

ALAMEDA MIDDLE SCHOOL



Ambitious ■ **Motivated**
Confident to Soar

BEHAVIOUR POLICY

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TABLE OF CONTENTS

1	AIMS.....	4
2	RATIONALE	4
3	LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE.....	5
4	DEFINITIONS.....	5
5	ROLES AND RESPONSIBILITIES	8
6	SCHOOL BEHAVIOUR CURRICULUM	11
7	RESPONDING TO BEHAVIOUR	12
8	SERIOUS SANCTIONS.....	20
9	RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND	21
10	SUPPORTING PUPILS FOLLOWING A SANCTION.....	22
11	PUPIL TRANSITION	23
12	TRAINING	23
13	MONITORING ARRANGEMENTS.....	23
14	LINKS WITH OTHER POLICIES.....	24
	APPENDIX 1: REWARDS	25
	APPENDIX 2: SANCTIONS.....	26
	APPENDIX 3: CHECKLIST FOR MANAGING BEHAVIOUR AT ALAMEDA SCHOOL.	29



1 AIMS

This policy aims to:

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

2 RATIONALE

All members of the Alameda Middle School community have a right to a safe and challenging learning environment. Mutual respect amongst all members of the school community lies at the heart of this policy. Alameda expects behaviour to be of a high standard throughout the school day, when travelling to and from school and whilst participating on trips and visits.

Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Positive relationships between and with students are the key to good behaviour. Students learn best in an ordered environment. This is achieved when expectations of learning and behaviour is high and if an individual does not respond, consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration.

This policy is based on recognition of the rights and responsibilities of all members of the school community, the importance of clear and consistent routines inside and outside the classroom which are always adhered to and create a culture of success.

The policy will therefore:

- build upon the good practice that exists within the School.
- support effective teaching and learning.
- encourage adherence to an agreed set of principles of behaviour for the whole school community
- help members of the school community to distinguish between acceptable and unacceptable behaviour.
- contribute to promoting mutual respect and tolerance in our multi-cultural and multi faith school community.
- develop the inclusive nature of the School.
- The School will communicate the Behaviour Policy to all new and existing students through its expectations, code of conduct and website as well as in assemblies, form groups and within the curriculum, where appropriate.
- The School will communicate the policy to all teaching and non-teaching staff by providing copies of the policy electronically and through new staff induction The School will communicate its policy to parents and carers annually via the School Website or upon request.
- The Behaviour Policy will be reviewed regularly by the school community and continually
- revised and developed in response to identified needs.

3 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 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [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:
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy • [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy This policy complies with our funding agreement and articles of association.

4 DEFINITIONS

Positive Behaviour is defined as:

Positive behaviour is helpful and intended to promote social acceptance. Positive behaviour is characterised by a concern for the rights, feelings and welfare of other people: behaviour which can benefit other people or society. Positive behaviour can be defined as the 'absence' of unsocial behaviour.

Misbehaviours can be divided into Unsocial behaviour (referred to as 'difficult') or **Detrimental behaviour** (referred to as 'dangerous')

Unsocial behaviour (referred to as 'difficult') is defined as behaviour which falls below the Alameda expectations but doesn't cause harm to self or an individual. Examples could be:

- not doing as instructed, but not to the detriment of others
- moving around without permission
- leaving the classroom without permission
- refusing to complete the work set
- not wearing the correct uniform
- choosing to do an activity other than the one the class are supposed to be doing (e.g., drawing/doodling etc)
- rocking on a chair
- calling out/talking to a friend
- not listening to nor following instructions
- playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help or attention, or that they are bored or impatient. Unsocial behaviour does not need SLT support unless it becomes **persistent** and **disruptive** and therefore becomes detrimental.

Detrimental behaviour (including 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

Detrimental Behaviour	Dangerous Detrimental Behaviour
Aggressive shouting	Leaving the school building
Calling out disruptively	Leaving the premises
Continued interruptions	Spitting (directly at another)
Swearing	Pushing
Answering back	Scratching
Mimicking	Pinching
Name calling	Hair pulling
Lying	Hitting
Refusing to carry out an adult's request	Kicking
Distracting and/or disrupting others' learning, for example by shouting, banging, making noises	Fighting
Throwing small equipment	Biting
Leaving the classroom without permission	Punching
Damaging property/pushing over furniture	Throwing anything directly at another
Stealing	Throwing furniture
Using a mobile phone	Damaging property
	Physical or verbal bullying

Detrimental behaviour should not need Head of Year/SLT support **unless** it is persistent and disruptive. Dangerous detrimental behaviour will need Head of Year or SLT support/intervention.

Head of Year or SLT assistance for Dangerous Detrimental Behaviour

Should SLT support be required for dangerous detrimental behaviour, staff are asked to call the office, who will alert the member of SLT on call. Alternatively, a sensible pupil can be sent to the office with a message (note: this is only applicable should the incident occur in the main school building). Contacting the office signifies dangerous detrimental behaviour and that support from SLT is needed. SLT will intervene and model therapeutic methods or take the class for the teacher to do this (to increase confidence with approach). If a child leaves the classroom, a member of SLT **must** be informed immediately. If a child leaves the site, ensure that both the police and the pupil's parents are notified immediately, as well as SLT.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual harassment, (meaning any 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
- Physical violence (attempting to cause, or resulting in pain and or injury) or verbal aggression towards a teacher or another pupil
- Damage to property belonging to the school or another pupil (including but not restricted to vandalism, graffiti, destruction of another's property)
- Using objects or property to harm themselves or another.
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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, teasing, belittling
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

[Link to the anti-bullying policy.](#)

5 ROLES AND RESPONSIBILITIES

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that behaviour is taught as part of the wider curriculum
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Ensuring that all staff understand the behaviour expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

As stated in the Teachers' Standards, staff will:

- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils Additionally, staff should:
- Establish and maintain clear boundaries
- Implement the behaviour policy consistently
- Model expected behaviour and positive relationships
- Provide reasonable adjustments for pupils with Special Educational Needs including, but not limited to, additional modelling, coaching, movement breaks, sensory adaptations etc
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Record behaviour incidents promptly

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

5.4 Parents and carers

Parents and Carers should always:

- Respect the ethos, vision and values of our school
- Work together with staff in the best interests of the pupils
- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Approach the right member of school staff to help resolve any issues of concern
- Take part in the life of the school and its culture
- Treat all members of the school community with respect – setting a good example with speech and behaviour
- Seek a peaceful solution to all issues
- Correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct

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

5.5 Pupils

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

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

Pupils will be supported to meet the behaviour standards, especially by their form tutor and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture, through form time, assemblies and PSHE lessons.

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

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

6 SCHOOL BEHAVIOUR CURRICULUM

At Alameda, pupils will be taught which positive behaviours are expected. The contents of the behaviour policy will be shared with them at the start of each year and subsequently through assemblies, form times and PSHE lessons.

Pupils are expected to:

- Be on time to school
- Be on time to lessons
- Line up sensibly before entering a classroom
- Be ready and equipped to learn (pen, pencil, ruler, rubber)
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Follow the instructions of an adult
- Allow all pupils the opportunity to learn without distraction
- Move quietly around the school, on the left-hand side
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Play without contact
- Put their own rubbish in the bin
- Be responsible for their own behaviour choices, 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.

6.1 Mobile phones

Pupils are not allowed to use their mobile phones anywhere on the school site. Any pupil found using their mobile phone, for any reason, will receive an after-school detention. Mobile phones are to be signed in and out in the appropriate box before and after school.

Should pupils need to contact home, they can do this via the school office.

[Link to the mobile phone policy](#)

7 RESPONDING TO BEHAVIOUR

7.1 Classroom management

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

They will:

- Create well-sequenced and adapted teaching that allows all children to succeed
- Create and maintain a tidy and stimulating classroom environment that encourages pupils to be engaged
- Display the behaviour expectations in their classroom
- Develop a positive relationship with pupils, which includes:
 - Having unconditional positive regard for the children in our care
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding each lesson positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 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.

7.3 Responding to good behaviour

When a pupil'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 with:

- Verbal praise
- Communicating praise to parents/carers via Edulink achievement points, a phone call or an email

- Certificates, awards ceremonies, special assemblies
- Positions of responsibility, such as School Council, Sports Leader or Junior Leadership team
- Whole-class or year group rewards, such as a trip or activity

7.4 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising. It is important that it is a response not a reaction to the behaviour, in order to de-escalate the situation.

Where pupil's behaviour is unsocial but not detrimental, pupils will be given a **CHANCE** to rectify their behaviour. If they fail to rectify their behaviour, this will be interpreted as a **CHOICE** and there will be a **CONSEQUENCE**. Pupils will be taught this language and staff will be expected to use it consistently. A visual CCC card will be placed on a pupil's desk when they are being given a chance.

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

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

The school may use one or more of the following sanctions in response to unsocial and detrimental behaviour:

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

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

7.5 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 dangerous 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
- Reasonable, proportionate and necessary
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (records to be kept for 7years)

When considering using reasonable force, staff should carry out a dynamic risk assessment, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. If a pupil has been held, a risk assessment and positive handling plan must be put in place.

7.6 Searching, screening and confiscation

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the Headteacher or Deputy Head/DSL to try to determine why the pupil is refusing to comply.

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

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

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

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

'Outer clothing' includes:

- 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)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item 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/carers

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

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

Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider 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 whether 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:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher

- 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 whether, 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.

7.7 Off-site misbehaviour

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

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

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, a member of the Senior 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.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our [Safeguarding and Child Protection Policy](#) for more information.

7.11 Malicious allegations

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

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

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

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

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

8 SERIOUS SANCTIONS

8.1 Detention

Pupils can be issued with break and lunchtime detentions by any member of staff.

After school detentions during term time can only be issued by a Head of Year, Subject Leader or a member of SLT.

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

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

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

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove a pupil from the classroom for a limited time for a reset, the whole lesson or to isolate the pupil.

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

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

Removal can be used to:

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

Pupils will not be removed from classrooms for prolonged periods of time (whole lessons) without the explicit agreement of a Head of Year or member of SLT.

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

Parents/carers will be informed on the same day that their child is removed from the classroom.

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

- Meetings with the pastoral team, or Head of Year
- Use of teaching assistants
- Short-term Form Tutor/Head of Year report cards
- Long-term behaviour and support plans
- Multi-agency assessment

8.3 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 permanently exclude will be made by the headteacher. Permanent exclusion will only be used as a last resort.

Please refer to our [Exclusions Policy](#) for more information.

9 RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account 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.

Approaches to anticipate and remove triggers of misbehaviour include, but are not limited to:

- Short, planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirement
- Training for staff in understanding conditions such as autism or ADHD
- Access to Learning Support 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 consider whether:

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

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

The school will then assess whether 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 difficult behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits difficult 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. If appropriate, the school may request an emergency review of the EHC plan.

10 SUPPORTING PUPILS FOLLOWING A SANCTION

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

This could include measures such as:

- Reintegration meetings
- Meet and greet with a member of the pastoral team or a teaching assistant

- Daily contact with the Head of Year
- A report card with personalised behaviour goals

11 PUPIL TRANSITION

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12 TRAINING

Behaviour management is part of continuing professional development. Our staff are provided with regular training on managing behaviour, including training on:

- Evidence-based behaviour management
- Therapeutic Thinking
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

13 MONITORING ARRANGEMENTS

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, parents and other stakeholders (via anonymous surveys)

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 them.

13.2 Monitoring this policy

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

14 LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- [Exclusions policy](#)
- [Safeguarding and Child Protection Policy](#)
- [Mobile phone policy](#)

APPENDIX 1: REWARDS

Behaviour	Reward	Issued by
Ready to learn Entering the room calmly Starting tasks when asked 100% focus Good manners Consistently doing what is expected	Positive acknowledgement Thank you Smile	Any member of Alameda staff
Being kind or helpful Showing respect or resilience Completing work or homework independently to a good standard Good effort or participation	Achievement point Use work as an example/display	Any member of Alameda staff
Going above and beyond Showing great determination Leading others in a positive manner Representing the school Excellent effort	2 Achievement points Phone call home Celebration in achievement assemblies	Any member of Alameda staff
Excellent work above the expected standard Pioneering attitude	Headteacher's award	Nominated by class teacher

APPENDIX 2: SANCTIONS

Behaviour	Sanction	Issued by
Dropping litter Chewing gum Poor behaviour in a queue, assembly, lunch hall or quad Running around school Being in an out of bounds area	Community service e.g., litter picking, tidying	Any member of Alameda staff
Distracting or disrupting others' learning e.g. calling out, banging, making noises etc Lack of effort Late to lesson (with no reason) Rude or defiant; answering back Refusal to carry out an adult's instructions Leaving a classroom without permission Misuse of equipment Poor representation of the school Repeatedly not completing homework in a subject (twice or more) Throwing small equipment across a room e.g. rubbers, pens Not attending an after-school detention (Loss of weeks breaks)	Break or lunch detention	Any Alameda staff

Using a mobile phone in school Throwing or pushing over furniture Swearing Repetitive disruption to learning in the same lesson or over a series of lessons	After school detention	Head of department, Head of Year or SLT
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Persistently late to lessons Truancy Failure to attend lunch time detention		
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Fighting Dangerous misuse of equipment Stealing Intimidating behaviour (verbal or physical) Homophobic, bullying, disability or racist incident Any form of sexualised behaviour Persistent defiance to an adult Leaving school building/premises	Internal isolation (can include/use break or lunches rather than lessons)	Head of Year or SLT
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Repeated breaches of school rules Serious misbehaviour (page 5 of policy) Possession of a prohibited item – drugs, vape, weapons (knives) Physical assault – using violence which causes injury to another e.g., punching, kicking Repeated bullying, homophobic, sexualised, racial or disability incident Swearing at staff Throwing equipment directly at another student or member of staff Damaging property Physical violence or verbal aggression towards a teacher or another pupil Using objects or property to threaten or harm another.	Suspension	Headteacher
A serious breach or persistent breaches of the school's behaviour policy Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.	Permanent exclusion	Headteacher

APPENDIX 3: Checklist for Managing Behaviour at Alameda School.

Use of Chance Choice Consequence system within a lesson.

1. Break time detention – which will be supervised by the member of staff setting the detention
2. Central lunch time detention- 30-minute silent reading or classwork set by the teacher.
3. After school detention – 1-hour silent reflection participating in reading or classwork set by the teacher.
4. Isolation- removal from the peer group for a specific period. Any pupil receiving isolation will be required to arrive ~~to~~ promptly at the school reception.
5. Fixed Term Suspension-
6. Permanent Exclusion

Removal from lessons

1. Use the on-call system to alert a member of staff on call to collect the pupil. Referred to in section 4 of the policy.
2. The pupil will be collected and taken to the isolation room. Silent reflection time and completion of work.
3. Lunch time detention issued for that or next day.
4. If removed twice in one day, pupil will be isolated the next day.

Suspension/exclusion

- Following a suspension a pupil will have a reintegration meeting with the Headteacher and/or a member of Senior Leadership/SENDCo.
- After 2 periods of suspension, a pupil will be placed on an Acceptable Behaviour Contract (ABC).
- Any further suspensions will go up in increments of time depending on the reason. e.g . First suspension = 1 day, 2nd = 2 days, 3rd = 3 days. After the third period, an external review meeting will be held to assess whether the school has tried everything to support the pupil.
- Additional support, including external support, to be put into place where practical and resources reasonably allow it (financial and human)

Should a pupil fail to meet their Acceptable Behaviour Contract, it may result in a permanent exclusion.