



ACHIEVING TOGETHER

FOUR STONES GATEWAY TRUST

BEHAVIOUR POLICY (including Anti-Bullying)

DATE POLICY WAS APPROVED	25.06.2026
DATE POLICY WILL BE REVIEWED	Summer 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	Executive Headteachers

FOUR STONES GATEWAY TRUST

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Four Stones Gateway Trust is a company limited by guarantee registration number 9115941

Key Definitions

All policies incorporate the following schools or organisations within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents/carers, community members, LAB or Trust members, trade unions, local business leaders etc.

“Behaviour for Learning Protocols/Local Behaviour Policies”: Schools are expected to set out their own Behaviour for Learning Protocols/Local Behaviour Policies underneath this overarching Trust policy which establish local procedures and expectations appropriate to the context, age and phase of learning.

The Trustees believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. Therefore, the Trustees are keen to ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued at the schools in The Four Stones Gateway Trust (the 'Trust'). They have written this statement of general principles to guide the Chief Executive Officer in determining measures to promote good behaviour and discipline amongst students in schools in the Trust.

This is a statement of principles, not practice. The 'Behaviour Policy' incorporates the Trust's Anti-Bullying Policy and operates in conjunction with other policies.

General principles

- All students, staff and visitors have the right to feel safe at all times at school.
- All schools in the Trust are inclusive schools. All members of the individual schools' community should be free from discrimination of any sort. Measures to protect students should be set out in the behaviour and equality policies.
- School rules should be clearly set out in the behaviour policy and protocols and explained to all students and parents/carers. These rules should be consistently applied by all staff.
- There should be a wide range of rewards, consistently and fairly applied by all staff in such a way as to encourage and reward good behaviour around the individual schools.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. These sanctions should be applied fairly, consistently, proportionally, and reasonably.
- Students, staff, and parents/carers should cooperate to maintain an orderly climate for learning.
- Violence, threatening behaviour or abuse by students or parents/carers towards the Trust's staff will not be tolerated.

Trustees have asked the Chief Executive Officer to ensure that the following are covered in the individual schools' behaviour policies (Behaviour for Learning Protocols):

- Screening and searching students (including identifying in the school rules items which are banned, and which may be searched for).
- The power to use reasonable force or make other physical contact.
- The power to discipline beyond the school gate. This needs to cover the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Parameters

This Policy applies to all students in all schools in the Trust:

- when at school;
- on the way to or on the way from school;
- while on any school activity;
- wearing the school uniform away from the school premises; and
- who are, in any other way, identifiable as students from a school within the Trust.

It applies to:

- actions within school;
- actions outside of school which may harm, threaten, or bully another student; and
- any action by a student (whether in school or outside of school) which: may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or poses a threat to another student or member of the public. However, we are not in a position to routinely sanction inappropriate behaviour in the community that takes place outside of school hours, for example on a weekend.

We have high expectations of all our students and acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with SEND.

Roles and Responsibilities

The Local Academy Board (LAB)

The LAB have the responsibility to ensure that there is no differential application of the policy and procedures on any grounds (including those regarding ethnic or national origin, culture, religion, gender, disability, or sexuality). They will also ensure that the concerns of students are listened to and appropriately addressed.

The Trust Board

Trustees have the responsibility for oversight of behaviour data across all schools in the Trust, this includes monitoring for disproportionality.

The Headteacher

The Headteacher is responsible for the: implementation and day-to-day management of the policy and procedures; the regular monitoring of the use of the various rewards and sanctions to identify any inconsistency or potential discrimination; and the review and evaluation of any support and sanctions to ensure their effectiveness.

All staff

Staff (including teachers, support staff and volunteers), are responsible for ensuring that this policy and its attendant procedures are followed and that they are consistently and fairly applied. All staff, both teaching and support staff, have the responsibility to:

- consistently apply the school Behaviour Policy/Protocols(see the relevant 'Behaviour for Learning protocols);
- implement procedures to confront poor behaviour and bullying in any form;
- promote the strategies which challenge poor behaviour and bullying;
- model the values we believe in; and
- be clear that 'banter', teasing and other such behaviours have no place at any level within a school in the Trust.

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning, and implementing the agreed policy and procedures consistently.

Student Council

Each school's Student Council has an important role in ensuring good behaviour and that bullying is tackled. As well as reviewing the contents of this policy (as appropriate to age), the Council also:

- report general student concerns regarding behaviour and bullying; and
- contribute to ensuring the positive behaviour and anti-bullying message is communicated to all students.

Students

Students are expected to follow their Code of Conduct/School Behaviour Contracts (see the relevant Behaviour for Learning protocols), take responsibility for their own behaviour but also take care of the needs of others. Students are made fully aware of the school policy, procedure, and expectations. Students are also encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour. Students are expected to report bullying whenever they see it.

Parents/Carers

The most effective form of behaviour management occurs when parents/carers and school staff work in partnership. Parents/carers are encouraged and supported to take responsibility for the behaviour of their child. Partnership between parents/carers and school is promoted in order to assist in maintaining high standards of desired behaviour. Parent/carer contact is actively encouraged in order to raise any issues arising from the operation of this policy. We encourage parents/carers to contact us if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying.

Principles of the Behaviour Policy

We use behavioural systems which support and reinforce the efforts of individual members of staff to challenge unacceptable behaviour. Systems have been devised to enable the individual member of staff to retain responsibility for tackling behaviour issues where appropriate, whilst providing support to manage more serious infringements.

Promoting Positive Behaviour

Promotion of positive behaviour is integral to this policy.

- Staff will use praise and reward for good behaviour;
- Staff will make clear behavioural expectations of all students; and

- Students are expected to follow their Code of Conduct/School Behaviour Contract (see the relevant Behaviour for Learning protocols/school level behaviour policy).

Behaviour expectations are consistently communicated to students through assemblies, tutorial periods, all classrooms, breaktimes and transition times. In addition, the message that bullying is unacceptable is made clear to students through the schools' PSHE/Ethics/RSHE programmes, and through theme weeks, on the school website and in tutorial periods/classrooms. Bullying is taken seriously and is dealt with promptly.

Rewards are an integral means of achieving our aims. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued. Opportunities to highlight good behaviour by individuals and groups both within school and within the wider community are continually used (for example, assemblies, website, newsletters etc). The school rewards system is used to reward positive behaviour.

Parents/Carers are informed of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents' evening, points/merit marks, whole class/year group rewards, special assemblies, Edulink, Arbor or through a phone-call).

Bullying (child on child abuse)

Bullying, in any form, is unacceptable. This message is made clear to students in assemblies and in classrooms/tutorial periods. Bullying is taken seriously and is dealt with promptly. Bullying is a form of child-on-child abuse as referred to in Keep Children Safe in Education.

Bullying is defined as *"the repeated use of aggression with the intention of hurting another person."*

Bullying may be:

- **Emotional** Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** Pushing, kicking, hitting, punching or any use of violence
- **Racist** Racial taunts, graffiti, gestures
- **Sexual** Unwanted physical contact or sexually abusive comments
- **Sexist** Abuse focusing on a person's gender – including inappropriate gender specific language
- **Homophobic** Abuse focusing on a person's sexuality
- **Verbal** Name-calling, sarcasm, spreading rumours, teasing
- **Cyber** All areas of internet (such as Facebook, email & internet chat room) misuse, mobile threats by text

Students are made aware that discriminating, teasing, or bullying someone is unacceptable in any circumstance.

If a student is subject to bullying, has witnessed bullying or fears that they may be guilty of bullying, they must **immediately report concerns to a member of staff.**

All staff are made aware of the signs of bullying, through their statutory safeguarding training, the main points of which are summarised in Appendix A.

Anti-Bullying - staff responsibilities

All Staff

All staff have the responsibility to:

- model appropriate behaviour in relationships with other staff and with students;
- confront bullying in any form;
- take appropriate action (and refer to the tutor/head of year/senior leadership team as appropriate); and
- promote the strategies which challenge poor behaviour and bullying.

Pastoral Teams (as appropriate to size of school)

The pastoral teams in each school have the primary responsibility of dealing with bullying incidents. In addition to the above, they also have the responsibility to:

- listen to all parties involved in incidents;
- investigate incidents promptly and as fully as possible;
- record the incident in students' files;

- complete the log of bullying incidents, with particular reference to 'form' of bullying (racist, sexist, homophobic etc.);
- share with parents/carers of the victim and bully, incidents of bullying; and
- call upon the support of external agencies/police if and as appropriate.

Senior Leadership Team

In addition to the above, they also have the responsibility to:

- promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate;
- promote the use of interventions which are least intrusive and most effective; and
- monitoring types of bullying and instigating responses, as appropriate.

For potential symptoms of bullying, please see Appendix A.

For the school's actions to combat bullying and resolution of bullying incidents see Appendix B.

The Role of the Pastoral Leaders (or Senior Leaders as appropriate to the size of school)

Pastoral Leaders become involved in discipline issues when:

- poor behaviour occurs outside of lesson time (before or after school, break or lunchtime or in lesson 'transition');
- a department/class has exhausted the strategies available to them;
- the incident represents a bullying incident;
- where there is repeated poor behaviour;
- where there is concern about a student's behaviour in several departments;
- an incident is sufficiently serious to warrant immediate escalation (see the relevant Behaviour for Learning protocols/school level behaviour policy); or
- where parents/carers request an intervention.

Except in the case of a serious individual incident or poor behaviour outside of lesson time, before a problem is handed on to a pastoral/senior leader, department staff/class teachers need to demonstrate that they have used the strategies available to them to support and challenge students to modify their behaviour.

Where bullying is suspected, the pastoral/senior leader will:

- listen to all parties involved in incidents;
- investigate incidents promptly and as fully as possible;
- record the incident in students' files;
- complete the log of bullying incidents, with particular reference to 'form' of bullying (racist, sexist, homophobic etc.) and report to the relevant member of the senior leadership team;
- share with parents/carers of the victim and bully, incidents of persistent and/or serious bullying; and
- call upon the support of external agencies/police if and as appropriate.

If appropriate, pastoral/senior leaders will draw up Pastoral Support Plans (PSPs) for individuals, which will include particular targets for them to achieve. Some students' behaviour may also necessitate the involvement of the SENCo and the formulation of an action plan. In working with individuals, pastoral/senior leaders will seek an appropriate balance between sanctions which make young people aware of the negative consequences of undesirable behaviour and giving students the help that they need.

Anti-Bullying Action

Bullying will be dealt with quickly and fairly. All students involved will complete statements. The perpetrators will receive consequences according to the sanctions outlined in the relevant 'Behaviour for Learning protocols/school level behaviour policy and parents/carers will be informed. Future behaviour will be closely monitored.

Sanctions

- Sanctions are needed to respond to undesirable behaviour;
- Students are made fully aware of the sanctions that may be used within school;
- A range of sanctions is clearly defined in the relevant Behaviour for Learning protocols, and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions; and

- In the most serious cases we may remove the student from the classroom to inclusion rooms or to learn in a different space, this removal from the classroom will be time-limited, supervised with continued access to education. Parents/carers will be informed the same day. This is in line with DfE February 2024 guidance.
- Further, significant sanctions can include suspension, or permanent exclusion.

Detention

Under current legislation (Education Act, 2006), teachers have a legal power to put students (aged under 18) in detention.

All schools in the Trust reserve the right to place students in detention at break time, at lunch time or after school. Any member of staff can set a detention, including an after-school detention (providing they have informed parents/carers, as described below).

While parental consent is not required in law, The Trust's expectations is that parents/carers will be informed wherever reasonably possible.

In addition, please note that under the 2011 Education Act, we do **NOT** need to inform parents/carers that a student has been placed in after-school detention. However, we will not assert this right, except in the case in which a student may be kept behind for a maximum of 10 minutes. We shall endeavor to always inform parents/carers when an after-school detention has been set and especially when we wish to detain a student on the same day.

In addition, we will not issue a detention when:

- the detention is likely to put the student at risk; or
- the student has known caring responsibilities which mean that the detention is unreasonable.

Under the legislation, we do not have to consider travel implications; this remains the parent/carer responsibility. However, if keeping a student behind at the end of the day for a maximum of 10 minutes would result in him/her missing the school bus, the detention will not be enforced, and an alternative consequence will be utilised.

If a student is placed in break or lunch time detention, we will allow reasonable time for the student to eat, drink and use the toilet.

Child-on-child sexual abuse

Sexual violence

Students can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this policy, we do so in the context of child-on-child sexual violence. When referring to sexual violence we are referring to sexual offences as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time the activity

occurs. Someone consents to vaginal, anal, or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive, or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (this could cross a line into sexual violence - it is important to talk to and consider the experience of the victim)
- displaying pictures, photos, or drawings of a sexual nature.
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos.
- sexualised online bullying.
- unwanted sexual comments and messages, including, on social media.
- sexual exploitation; coercion and threats; and
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, either for sexual gratification, or to cause the victim humiliation, distress, or alarm.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

All schools in the Trust will:

- take steps to eliminate sexual harassment and sexual violence and other unlawful discrimination. We will actively promote equality in order to provide a lawful and harmonious working and learning environment.
- provide guidance for students and staff on how to report sexual harassment or sexual violence and the support that is available both internally and externally
- provide detailed guidance for staff on how to handle disclosures of sexual harassment or sexual violence and this guidance will be updated annually
- will listen to, and take seriously, all disclosures of sexual harassment and sexual violence without making any judgements regarding the circumstances. We will work with students to provide them with information about their options and the support available to them, both internally within school and, where appropriate, externally to statutory services
- will conduct confidential and impartial investigations in response to allegations of sexual harassment and/or sexual violence
- Where an allegation of sexual harassment and/or sexual violence is upheld, this will normally result in disciplinary action using the range of sanctions as clearly defined in the relevant 'Behaviour for Learning protocols.' Disciplinary action may also be taken if allegations of sexual harassment or sexual violence are found to be malicious or vexatious.

Where an allegation is being investigated as a criminal act, schools reserve the right to conclude their own investigations regardless of the criminal proceedings and without delay. In these cases, caution will be exercised to prevent any internal investigations from compromising the criminal proceedings. Internal investigations will be judged on the balance of probability, as opposed to the criminal standard of 'beyond reasonable doubt.' As such, it is possible that different conclusions may be reached in separate proceedings.

Parent/Carer Contact and Support

Parents/carers have an integral role in ensuring good behaviour in school. For this reason, we aim to inform parents/carers about any concerns at an early stage, so that they do not escalate to become more serious. As outlined above, minor infractions will be communicated via the student's planner. More serious infractions will be communicated by phone call or letter.

Parent/carer response is encouraged. If a behavioural issue is of sufficient magnitude, or if lower-level behaviour interventions have been ineffective, parents/carers will be invited, where appropriate, to attend meetings, formulate joint interventions and to support us in implementing individual behaviour targets.

Parent/carer concerns are always taken seriously by staff and any contact by a parent/carer (whether email or phone call) is acknowledged within 48 hours and actioned as soon as possible. Effective two-way communication is at the heart of effective discipline and parents/carers are encouraged to contact the head of year if they have any concerns regarding behaviour.

The Role of the Senior Leadership Team

Incidents that are sufficiently serious may escalate straight to the relevant member of the senior leadership team. Alternatively, the failure of a student to respond to lower-level interventions also results in referral. The relevant member of the senior leadership team has a range of strategies to draw upon. They include:

- meetings with parents/carers
- recommendation for multi-agency assessment
- referral to the Inclusion room/learning in a different space
- suspension
- recommendation for off-site direction
- recommendation for managed move
- recommendation for permanent exclusion

For further details, please refer to the 'Exclusions & Suspensions Policy' which can be found on the Trust's website.

Mental Health and Wellbeing

The Trust fully recognises its responsibilities for students' mental health and wellbeing needs. We want our students to:

- learn in a calm and purposeful environment, where behaviour is exemplary, and routines are established
- be mentally and physically fit to equip them for a successful adult life, be independent and ambitious
- be confident, happy and feel safe
- be friendly, respectful, caring, and polite
- develop resilience

We:

- have exceptionally high expectations of staff and students
- are committed to learning and achieving our best
- value the role of parents/carers
- welcome people into our community
- continue to work towards outstanding in all areas

Intentions (Prevention)

- We aim to provide a calm, warm and purposeful working atmosphere, where students feel safe and cared for.
- We aim to track and monitor students who we believe may be suffering from mental health issues.
- We aim to increase the level of awareness and understanding amongst staff and parents/carers of issues involving the mental health of young people, in particular with self-harm, eating disorder, anxiety, depression, loss and bereavement.
- We aim to detect and address problems in the earliest stages where they exist in thinking and attitudes to self-image, self-esteem, and self-control.
- We recognise that not all school staff are trained to deal with mental health issues but should liaise closely with parents/carers and refer students to outside health agencies and support groups where necessary.
- The Trust aims to continue to promote positivity around mental well-being, to reduce the stigma associated with Mental Health.
- There is a fine line between appropriate responsiveness and inappropriate intrusiveness into the personal lives of students and families. However, all staff must respond to their responsibility to ensure the well-being and welfare of all students, progress and achievement in school depends on this.

- Early intervention and referral to the appropriate mental health trained professionals is paramount to success. All referrals will be made to the designated safeguarding lead (DSL) in each school who will determine the level of professional support and intervention required.
- If any member of staff feels that the student is any immediate danger of harm, then the school child protection procedures should follow.
- If the student has seriously self-harmed then staff should follow the normal procedures for medical emergencies, including alerting reception so that the appropriate first aid can be given and if necessary, contacting the emergency services for admission to hospital.

Supporting Students with Mental Health Issues (Early Support/Access to specialist support)

We are able to offer a number of services in school and signpost students to others.

All schools will identify a Mental Health lead and have trained Mental Health First Aiders/trained staff to support.

We offer the following additional services across the Trust (not all services are available in each school):

- PSHE/Ethics/RSHE curriculum
- mentoring
- peer mentors
- school counsellor
- family liaison officer

We can signpost students to the following outside agencies:

- Wellbeing Emotional Support Team (WEST) – Worcestershire
- Early Help Services
- GP
- Child and Mental Health Services (CAMHS)
- Drop in with School nurse
- Social services and safeguarding services at the local authority

Supporting Staff who are Working with Students with Mental Health Issues

The Trust acknowledges that staff who are working closely with distressed students exhibiting mental health problems like self-harm, eating disorders and depression can themselves be placed under emotional strain. Support will be provided to all staff who request it in terms of management supervision with a trained counsellor. The Trust will provide a range of training in dealing with students with mental health problems. The training will be undertaken during directed time but may also be requested on a voluntary basis.

Search, Seizure and Confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Headteacher, or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search <https://www.gov.uk/government/publications/searching-screening-and-confiscation> Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs/Disability (SEND) and making reasonable adjustments that may be required where a student has a disability.

The Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy). The Headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate a member of staff may retain or dispose of a student's property as a punishment and are

protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

A teacher or someone who has lawful control of the child can search a student with their consent to look for any item banned by the academy rules. Students must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the student refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

The Headteacher, and other members of staff authorised by them, have the power to search a student without the student's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- mobile phones;
- wearable recording devices (e.g. smart watches and glasses)
- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes/vapes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the student).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When conducting a search students must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and will advocate for student wellbeing at all times. Before calling police into the school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

The Headteacher has responsibility for implementing the school's behaviour policy, including the use of searching, screening, and confiscation in line with the Trust's Scheme of Delegation.

In accordance with DfE guidance: Searching, Screening and Confiscation, the Headteacher may authorise appropriately trained members of staff to carry out searches of students using a handheld metal detector/wand, where this is considered necessary and proportionate.

Schools have statutory powers to search students for prohibited items in order to maintain a safe environment for staff, students and visitors. Any searches will be conducted in line with statutory guidance and the school's safeguarding procedures.

Authorised staff who carry out searches will have received appropriate training in the use of handheld scanners.

Where a student has a disability, our schools would make any reasonable adjustments to the screening process that may be required. If a student refuses to be screened, the member of staff will consider why the student is not co-operating and make an assessment of whether it is necessary to carry out a search.

Screening can help provide reassurance to the school community that the school is taking measures to create a calm, safe and supportive environment.

Where a student has been screened their parent/carer will be contacted as soon as is reasonably practical to inform them of the search. Details of the search will be recorded as part of the school safeguarding processes.

Staff should keep a record of any searches conducted on students and inform parent/carers that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a student, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a student and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

Use of Restrictive Interventions, including the use of reasonable force

Reasonable force will be avoided except in the most exceptional of circumstances.

Please refer to the 'Use of Restrictive Interventions Policy' which can be found on the Trust website.

The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of students but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, students may get anxious or agitated and strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.

All incidents where students need to be held to help them to calm down will be recorded, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed, and parent/carers will be informed as a matter of course.

Malicious Allegations

Students that are found to have made malicious allegations are likely to have breached the Trust's behaviour policy. The school will therefore apply an appropriate sanction, which could include suspension or permanent exclusion as well as referral to the police if there are grounds for believing a criminal offence may have been committed, even if they were not a student. In September 2010 the Crown Prosecution Service provided guidance on harassment under the Protection of Harassment Act 1997. This can be found at: www.homeoffice.gov.uk/about-us/corporate-publications-strategy/home-office-circulars/circulars-2012/018-2012/

Criminal Offences

In cases of serious behaviour infractions and of any criminal activity, all schools in the Trust reserve the right to inform the police without first contacting the parent/carer. This may apply to behaviour incidents outside of school time, while travelling to school or during a school-organised event.

Behaviour for Learning Protocols

Each school within the Trust shares the approach outlined in this Policy. Schools have individual documentation which outlines the specific protocols, systems, and procedures in place locally. These protocols can be found on the individual school's website.

Appendix A

Signs and symptoms of bullying

A student may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from school
- does not want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious or lacking in confidence
- starts stammering
- attempts or threatens some form of self-harm or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork.
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive, or unreasonable
- is bullying other students or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a message via social media/text etc. is received

If you are concerned that your child is evidencing some of these symptoms and you suspect the underlying cause may be bullying, please do not hesitate to contact your child's school.

Appendix B

Actions to combat bullying

1. Prevention and Education

Any school that says it is completely free from bullying is a potentially dangerous place. Bullying happens in all levels of society, and it is schools' responsibility to ensure that they are as safe as can be for all of their community.

The following strategies have been put in place to ensure that the correct ethos towards bullying has been established and that students are prepared and can act confidently should bullying occur.

- The Trust's policy on anti-bullying is known to trustees, governors, parents/carers, staff, and students. The policy is reviewed and re-issued annually.
- All staff, students and parents/carers know what to do if bullying occurs. A simplified 'code' of actions is issued to students.
- All students are told that bullying is totally unacceptable and are reminded in assemblies, classrooms and during tutor time. They are also reminded that if they are bullied it is not their fault.
- Students are encouraged to tell, even if they are not personally involved. These messages form part of the Ethics/PSHE programme are reinforced in assemblies and on other appropriate occasions.
- All staff are trained in how to deal with bullying or suspicions of bullying.
- The Ethics/PSHE programme includes opportunities for students to discuss bullying and explore feelings and attitudes.
- Teachers are made aware of potential difficulties between students and take them into consideration in seating plans and general classroom management.
- Staff on duty and lunchtime supervisors regularly patrol all areas of the school site, in order to ensure that there are no areas where bullying might take place.
- The school provides a 'quiet' area which is supervised at lunchtimes so that students can go somewhere that they feel completely safe and may seek advice from older students.
- The induction programme for students is used to support vulnerable students and help them to settle in.
- Transition from primary/first schools includes, where appropriate, the communication of parental concerns regarding the vulnerability of individual students.

2. What parents/carers should do.

All parents/carers should make themselves familiar with the Trust's anti-bullying policy when their child joins the school.

If a parent/carer believes that their child is being bullied, they should:

- Reassure their child: It is not their fault, and the matter will be dealt with sensitively. The child has done the correct thing in 'telling'.
- Contact their child's school.

3. What students should do

Students are regularly reminded that the school will not tolerate bullying and that if it occurs, they should tell someone immediately, at home or at the school, even if they are not personally being bullied but have seen it with others.

4. What staff should do

If a student discloses bullying to a member of staff, the member of staff should deal with the matter **immediately**.

The student may have worried over their problem for some time and will want it to be dealt with quickly. Bullying is potentially a safeguarding issue and must be regarded as such.

- Staff should take all disclosures seriously even if, as adults, they do not think the incidents described are 'real' bullying or very serious. Staff should remember that students often have a very different perception of what may or may not be serious.
- Staff should be aware that insensitive handling of a bullying incident might result in more nor less difficulty for the victim. If staff are unsure how to proceed, they should always take advice from the relevant Pastoral Leader.

Different circumstances may require different approaches but usually will include the following:

- Both the victim and the bully/bullies will be interviewed and counselled by an appropriate member of staff. If bullying is determined, then contact will be made with both party's parents/carers – by phone call in the first instance.
- The alleged victim will be given a 'safe haven' if required for break times until the matter is resolved and coping strategies for the short term.
- The consequences of further aggression by the bully, if substantiated, will be made clear and the sanctions that the school will enforce will be outlined. The 'bully' will be required to give some undertaking of how he/she will improve the situation.
- Where appropriate, the two parties will meet face to face (a restorative meeting) to discuss the situation and how it may be resolved.
- Both 'victim' and 'bully' will be required to record their view of events in writing.
- The investigating member of staff will make a written record for the form tutor as appropriate and will place a copy of the record within the students' files.

If the problem persists:

Both sets of parents/carers will be invited to attend a meeting in school and a strategy to move forward will be discussed separately. At this point external support or advice may be considered.

Contracts will be drawn up with the students and parents/carers agreeing to the course of action.

If the situation is not resolved:

The matter will become subject to more serious sanctions and, if the problem persists, may lead to exclusion.

At all times, staff dealing with bullying incidents should ensure that:

- Parents/carers are fully involved and informed of the actions the school has taken.
- Written records are kept of meetings, decisions, and actions.
- Students are monitored i.e. by daily reporting during the reconciliation period.
- The 'victim' is never isolated from lessons because of the potential actions of others. If any student needs to be withdrawn because of a potentially threatening situation it will be the aggressor.
- If there is any real and immediate threat to a student's safety, senior staff are informed so that more radical, preventative action can be taken.