supported by the Director of Key Stage

## **12. Student Transition**

### **12.1 Inducting incoming students**

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.

### **12.2 Preparing outgoing students for transition at the end of Key Stages**

To ensure a smooth transition to the next key stage / next step, students 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 student behaviour issues may be transferred to relevant staff at the start of the term or year.

### **13. Training**

All staff receive training relating to all aspects of this behaviour policy throughout the academic year. New staff receive detailed induction on the positive discipline policy which includes setting the schools culture and climate. This is regularly reinforced through staff continuing professional development.

Staff identified by the Headteacher receive TEAM Teach Positive Handling training. This is renewed in accordance with the certification every 3 years.

### **14. Monitoring arrangements**

#### **14.1 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 (alternative provision), off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the assistant Head with responsibility for Culture and Climate.

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.

#### **14.2 Monitoring this policy**

This positive discipline policy will be reviewed by the Headteacher and the Full Governing Body Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (Appendix B) will be reviewed and approved by the Full Governing Body every year.



## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying, harassment and discrimination Policy
- Searching, Screening and Confiscating Policy
- Mental Health and Wellbeing Policy
- Policy for use of physical intervention with students
- Safeguarding in Education: Managing Allegations Policy

## **Appendix A: Written statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year.

## Appendix B: Mobile Phone Policy



**BRIDLINGTON SCHOOL**

# Mobile Phones

## Onsite, Out of Sight

If you decide to bring a mobile phone or electronic device into school, it must be switched off and out of sight (including your earphones) at all times, unless your teacher directs you to use it as a learning aid.

Mobile phones and electronic devices must be out of sight at all times during the school day.

**Bag it — Pocket it — or Lose it**

**First time:** Staff will take your phone/device; it will be handed in at Student Support and stored in the safe until you collect it at the end of the day.

**Repeat offences:** Your phone/device will be confiscated, as above, but you will also serve detention or even internal exclusion.

## Appendix C: Uniform Policy for Years 7 to 11

Full Governors have adopted the following policy as the full uniform policy.

High standards and a positive work ethic are central to a successful future. Our school uniform creates a sense of belonging to our school community and sets the tone for all our work. The uniform policy is as follows.

### Students in years 7 to 11 this year are required to wear the following school uniform:

- Polo Shirt: students will need a blue badge on their white polo shirt.
- Jumper / Cardigan: Black Bridlington School sweatshirt / cardigan with a blue badge.  
No other jumper to be worn in school.
- Trousers: Full length plain black school trousers (no badge required).
  - Students cannot wear: leggings, sports wear, stretch fabric, short / cropped trousers, jeans, chinos, trousers with coloured belts, gold or silver zips
- Shoes: Low heeled, plain black shoes, no boots (no coloured flashes, bubbles, coloured soles, ballet shoes or canvas, logos or embellishment )

It is advisable that clothing is clearly marked with the student's name in case of loss.

### PE kit:

Students will be expected to wear:

- Navy polo shirt with navy collar and red trim.
- Navy blue or black shorts (not cycling shorts)
- Navy blue or black tracksuit bottoms or sports leggings
- Long red socks
- Trainers
- Football boots (certain sports), Gum shield (certain sports), Shin pads (certain sports)
- Optional: Navy hoodie with school badge. Waterproof sports jacket with school badge.

We do not allow students to wear any jewellery, except for **one stud** per ear for those with pierced ears. No other body piercings are allowed including spacers, clear bars and studs, plasters are also not permitted to be worn over piercings. No rings, necklaces or bracelets are permitted.


No accessories to nails including acrylics, varnishes, gels, jewels etc.

Hair should be clean and well-kept - extreme or unusual styles/unnatural colours are not acceptable.


Make-up should be subtle, if worn. Any student wearing excessive make-up will be asked to remove it.

The Headteacher will have the final decision on the definition of extreme/unusual/unnatural hair styles and make-up.

## Appendix D: Vaping and Smoking Policy

 **BRIDLINGTON**  
SCHOOL

# Vaping / Smoking



Bridlington School operates a no vaping or smoking policy.

**Sensors are in operation in all school toilets**

Sanctions will be given to students who fail to follow the policy.  
The level of the sanction will reflect the seriousness of the incident.