



Executive Headteacher: Mrs J McKeown

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Governor approved	19 March 2026	Key person/people	DHT - ACO
Model policy		Model localised	
Pupil leadership team review		Y / N / N/A	

# Behaviour Management and Wellbeing Policy

## Purpose

The aim of this policy is to set out our expectations for the effective management of Danebury School. It is based on our aim to provide a safe, secure and caring environment for all. Where all members of the working community possess self-discipline, respect and consideration for others. Danebury does not tolerate any form of bullying, be it emotional, verbal, physical, online, homophobic, racial or sexual bullying. Any incident will be dealt with in an appropriate manner.

At Danebury School we believe in supporting the whole community and recognise the need for effective systems to facilitate a safe and orderly environment, underpinned by strong and healthy relationships.

## Principles

Everyone learns effectively, and is likely to achieve “personal excellence”, if they accept and understand the importance of partnership. The school recognises that a system of recognition, consequence and restorative work will be effective in encouraging pupils’ self-regulation. The school will work in partnership with pupils, families and external agencies to employ its best endeavours in meeting the needs of all children – making reasonable adjustments where necessary and working under the principle that the effective safeguarding and wellbeing of all members of the school community is the school’s primary concern with respect to our approach to managing behaviour. Through this policy our aim is to create an effective atmosphere with the emphasis on a culture where we continually strive to develop high-quality teaching and learning and focus on pupils’ success rather than failure. It is an Inclusive policy which is based on good relationships centred on rewards and praise and where the explicit sanctions provide a clear framework of support for all pupils.

In summary, the Behaviour Policy aims to:

- Promote high self-esteem and foster positive attitudes
- Provide high-quality teaching and learning experiences for all
- Develop pupils’ self-discipline and independence in learning
- Develop consistency in the application of sanctions and rewards

- Provide the opportunities for all pupils to fulfil their potential
- Encourage all students to recognise and respect the rights of others
- Enable students to be on task and make good progress in their learning
- Promote Inclusion

This policy also links to the schools Safeguarding and Child Protection Policy. It also has direct reference to Keeping Children Safe in Education policy documentation.

### **Praise and Recognition**

Our praise and recognition systems are designed to celebrate the success of all our pupils. To achieve this, we wish to recognise, encourage and reward pupils for displaying positive attitudes and behaviour and for achieving well in all aspects of school life.

The school uses online systems called Arbor. These systems allow staff to award points to pupils in recognition for good work, attainment or effort. They also allow staff to record and monitor behaviour issues.

Below are examples of the types of reward offered by the school. The list is not exhaustive but includes:

- Verbal praise
- Telephone calls home to parents or carers
- Arbor points Systems
- Recognition certificates for consistent good progress, attainment and attendance
- Reward events - linked to good records of behaviour, attendance and achievement.
- Headteacher awards - given for above and beyond behaviours.

It is possible for a pupil to be awarded a positive and negative point in the same lesson. If a pupil was working well initially, they may be awarded a *Ready to learn*. However, the behaviour may, unfortunately, deteriorate. This would necessitate a negative mark and perhaps sanction in the same lesson. It can act as an opportunity to remind the pupil that we are looking to reward them when they meet our expectations.

### **Ready, Respectful, Safe**

Pupils are expected to behave in such a way that they are 'Ready, Respectful and Safe.' These are the 3 school rules. An example of how pupils might show these qualities are:

- To be **READY** - to come to school organised and prepared for the day ahead. With the right equipment, uniform and attitude which will allow them to succeed in their learning.
- To be **RESPECTFUL** - towards each other, the staff, the school itself and their environment.
- To be **SAFE** - to think before they act; to follow instructions for health and safety reasons; to use social media appropriately.

## Visible Adult Consistencies

Danebury is committed to creating an environment where every pupil can work towards excellence whilst feeling safe. Strong relationships built on trust are at the heart of feeling safe and it is our aim that every member of the school community is committed to this value.

To build strong relationships that enable learning in the classroom every teacher follows the same routine. Every lesson begins with:

1. **Meet & Greet at the door** - Teachers welcome pupils with a smile and ensure they enter the classroom in a positive, calm manner, reminding pupils to take off their coats, get out their equipment and begin working.
2. **Do Now** - A retrieval activity is ready for the pupils to complete in silence to set the right tone for the lesson.

To maintain a purposeful atmosphere and have compliance from everyone Teachers use **Pre-Emptive Strategies**. These include

- **narrating the positive** – “I can see Sarah is silent and ready. Just waiting for two more”
- **considering body position and scanning regularly for compliance** – once pupils working silently, pick the optimal place to actively scan the room and quietly redirect any off-task activity
- **non-verbal cues** – smiles, fingers to lips, walking over to stand near the behaviour, using eyes
- **considering voice** – directing the class as to which ‘voice’ to use when with working with a partner/individually/in silence/listening

Staff will deal with any pupils who are not behaving and following the school rules in a consistent, calm and adult manner. Staff will take personal responsibility to follow things through with pupils and engage in restorative conversations to rectify issues and rebuild relationships. Staff need to take responsibility for the pupils in their class and ensure high expectations at all times.

In lessons the class teacher will follow the procedures below with any pupils whose conduct is hindering their own learning and that of the other pupils in the class. Each lesson must be treated as a fresh start. The procedures below should be delivered in private, in a non-threatening manner and at eye level.



<b>Remind</b>	pupils of behaviour expectations, name the unwanted behaviour and identify a time when they have previously met expectations. Check if they need any additional support, for example, not understanding the task or not being able to access the work
<b>Warn</b>	pupils in a calm, assertive way, this may include a seat change if the teacher deems this necessary or appropriate. Voices remain calm.
<b>Relocate - timeout</b>	if pupils need this. Pupils can speak to the teacher away from others, boundaries can be reset, brief reflection can occur, and a final opportunity is given to reengage with the learning. This should be no longer than <b>3 minutes</b> and only one pupil.

<b>Relocate – another classroom</b>	the duty On Call will be contacted and take the pupil to a neighbouring classroom to complete the lesson. The Classroom teacher to record the event on Arbor and then arrange a <b>restorative conversation</b> with the pupil as soon as possible after the event.
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Consequences for being relocated should include the pupil returning to see the teacher, for a restorative conversation. This could be held at lunch or break time. The aim of this is the restorative conversation can be instead of a sanction. You have a responsibility to talk to the pupil about their behaviour, repair trust and reinforce high expectations for the next lesson. However, if the pupil fails to attend the meeting, then a Teacher Detention needs to be issued.

The desire of the restorative conversation is to rebuild the relationship between the pupil and the member of staff and give the pupil an understanding of how their poor behaviour caused the issue. There is a need for all staff to be consistent in the approach taken when delivering a restorative conversation. Colleagues see that you are committed to managing the behaviour of all children; when you ask for support it is more likely to be provided enthusiastically. All staff need to follow the questions laid out below:

- What happened?
- Who was affected?
- How were they affected?
- What were you thinking or feeling?
- What needs to happen to make this right?
- What will you do differently next time?
- Remind of positive behaviours General Points • Teachers should use every available strategy to

help a pupil remain in the classroom. This is the priority.

- Every pupil is different, and some pupils have particular needs that mean following this structure is not straightforward. Teachers need to know their classes, use pupil support plans, and give sanctions that are appropriate to the needs of the pupil, making reasonable adjustments where necessary (particularly for SEND and pupils with SEMH needs).
- Sanctions (detentions, restorative conversations, phone calls home and concerns) must be recorded on Arbor.
- The Teacher who removed a pupil must follow up this action with a Restorative Conversation recorded on Arbor. • Whole-class sanctions should not be given.

## Mobile Phones

Danebury School is a mobile-phone-free environment during the school day. This supports a calm, safe and focused learning environment, minimising distractions, promoting positive social interaction and reducing safeguarding risks.

For the purpose of this policy, mobile phones include smart phones, smart watches, headphones (including air pods) and any device capable of communication, recording or accessing the internet.

### Rationale

This policy is designed to:

- improve focus and engagement in learning
- reduce low-level disruption
- support positive behaviour and social interaction

- minimise safeguarding risks linked to mobile phone use

## Pupils

Pupils may bring a mobile phone to school for use when travelling to and from site.

However, all pupils are required to follow the mobile phone hand-in procedure each day:

- Phones must be switched off before entering the school site
- Phones must be placed in the designated tutor locker during morning line-up
- Phones will be stored securely in tutor lockers throughout the school day
- Phones will be returned to pupils at the end of the day during line-up

Pupils must not have access to their mobile phone at any point during the school day, including:

- lessons
- movement between lessons
- breaktime and lunchtime
- toilets and social spaces

If a pupil is seen with a mobile phone at any point during the school day, it is assumed that they have not followed the hand-in procedure.

## Expectations and Routines

The mobile phone procedure is a daily routine and is supported by all staff.

- Tutors will oversee the collection and return of phones
- Pupils will be assigned a designated space within tutor lockers
- Staff will consistently reinforce expectations using clear, calm and respectful language
- Heads of Year and SLT will monitor compliance and address patterns of non-compliance

Consistency is essential to ensure that all pupils experience a safe and predictable environment.

Failure to follow the mobile phone procedure will result in sanctions in line with the Behaviour Policy.

If a pupil does not hand in their phone:

- Reminder – opportunity to comply with the routine
- Warning – reinforced by Head of Year or SLT
- Isolation with tutor – parent/carer contacted and required to collect the phone

If a pupil is found with a phone during the school day:

- Phone will be confiscated and placed in the tutor locker
- Behaviour point issued
- Sanction applied in line with behaviour system

Repeated breaches will result in:

- Break detention (second occurrence)
- After school detention (third occurrence)
- Further sanctions including internal isolation or suspension for persistent refusal

Failure to hand over a phone when requested will be treated as refusal to follow staff instruction.

## On Call Procedures

If a pupil is using a mobile phone during a lesson or social time:

- Staff will request support via On Call
- The pupil will be asked to hand over the phone calmly
- If the phone is handed over, it will be placed in the tutor locker
- If the pupil refuses, the matter will be escalated to Head of Year or SLT
- Continued refusal will result in isolation and parent/carer contact

All staff will use a calm, consistent and non-confrontational approach to ensure fairness and clarity.

## Storage and Responsibility

Phones are stored securely in tutor lockers during the school day.

- Pupils are responsible for handing in their phone correctly

- The school will take reasonable steps to ensure security
- The school cannot accept responsibility for loss or damage to phones brought onto site

### Exceptions and Reasonable Adjustments

In exceptional circumstances, pupils may be permitted access to a mobile phone during the school day. This may include:

- medical needs (e.g. monitoring conditions)
- SEND or safeguarding requirements

Any exceptions must be agreed by SLT and will form part of an individual plan.

Having an exception does not mean unrestricted use.

Staff must model the expectations of the school.

- Staff should not use personal mobile phones in front of pupils during the school day unless necessary for school purposes
- Staff must not use personal devices to photograph or record pupils
- All staff are responsible for consistently enforcing the mobile phone procedure

Parents and carers play a key role in supporting this policy.

- Parents should not contact pupils directly during the school day
- All communication should go through the school office
- Parents are expected to support the school's expectations and reinforce the rationale at home

Visitors must not use mobile phones in areas where pupils are present unless authorised by a member of staff.

## Stepped Sanctions

If the restorative approach does not work then the member of staff, who had to deal with the pupil's behaviour in the first instance needs to set a Class Teacher Detention. The aim is that this could be served the same, or the next school day. It is paramount that the teacher rings home and speaks to the parent. This is a chance to build a rapport with the parent and gain their support. It might also gain insight into reasons why the pupil may be acting in such a manner. If an incident is passed to a senior colleague, or a sanction is threatened and not followed through, the student might begin to imagine the original member of staff is not able to manage their behaviour.

Description of behaviour	Action taken	Responsibility
No equipment	Concern logged on Arbor and noted on tracker – if 4 concerns in one week 25 minutes detention with tutor	Class teacher / tutor

No tracker	10-minute detention / Restorative conversation	Tutor
Poor line up behaviour		Tutor
Late to lesson		Class teacher
No PE kit		Class teacher
Continual disruption in a lesson		Class teacher
Lack of effort in work		Class teacher
Receiving an On Call – relocated from lesson		Class teacher
Warning for ICT misuse		Class teacher
Missing a restorative conversation	25-minute detention	Class teacher
Poor behaviour during social times		Year Leader - pastoral
Inappropriate language – not targeted at an individual		Class teacher

It is important when the detention is served that a member of staff works to rebuild the relationship with the pupil through a restorative conversation. However, if the pupil fails to attend the Class Teacher Detention, then the Subject Leader needs to address the issue and come up with a solution where they can support the teacher in rebuilding the relationship with the pupil. If the issue is not resolved, then the pupil may come to the next lesson with resentment.

It is expected that the majority of low-level behaviour issues are kept and dealt with by the teacher or with the support of their department. Of course, there will be times when a pupil's behaviour warrants a further sanction and the possible steps for sanction are below:

Serious/repeated disruption of learning		Class teacher
Rudeness or defiance		Class teacher
Continual lack of effort in work		Class teacher
Use of phone in school lesson	Phone confiscated, sent to reception to be collected at the end of the day	Teacher who sees the phone
Missing a 25-minute detention – subject or pastoral	50-minute detention – This will be a loss of Break and Lunch time	Teacher who set original detention
Significant disruption or defiance in class		Class teacher

Destruction of school property including graffiti and vandalism		Subject or Pastoral
Truancy from one lesson		Year Leader - Pastoral
Swearing, inappropriate language to staff	Internal Exclusion – number of lessons to be identified according to context	Year Leader  Or  SLT
Vaping, Smoking or possession of paraphernalia for the intention of using		
Dangerous behaviour, including issues of potential bullying		
Persistent disruption/defiance – covering a minimum of 2 lessons		
Persistent refusal to follow staff instruction		
Deliberate involvement in or instigation of conflict, including ICT misuse		
Continual truancy, covering two or more lessons		
Serious and persistent disruption to the smooth running of the school		
Threatening or becoming aggressive to a member of the school community.		
Sexual Harassment, including online sexualised comments and/or requests for explicit photos		
Prejudicial language, including racist, homophobic, ableist, and other discriminatory comments		
Bringing / consuming alcohol on site		
Continual disruption to Internal Exclusion		
Bringing the school into disrepute		
Gaslighting, Hazing or performing initiations to groups		
Inciting violence		

Supplying or suspicion of supplying smoking & vaping paraphernalia		
Inappropriate use of IT and/or social media		
Burglary - (definition- deprive the school of any property through theft or breakage)	At risk of Permanent exclusion	Executive Head
Sending explicit photos of yourself or sharing explicit photos of other children		
Committing sexual violence, such as rape, assault by penetration or sexual assault		
Physical harm caused by assaulting a member of staff		
Assault of another student that leads to physical or emotional harm		
Have in your possession or distribute substances including all cannabis-based products and legal highs and paraphernalia associated with this.		
Repeat offences resulting in an accumulation of exclusions		
Having in school or carrying on your possession any weapon that could be used to threaten or harm an individual, including knives of any kind.		

This is not an exhaustive list and there may be other situations when a judgment is made that an appropriate sanction is needed

### Sanction Guidelines

Pupils don't have to move up the 'steps' for sanctions if their behaviour falls into a high category. Below lays out who you need to inform and how to set a sanction

Step	Suggested length	Responsibility and recording
Restorative conversation	2 – 5 minutes	Logged on Arbor by teacher

Class teacher detention	10 minutes	Logged on Arbor by teacher, contact home.
Department detention Or Centralised Pastoral detention	Break – 25 minutes Lunch – 25 minutes	If a Department issue, Class teacher of Subject Lead to log detention, run and contact home. If a Pastoral issue, or out of lessons, Year Lead or SLT to place student in centralised detention and log on Arbor. Parents contacted to discuss at earliest opportunity.
Internal Exclusion – Learning Zone	From 1 – 5 lessons, including breaks, depending on context	Pastoral Year teams will discuss students at the end of the day, and log on Arbor Pastoral Year team to contact home at earliest opportunity.
Fixed Term Suspensions	At Head teacher's discretion	Head teacher decision, or member of SLT, if not in school. Internal paperwork completed, parents informed at earliest convenience and information sent to County
Alternative timetable	This could be a part time timetable or afterschool provisions of 3:00 -5:00pm learning, on or off site.	SLT meeting, parent meeting, timetable adapted/modified. Meeting with parents, information logged with County where applicable and reviewed at least every 6 weeks
Permanent exclusion		Executive head teacher decision, after investigation.

### Sanctions – further information

#### Detentions

If a pupil attends a detention, but their behaviour during the detention is disruptive, or they use their mobile phone, parents will be informed, and they will be required to repeat the detention.

#### On Call

The use of On Call should be used when all other avenues have been explored, or the behaviour being witnessed has an impact on the safety of the pupils or staff or learning of the pupils. Teachers indicate that they need a pupil relocated via Arbor and the duty staff member will respond as soon as they are able. Reasons for the use of On Call may include, but are not limited to:

- Abusive swearing at staff
- Physical assault by one pupil on another
- Repeated inappropriate verbal comments to another pupil(s)
- Repeated refusal to follow reasonable instructions

- Physical violence to staff
- Potential concern for a pupil being under the influence of an illegal substance
- Missing from lesson, truanting, walking out of a lesson

On arrival to the lesson, the staff On Call will ascertain the situation and initially try to diffuse it to allow the learning to continue. In some cases, it may be necessary to relocate the pupil to another classroom for the rest of the lesson. It is important that the teacher whose class the pupil is from completes the behaviour log on Arbor, sets a sanction and contact's home.

If appropriate and they are able, at the end of the lesson the member of staff On Call will bring the pupil back at the end of the lesson for a very short restorative conversation with the member of staff where the problem arose. This ensures that the pupil is aware they have to make amends, and a further sanction will be forthcoming.

### Internal Exclusion

- Parents will be informed if their child is to be placed in IE through Arbor and a phone call home at the earliest opportunity,
- If any incident occurs above this where a pupil needs isolating immediately, they will be placed with a member of SLT or Year Leader.
- Whilst in the Learning Zone, pupils will receive a score for each lesson: 1 – tried hard and were polite, 2 – did as we expect 3 – rude and/or not completing work therefore will need to repeat the lesson, 4 – SLT intervention to decided next steps, which could be repeating a day or a fixed term exclusion. This could be for disruption, being disrespectful or continual disruption throughout the day.

If a pupil is placed in IE they will:

- Attend lineups and their normal tutor first, to be registered.
- Hand in their mobile phone upon entry to the room, where it will be stored in reception safely, ready to retrieve at the end of the day.
- Work in silence during lesson time
- Have opportunities to use the toilets and be taken to the canteen.
- Spend break and lunchtime in IE but will be allowed to talk.
- Be taken for movement and fresh air breaks

If IE is closed, pupils will be placed with their tutor, Year Leader or a member of SLT, as appropriate.

## Restrictive Interventions

At Danebury School, we are committed to creating a calm, safe and respectful environment where all pupils can learn and thrive. We recognise that there may be rare occasions where staff need to use restrictive interventions, including reasonable force, to prevent harm. However, these are always a last resort, used only when all other strategies have been unsuccessful or are not appropriate in the moment.

Restrictive interventions must never be used as a punishment.

### **Definition**

A restrictive intervention is any action that restricts a pupil's movement or liberty. This includes both physical and non-physical actions.

Reasonable force refers to the use of physical contact that is necessary, proportionate and applied for the shortest time possible.

## **Principles**

The use of restrictive interventions at Danebury School is guided by the following principles:

- Prevention first – we prioritise de-escalation, relationships and proactive support
- Last resort – used only when necessary to keep people safe
- Proportionate – the least restrictive option is always used
- Dignity and respect – the pupil's wellbeing is central at all times
- Consistency – all staff follow the same approach

## **When Restrictive Interventions May Be Used**

Staff may use reasonable force to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing serious disruption that risks the safety of others

The decision to use a restrictive intervention is based on professional judgement and the specific circumstances at the time.

Staff must always consider:

- Is it necessary?
- Is it proportionate?
- Is there a less restrictive alternative?
- What is the impact on the pupil's welfare and dignity?

## **Prevention and De-escalation**

At Danebury School, the use of restrictive interventions is minimised through:

- strong relationships between staff and pupils
- consistent routines and expectations
- calm, clear communication
- use of restorative approaches
- early identification of need through pastoral and SEND systems

Staff will always seek to de-escalate first, using strategies such as:

- calm, clear instructions
- removing an audience
- offering time and space
- using known support strategies for individual pupils

## **Unacceptable Practice**

The following are never acceptable:

- using force as a punishment
- any action that restricts breathing or circulation (e.g. pressure to neck, chest or abdomen)
- holding a pupil on the ground unless unavoidable, and then only for the shortest time possible
- any intervention that is likely to cause harm or humiliation

## **Seclusion**

Seclusion is not used as a disciplinary sanction.

Where a pupil needs to be removed from others due to high levels of distress or dysregulation, this will be managed as a safeguarding response, with:

- continuous supervision
- a safe and appropriate space
- the pupil returning as soon as it is safe to do so

## **Recording and Reporting**

Any significant incident involving restrictive intervention will be:

- recorded as soon as possible on the school's safeguarding/behaviour system

- reported to parents/carers on the same day wherever possible

Records will include:

- what happened and why
- actions taken prior to the intervention
- the type and duration of the intervention
- any injuries or follow-up support

The school will review incidents regularly to:

- identify patterns and triggers
- improve practice
- reduce the need for future interventions

### Support Following an Incident

Following any use of restrictive intervention:

- the pupil will be supported to reflect and repair
- staff involved will have the opportunity to debrief
- relationships will be rebuilt through restorative approaches
- additional support or adjustments will be put in place if needed

### Pupils with SEND

We recognise that some pupils, particularly those with SEND, may be more vulnerable to situations that escalate.

The school will:

- identify triggers and risks through pastoral and SEND systems
- implement behaviour support plans where needed
- make reasonable adjustments in line with the Equality Act 2010
- work closely with parents and external professionals

Restrictive interventions should be reduced through understanding, not increased through control.

## Confiscation and searches

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

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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the 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 / designated safeguarding lead to try and 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 from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items such as knives, weapons, illegal drugs, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

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

### **Searching pupils' possessions**

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

- Desks
- Lockers
- Bags
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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 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
- If they believe that a search has revealed a safeguarding risk
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All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

### **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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Suspensions – fixed term and permanent exclusions**

Only the Executive Headteacher, Headteacher (or, in their absence, the Deputy Headteacher who is acting in that role) can suspend a student and this will be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently (expelled). A fixed period suspension does not have to be for a continuous period. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension. During the Fixed Term Exclusions work will be provided to complete at home, at the end of the exclusion parents will be invited to attend a reintegration meeting with the student where a range of measures will be discussed to enable the pupil's successful reintegration, which could include

- Daily contact with a designated pastoral professional in-school;
- Use of a report card with personalised targets leading to personalised rewards;
- Planned pastoral interventions;
- Mentoring by a trusted adult or a local mentoring charity;
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;
- Informing the pupil, parents and staff of potential external support.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

- The principal legislation to which this policy relates is:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006;
- The Education Act 1996; and 7
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014. Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- 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.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

### Students with complex needs

There will be a number of pupils who have complex needs that necessitate an individual support plan called a Pupil Passport. These plans will give more precise advice on how to meet the needs of individuals. Whilst expectations are ultimately the same for all pupils, the journey on that route is personalised with small steps. Pupils may have personalised rewards and consequences built into their plans. At regular intervals during the school year, these plans will be reviewed and if necessarily amended.

#### Reasonable adjustments

The school believes strongly in inclusive practice and makes reasonable adjustments for all pupils, those with Special Educational Needs and those with protected characteristics. In respect of this behaviour policy and in alignment with the SEN policy, reasonable adjustments may include (although are not exhaustive) the following:

-

- adult assistance.
- Adaptations/tools to support communication (such as visual aids);
- Use of time-out cards.
- Adaptations to the timetable.
- Adaptations to pupil groupings.
- Additional mentoring.
- Contact with parents/carers during the day.
- Variations in the application of uniform policy where it is significant in overcoming a barrier
- Changes to seating plans in class or methods used to facilitate interaction and reduce anxiety.
- The use of report cards/communication books and other tools for home/school liaison.
- Additional meetings with parents and carers.

- Inviting parents/carers to support events in school.
- Support from external agencies where available.
- Use of risk assessments.
- Specific risk assessments for children for whom social distancing is particularly challenging.
- The school will take positive action to enhance the inclusion of groups of pupils who may otherwise be facing barriers to participation- such as through the use of Pupil Premium funding.

Danebury School defines reasonable adjustments as those which are practically possible taking in to account the following:-

- The resources of the school – including financial and access to external agencies (such as CAMHS);
- The practicality of the adjustment.
- The interests of other and future pupils.

The likely impact of such adjustment. In every case, reasonable adjustments do not override the school's primary duty in safeguarding and ensuring Health and Safety ('Equality and Human Rights Commission: Technical Guidance 2014'). The application of a reasonable adjustment will be evaluated in terms of the likely impact and within the scope of the efficient education of all children.

## Bullying

At Danebury School, we are committed to working with children, staff, governors and parents/carers to create a school environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence is never tolerated. This policy aims to help both prevent and tackle bullying in equal measures.

### **What is Bullying?**

"Bullying is the repetitive intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.... It can happen face to face or online"

Anti Bullying Alliance

Bullying takes many forms, but the main types are:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), intimidation, demands for money, reference to upsetting events such as bereavement, divorce or being in care.
- Cyber: misuse of social media, messaging and gaming platforms mobile threats by messaging, calls or pictures misuse of associated technology, i.e. camera & video facilities
- Homophobic: because of, or focusing on the issue of sexuality
- Transgender: because of, or focusing on the issue of gender
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: Direct, indirect or casual racial language, taunts, gestures, graffiti, including symbols.
- Sexual: unwanted physical contact or sexually abusive comments

- Verbal: name-calling, sarcasm, spreading rumours, teasing

## **School Procedures**

Danebury School does not ignore suspected bullying. We listen carefully to accounts of what has happened from all those involved. We realise that several people saying the same thing does not necessarily mean they are telling the truth. Staff at Danebury School seek to solve problems, issue sanctions where appropriate, work on changing bullying behaviour, follow up incidents that have been reported and check that the bullying has not resumed.

Staff are aware that incidents of bullying need to be dealt with sensitively and that those reporting incidents need to feel safe and secure. Pupils are encouraged to report incidents to a member of staff of their choice. When reporting an incident, pupils may be accompanied by a parent or friend. Pupils are sometimes scared to report incidents because of future repercussions. We make it clear that pupils reporting incidents can remain anonymous and our staff receive training on how to deal with this. Any action that the school decides to take is discussed with the person reporting the incident.

All staff, governors and pupils are aware that any form of bullying should be logged, investigated, recorded, reported, acted upon and followed up.

### **What does this mean?**

Logged – a member of staff will record down the main facts of the incident; this will include witness statements and details will be recorded on Cpoms

Investigated – the relevant Year Leader or one of the pastoral support team will investigate further to establish the facts.

Recorded – if the incident is found to be prejudicial, details are written on an official County incident reporting form. A copy of this form has to be returned to the Local Authority and details of any racist incidents are reported to the governing body at their next meeting.

Reported – a phone call will go home to the parents/carers of the perpetrator informing them of the incident and of any sanctions put in place as a result. The perpetrator will work with our pastoral team to change their behaviour. If the incident is serious, or has occurred before, the parents will be expected to come into school to discuss the matter along with their child. During this meeting any action that the school decides to take will be explained to the parents.

### **School initiatives to prevent and tackle bullying:**

- RE lessons
- Tutor time programs
- Assemblies
- Antibullying week
- School values
- Student council support to develop anti bullying strategies.
- Anonymous reporting system
- Pupils voice
- ICT lesson for safe internet use
- Education around protective characteristic
- Diversity events throughout the year

## **Possible School Actions to deal with an Incident**

When bullying has been reported, the following actions will be taken:

### **Stage 1**

a) As it can be difficult to identify the bully and bullied in situations of conflict, and once children are calm enough to engage in conversation, staff will work through the 5 restorative steps with any child involved in conflict/bullying.

What are the '5 Steps of Restorative Practice'?

- Step 1: Tell the story - What has happened? Start from the beginning... What happened just before that?
- Step 2: Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?
- Step 3: Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?
- Step 4: Needs – What do you need in order to find closure? What do you need to move forward?
- Step 5: What next? What do you think will make things better? What needs to happen?

If emotions are running high, then this may need to wait until later in the day or the following day. Appropriate next steps will be agreed (e.g. restorative meeting, letter of apology, etc.) and the class teacher and parents, of all children involved, will be notified.

b) The incident will be recorded on CPOMS and/or Arbor without delay. If emotional harm has been caused, parents will be informed.

### **Stage 2**

For serious behaviour incidents, skip to Stage 3.

Should children continue to behave in a way that is hurtful to others, Stage 1 will be repeated and the child causing harm will be treated in-line with the school's Behaviour Policy to safeguard any children who have been harmed by their behaviour. This may, for example, be a period of internal exclusion or 1 or 2 days out of circulation at break and lunch times, and will be decided by the Senior Leadership Team.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – with the children's consent, this may involve a restorative meeting that produces a written agreement between all children involved.

### **Stage 3**

Should negative behaviours persist following Stage 2 intervention(s) or a serious behaviour incident, the child/children causing harm could be placed on a Pastoral Support Plan (PSP). A PSP requires positive and negative behaviours to be identified by a relevant member of staff. In a meeting involving school, parents/carers and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and a SMART action plan put in place. The PSP should be reviewed weekly with key adults in school.

For any children who have suffered harm, we will assess their needs and provide in-school pastoral support. For significant cases and cases that constitute a criminal offence, children can receive support from Victim support through the Police as well.

## Stage 4

Should negative behaviours persist following the implementation of a Pastoral Support Plan (PSP), the headteacher should seek advice to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child.

If a child reaches Stage 4, the school should also work with the parents/carers to initiate a Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the child's best interests. Should the family refuse to engage with school in this process, the school will seek support from the MASH team (Multi Agency Support Hub) to engage the family. TAF meetings should take place every 6 weeks. Progress against PSP goals should be reviewed as part of the TAF.

At this stage the child could be at risk of permanent exclusions and support from the ISS (Inclusion Support Team) should be sought

### **Information for parents**

What can parents do?

- Encourage your son/daughter to tell and have the problem dealt with immediately within the school system (e.g.: form tutor, pastoral lead, teacher, anonymous reporting system)
- If the victim will not tell, contact the school personally to discuss the matter.
- Advise your son/daughter to tell the bully to stop and that they dislike the behaviour. (This seems obvious but some victims laugh off the hurt.)
- Advise your son/daughter never to give in to threats. The bullying may only get worse.
- Do not tackle the problem yourself either with the bully or their parents. This can result in 'fixed' attitudes that are difficult to overcome later. Parents' defence of their own family is natural but may cloud judgements and not solve the problem.
- Signs and Symptoms
- A young person may indicate by signs or behaviour that he or she is being bullied.

Below is a list of possible signs. The possibility of bullying should be investigated further if he/she:

- is frightened of walking to or from school or does not want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) or begins to truant
- becomes withdrawn anxious, or lacking in confidence
- is unwilling to talk about his/her day, becomes withdrawn from the family
- starts stammering
- 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, or starts stealing money (to pay bully) / has dinner or continually "losing" money
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating, or starts 'comfort-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 or is nervous/jumpy when a message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Monitoring and Evaluation**

Tracking, monitoring and triangulating of internal systems to ensure that patterns of behaviours are identified actions implemented at an early stage and regularly evaluated.

The headteacher is responsible for reporting to the Governing Board and Multi-Academy Trust on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly headteacher's report, school monitoring visits and focus groups with pupils. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy before making direct contact with the Governing Board

### **Guidance documents sourced to write this policy;**

1	<a href="https://publishing.service.gov.uk/guidance/behaviour-in-schools">Behaviour in schools guidance (publishing.service.gov.uk)</a>
2	<a href="https://publishing.service.gov.uk/guidance/suspension-and-permanent-exclusion">Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)</a>
3	<a href="https://publishing.service.gov.uk/guidance/keeping-children-safe-in-education">Keeping children safe in education 2022 (publishing.service.gov.uk)</a>