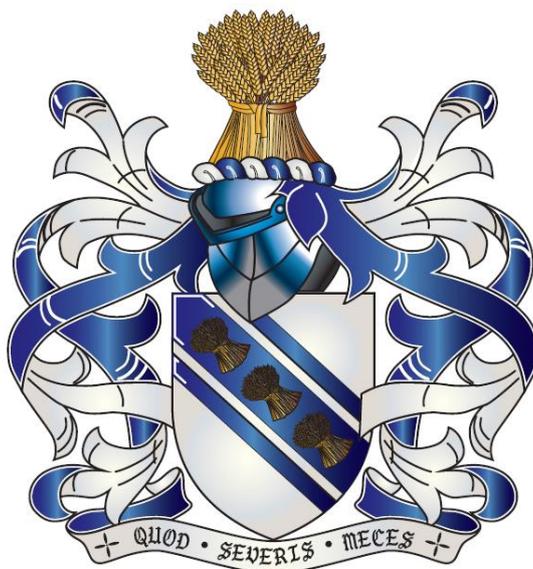


The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Behaviour Policy (2023-2024)

1. Aims and objectives of this Behaviour Policy

This Behaviour Policy aims to ensure The Bliss Charity School is a happy, caring, stimulating, positive and safe environment in which to learn and to work, where everyone can achieve their best. We want to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

The objectives of this policy are ...

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To develop pupils' self-regulation and self-discipline in managing their own actions and accepting responsibility for their decisions.
- To develop an ethos which recognises that all who learn and work at Bliss are valued, respected and supported.
- To provide a safe, secure environment where learning is exciting and enjoyable.
- To ensure the safety and wellbeing of all the children, staff and visitors to the school.
- To develop mutual respect for all members of the school and the local/global community.
- To develop effective links between teachers, parents and pupils.
- To ensure behaviour is managed positively and that inappropriate behaviour is dealt with effectively and consistently.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information

4. Responding to misbehaviour from pupils with SEND

4 Recognising the impact of SEND on behaviour

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

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

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjust seating plans to allow a pupil with visual or hearing impairment to sit near the teacher/in an appropriate place for their need
- Adjust uniform requirements for a pupil with sensory issues or who has skin conditions
- Training for staff in understanding conditions and neurodiversity

- Use of separate spaces (sensory zones) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

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

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

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

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

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

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

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter.

5. Our school's approach – behaviour at Bliss

The Bliss Charity School aims to develop excellent behaviour-for-learning in the classroom, as well as encouraging exemplary conduct between pupils and the world around them.

To achieve these aims the school has ...

- *A programme that is focused on the growth of effective learning behaviours and the creation of lifelong learners.*
- *'RESPECT Rules' that aim to build and sustain positive relationships between children, adults and the wider community.*
- *We are developing a 'behaviour curriculum' so that there is consistency in behavior expectations across the school and all staff have the same expectations of the children.*

The 'behavior curriculum', 'Metacognition Programme' and the 'RESPECT Rules' form the behaviour expectations at Bliss.

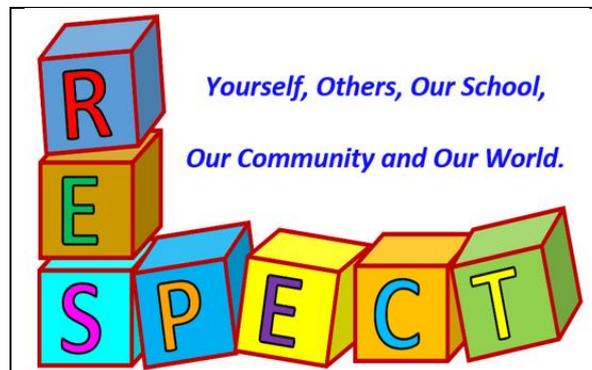
The Metacognition Programme:

The school's 'Metacognition Programme' is focused on the development of excellent behaviour-for-learning, by encouraging children to acquire the core attitudes and skills needed to self-regulate and succeed as independent learners. A cyclical, whole-school calendar for the 'Metacognition Programme' is established and the incremental acquisition of these attitudes and skills forms the school's main reward system for individual pupils (see section 4).

Attitudes					Skills				
Curious 	Empathetic 	Enthusiastic 	Independent 	Open minded 	Applying 	Aware of Learning Styles 	Collaborating 	Communicating 	Creating 
Pride in myself and others 	Reflective 	Resilient 	Responsible 	Risk Taker 	Making Choices and Decisions 	Questioning 	Reasoning 	Researching 	Self Managing 

RESPECT Rules:

The school's 'RESPECT Rules' (*Respect yourself, each other, our school, our community and our world*), are focused on conduct, setting high expectations for all members of the school community. To embed these rules, the separate elements of the 'RESPECT' motto are focused on at different times during the school year (e.g. Term 5 = *Respect our community*). Exhibiting the school's 'RESPECT Rules' is linked to the school's collective – house-based – reward system (see section 4).



With both the 'Metacognition Programme' and the 'RESPECT Rules' at the heart of the school's character development education and its spiritual, moral, social and cultural (SMSC) provision, pupils at Bliss develop effective self-regulation regarding their learning - and towards each other - on their journey through the school. This can be seen in the excellent behaviour observed in lessons and around the school, and the very low level of recorded unexpected behaviour incidents.

6. Behaviour Curriculum

We are committed to creating a culture that promotes excellent behaviour.

To support our children with SEND, it is key that our neurotypical children develop key habits and routines. This therefore reduced sensory triggers as well as cognitive load meaning that the staff at Bliss can focus on supporting those children who need some additional support.

We will implement a behaviour curriculum which we will strive for pupils to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff, each other, our community and environment
- Make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform, unless reasonable adjustments are needed
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

7. Best practice guidance – managing behaviour effectively

To manage behaviour effectively, adults should ...

- Trust, listen, encourage, praise and respect every child as an individual.
- Plan and organise both the classroom and the lesson to keep pupils interested and to minimise the opportunities for disruption.
- Be aware of the children at all times by continually observing or 'scanning' the behaviour of the class.
- Be aware of their own behaviour, including stance and tone of voice.
- Treat everyone with courtesy, modelling the standards they expect from pupils.
- Look for things to praise: highlight desired behaviours by recognising positive conduct and good work.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours.
- Set the rules for classroom behaviour with the pupils, explaining why they are necessary.
- Target the right pupil(s), avoiding group reprimands/punishments.
- Ensure punishments are proportionate – use the unexpected behaviour definitions in section 5 and the associated consequences/sanctions for reference and consistency.
- Treat each incident as a new one, without pre-conceived ideas about certain children.
- Be aware of the messages that children receive from adults' actions and ensure a calm, consistent approach.
- Investigate incidents thoroughly, avoiding jumping to conclusions.
- Condemn the act and not the person, criticising the behaviour and not the individual.
- Use private rather than public reprimands whenever possible to avoid embarrassment, humiliation and stigmatisation.
- Try to deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it discretely and without the child being shown up.
- Use the consequences and sanctions in the school's Behaviour Policy consistently: adults must never ...
 - Punish through denying access to the full curriculum (e.g. missing PE).
 - Use extra work as a punishment (e.g. more mathematics).
 - Use corporal punishment under any circumstance.
 - Punish children by leaving them on their own without adult supervision.

8. Incentives and rewards – encouraging and celebrating excellent behaviour-for-learning and good conduct

Whilst we are focussed on developing intrinsic, rather than extrinsic, individual rewards, A series of positive incentives and rewards exist to celebrate pupils’ achievements and to encourage them to exhibit the skills and attitudes in the ‘Metacognition Programme’ and the values in our ‘RESPECT Rules’. They are ...

<p>Praise</p>	<p>Silent gestures (e.g. smiling, thumbs-up), verbal praise and public acknowledgement are used frequently by all school staff to recognise pupils’ achievements positively and to encourage the learning behaviours and conduct desired at Bliss.</p>
<p>House Point Tokens</p>	<p>Pupils who exhibit the school’s ‘RESPECT Rules’ can be rewarded with ‘House Point Tokens’. These are issued in house colours: yellow (Air); green (Earth); red (Fire); blue (Water). ‘House Point Tokens’ are collected in every classroom. House Captains count the tokens in each room regularly and these are added to the ‘House Board’ in the hall. The winning house at the end of the year receives the ‘House Shield’.</p> 
<p>Metacognition Awards</p>	<p>When pupils demonstrate the attitudes and skills within the school’s ‘Metacognition Programme’ they receive a token for that particular attitude or skill. Accumulating ten tokens (across all twenty attitudes and skills), is recognised in Key Stage Celebration Assemblies. Accumulating ten tokens in one particular attitude/skill results in the award of a special ‘Metacognition Sticker’ to recognise that a particular attitude/skill has been mastered. These stickers are collected on special ‘Metacognition Certificates’ that stay with pupils on their journey through the school. Metacognition awards are high-value and aspirational; they are given for exceptional behaviour-for-learning.</p>
<p>Headteacher Awards</p>	<p>Excellent work, effort or behaviour can be rewarded by the headteacher. It is up to school staff to decide if a pupil deserves this special level of recognition. Pupils who are nominated for a ‘Headteacher Award’ receive a special Headteacher Stamp on their work (if appropriate), a Headteacher Sticker and a Headteacher Certificate.</p>

9. Consequences and sanctions – addressing inappropriate behaviour-for-learning and poor conduct

School staff should seek to manage behaviour positively in the first instance. Furthermore, school staff should adhere to the expectations in section 8 (and section 9 for senior leaders) of this policy, as well following the best practice guidance in section 8, to prevent the need to use the consequence and sanctions below.

Unexpected behaviour at The Bliss Charity School is defined as being either ‘minor’, ‘moderate’ or ‘extreme’:

Minor	Moderate	Extreme ¹
<ul style="list-style-type: none"> • Repetitive low-level disruption in lessons. • Repetitive low-level flouting of school rules. • Consistent absence of good behaviour-for-learning. 	<ul style="list-style-type: none"> • Significant, deliberate disruption. • Unexpected behaviour that results in injury/damage. • Rudeness/aggression towards other children and/or adults. • Risky online behaviour. • Purposefully accessing online content that is not age-appropriate 	<ul style="list-style-type: none"> • Malicious, aggressive behaviour, leading to injury/damage. • Foul language. • Bullying. • Racism • Extreme views • Unsafe behaviour online. • Cyberbullying. • Online hate incident.

A series of consequences and sanctions exist to discourage pupils from misbehaving. The sanctions exist as a deterrent for future displays of unexpected behaviour and so that reparatory actions can be undertaken to improve/resolve the situation for all involved.² They are ...

Warnings	<p>In the first instance, low-level unexpected behaviour will be addressed discreetly with a reference to appropriate behaviour being modelled by others. If this does not suffice, a discrete, verbal warning is given.</p> <p>A repeat instance of low-level unexpected behaviour results in a final warning. At this stage, the child may be asked to move away from sources of distraction/antagonism for their own benefit – or be supervised more closely by an adult – in order to prevent a more serious consequence. Parents/carers might be informed if this sanction is used.</p> <p>Another repeat instance of low-level unexpected behaviour is categorised as ‘minor’ unexpected behaviour and it will result in one of the sanctions below. Future behaviour may now be monitored by the class teacher, or a senior leader, for a fixed period of time to ensure behaviour improvements take place.</p>
Loss of ‘free time’ or privileges	<p>‘Moderate’ unexpected behaviour - or ‘minor’ unexpected behaviour - can result in the loss of ‘free time’ or privileges in order to spend time reflecting upon their behaviour. This includes:</p> <ul style="list-style-type: none"> • <i>Losing playtime or part of lunch-time.</i> • <i>Losing the right to attend a school club.</i> <p>If ‘free time’ is removed, pupils will complete unfinished tasks or repeat/improve unsatisfactory work. This will also involve pupils reflecting on their unexpected behaviour and considering the consequences of their actions – this could include completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation. A senior leader may be consulted. This incident is recorded. Parents/carers are usually informed if this sanction is used. Future behaviour is monitored by the class teacher</p>

¹ Pupils found to have made malicious accusations against school staff will be disciplined under the schools ‘extreme’ behaviour procedures – specific/special needs of pupils will be taken into account (see below).

² The specific/special needs of pupils will be used to determine the appropriate level/nature of the consequence/sanction - adjustments will be made on an individual, case-by-case, basis so no child is discriminated against unfairly.

	and/or a senior leader for a fixed period of time to ensure behaviour improvements take place.
Reflection Time with Senior Leader	'Extreme' unexpected behaviour - or 'moderate' unexpected behaviour - can result in Reflection Time. Reflection Time involves pupils spending their lunch-time(s) reflecting on their unexpected behaviour and considering the consequences of their actions – this will usually involve completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation. This incident is recorded. Parents/carers are informed if this sanction is used and they may be invited into the school to discuss their child's conduct. Future behaviour is monitored by a senior leader for a fixed period of time to ensure behaviour improvements take place.
Internal exclusion	'Extreme' unexpected behaviour can result in an internal exclusion. In this instance, a child is removed from their classroom and is educated elsewhere within the school, away from other pupils, for a fixed period of time – supervised by a member of school staff, usually a senior leader. This incident is recorded. Parents will be invited into school at this stage to discuss their child's conduct with the headteacher. Persistent incidents of 'extreme' behaviour that result in regular isolation will lead to the establishment of a 'Behaviour Plan': this is an agreement between the pupil, staff and parents/carers outlining how the child's conduct can be improved and how the adults in school/at home can assist. External agencies (e.g. behaviour specialists) may be consulted at this stage to help the school provide the best support for the child.
External suspensions/permanent exclusion	External suspensions/exclusions – either temporary or permanent – are reserved for the most serious incidents of persistent unexpected behaviour. At this stage, the Governing Body will assist school leaders and parents/carers in resolving this situation in the best interests of the pupil and the school. Local Authority procedures will be followed.

Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

10. The Role of Pupils

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To be responsible for their own actions.
- To follow the instructions of the school staff.
- To take care of school property and the property of others.
- To co-operate with other children and adults.
- To complete work within a reasonable timeframe and to a good standard.
- Follow the school rules in the classroom and on the playground.
- To be honest about mistakes and their own unexpected behaviour, and to not make malicious accusations against other children/staff.
- To follow the school's 'RESPECT Rules' and try to acquire the metacognition attitudes and skills.
- To follow the 'Behaviour and Anti-Bullying' guidance shared in assemblies and provided in the back of their Reading Record (see Appendix 1).

11. The Role of Parents/Carers

- To model appropriate behaviour i.e. avoid using inappropriate language in front of children.
- To make their child aware of appropriate behaviour.
- To encourage independence and self-discipline.

- To show an interest in all that their child does at school.
- To foster good relationships with the school.
- To be aware of the school rules and expectations.
- To support the school in the implementation of this Behaviour Policy.
- To follow the Home-School Agreement and the Parent Code of Conduct.
- To follow the 'Behaviour and Anti-Bullying' guidance provided in the back of their child's Reading Record (see Appendix 1).

12. The Role of School Staff

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

Their role is:

- To manage behaviour positively and be a good role model.
- To deal with inappropriate behaviour immediately, never ignoring it.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To establish clear routines
- To try to deal with situations personally in order to enhance own credibility and authority.
- To create a safe and pleasant environment, physically and emotionally.
- To use the rewards and sanctions within this Behaviour Policy consistently.
- To support perpetrators/victims of unexpected behaviour with appropriate pastoral care.
- To share behaviour strategies/concerns with other staff and agencies to ensure effective transition or support.
- To form good relationships with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To be consistent but aware of pupils' individual and special needs.³
- To record incidents of unexpected behaviour on The Bliss Charity School's CPOMS system.
- To use the best practice guidance (section 3) to create, manage, support and reinforce behaviour positively.
- To only use physical restraint to keep the pupil/others safe and to adhere to the *Team-Teach* positive handling procedures when doing so.

13. The Role of Senior Leaders

- To be role models, exhibiting exemplary personal behaviour and demonstrating best practice in behaviour management.
- To assist other members of staff with following and applying this policy consistently, offering peer support and mentoring/coaching on behaviour management.
- To plan opportunities to share, communicate and discuss behaviour expectations in the school curriculum and calendar.
- To assist and supervise other staff members in recording incidents of unexpected behaviour on The Bliss Charity School's 'Incident Form – Behaviour and Online Safety'.
- To log and monitor incidents of unexpected behaviour on the school's online system- CPOMS.
- To supervise detentions/exclusions as required, ensuring pupils have an opportunity to reflect on their unexpected behaviour and consider the consequences of their actions by completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation.
- To enforce this Behaviour Policy outside of the school premises when the pupil is:
 - *Taking part in any school-organised or school-related activity;*
 - *Travelling to or from school;*
 - *Wearing school uniform;*

³ The specific/special needs of pupils will be used to determine the appropriate level/nature of the consequence/sanction - adjustments will be made on an individual, case-by-case, basis so no child is discriminated against unfairly.

- *In some other way identifiable as a pupil at the school;*
- *Behaving in way that could have repercussions for the orderly running of the school or the school's reputation.*
- To search pupils and confiscate items if there is a reasonable suspicion that prohibited items are on the school site.⁴
- To work with parents/other agencies in managing and improving 'extreme' unexpected behaviour.
- To support members of school staff who have been subject to malicious accusations and arrange suitable pastoral support.

14. The Role of the Governing Body

- To ensure this policy adheres to the latest statutory guidance and legislation.
- To ensure this policy meets all regulations concerning equal opportunities.
- To support the headteacher, senior leaders and school staff in implementing and applying this policy.
- To liaise with the headteacher to ensure that the policy is implemented fairly and with sensitivity.
- To consider all representations from parents regarding this policy.
- To monitor behaviour and hold school staff and senior leaders to account for the highest standards of behaviour.
- To assist school leaders and parents/carers in resolving 'extreme' cases of unexpected behaviour in the best interests of the pupil and the school.
- To evaluate the effectiveness of the school's behaviour strategy.

15. Inclusion

This Behaviour Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

The specific/special needs of pupils will be used to determine how this Behaviour Policy is applied. Expectations and sanctions will be adjusted to meet the needs of individuals on a case-by-case basis so no child is discriminated against unfairly.

This Behaviour Policy will be carried out in accordance with the SEN Code of Practice 2014 (updated 2020).

Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

⁴ Prohibited items include weapons, drugs, alcohol, smoking/vaping items, stolen goods, fireworks, pornographic materials, articles that have been used/are likely to be used to commit an offence, electronic devices that may be used in cyber-bullying incidents and items banned by the school.

- Never be used as a form of punishment
- Be recorded on CPOMs and in the *'Bound and Numbered'* book (office) and reported to parents/carers

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

Confiscation, screening and searching

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

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

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

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

The pupils’ parent/carer will be contacted. Decision of next action will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of.

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

- o What happened
- o What was found, if anything

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

Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether 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 pupil'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 pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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 pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

- The pupil 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 pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- o Act to safeguard the rights, entitlements and welfare of the pupil
- o Not be a police officer or otherwise associated with the police
- o Not be the headteacher
- o Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil 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 pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil 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 pupil 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 pupil(s) who have been strip searched more than once and/or groups of pupils 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.

16. External Agencies

External agencies (e.g. behaviour support specialists) may be consulted to help the school provide the best support for children who have persistent behavioural difficulties. This will be done in collaboration with parents/carers. Local Authority procedures will also be adhered to in cases of external exclusion.

17. Other Policies

The school's Anti-Bullying Policy⁵ should be read alongside this document, as should the Policy on Restrictive Physical Handling and the Online Safety Policy.

18. Review

The governing body will monitor and review this policy every year.

19. Guidance

This Behaviour Policy has been written in accordance with the *Department for Education (DfE)* document 'Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016)'.

⁵ In-line with the recommendations from the *Anti-Bullying Alliance*, the Anti-Bullying Policy is a stand-alone policy.

Signature: (Chair of Governors)

Print Name: Mrs. S. Hornagold-Prosser

Date:

Signature: (Headteacher)

Print Name: Mrs. L. White

Date:

Behaviour and Anti-Bullying

Pupil conduct and behaviour at The Bliss Charity School is positive and the children all get along really well with each other the vast majority of the time. However, there will be occasions when pupils ‘fall out’ and someone becomes upset. When this happens, it is important for both children – and parents/carers – to respond in the correct way so that any issues are resolved as quickly as possible.

Children ...	Parents/Carers ...
<ul style="list-style-type: none"> • Follow the school’s ‘RESPECT Rules’ at all times and use the attitudes and skills from our metacognition programme to help you get along with others. Remember to treat classmates and other pupils how you would like to be treated yourself. • Remember that ‘falling out’ is part-and-parcel of growing up. While no-one likes being upset, you and the person/people who has upset you are probably still friends really and this disagreement will more than likely just be a temporary one. Try not to overreact as it may ruin your friendship. • Be open and honest about anything you may have done (there usually are two sides to every story). • Recognise the difference between someone being nasty to you once and bullying. Think about our anti-bullying assemblies and remember our STOP message: Several Times On Purpose. • Trust the adults in school to deal with your concerns – things can always be sorted out once adults in school know what is going on. Again, remember our STOP message: Start Telling Other People. <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> • Don’t wait to tell someone! Tell someone in school <u>the moment</u> it happens – don’t wait until you go home as this just slows things down. If you tell an adult in school immediately, they can investigate it properly while other children are still around and things may have been seen/heard – and remembered – by others. • Be brave enough to deal with situations on your own. Can you use any of our metacognition skills and attitudes? For instance, resilience and empathy may be needed if someone is just being ‘a bit irritating’, whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school yourself. • Use the ‘Wellbeing Wheels’ on the playground and in the classroom to help deal with situations and feelings that may lead to negative behaviour. 	<ul style="list-style-type: none"> • Remember that ‘falling out’ is part-and-parcel of growing up. While it is not nice to see your child upset, it is important not to overreact. The best thing to do is to share the information your child has reported to you the next day with the class teacher. Class teachers are the best people to talk to about behaviour issues. If the situation does not get resolved satisfactorily, a senior leader can be involved alongside the class teacher. • Be open to the possibility that your child may have done something too (there usually are two sides to every story) and that you may not have all the facts. Children can misunderstand situations and sometimes only report things from ‘their point of view’. • Recognise the difference between an isolated incident of spitefulness and bullying (see below). At Bliss, bullying is defined as ‘<i>deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves</i>’. Thankfully, genuine cases of bullying at our school are very, very rare. Applying our STOP message (see below) helps both children and adults see what bullying is and what bullying is not. • Trust that the adults in school have the ability – and the experience – to deal appropriately with unexpected behaviour. School staff will always try to resolve incidents they become aware of and, if the incident is deemed serious enough to include home, a phone-call will be made to discuss the issue with the parents/carers of all involved. • Encourage your child to report any concerns they have directly and immediately to adults in school – children need to report any issues they have ‘in the moment’ and not wait until they get home. It is much more difficult for school staff to deal with things ‘after the event’ • Empower your child to deal with situations independently through the development of our metacognition skills and attitudes. For instance, resilience and empathy may be needed if someone is just being ‘a bit irritating’, whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school themselves.