



Behaviour Policy

Responsibility: Pastoral Deputy

Approved: June 2023

Next Review: June 2024



Aims

Legislation, statutory requirements and statutory guidance

School behaviour, ethos and expectations

Roles and responsibilities

- Students
- Parents and guardians
- Teachers and staff
- The headteacher
- The governors

The school behaviour curriculum

- Mobile phones and electronic devices
- School diary
- Bullying
- Misbehaviour

Procedures for dealing with behaviour

- Rewards and praise
- Mentoring
- Dealing with misbehaviour
 - Notes on detention
 - Notes on removal from classrooms
- Supporting students following a sanction
- Safeguarding
- Reasonable force
- Off-site misbehaviour
- Search, screening and confiscation
- Suspected criminal behaviour
- Sexual harassment and sexual violence
- Malicious allegations

Meeting student need

- Adapting sanctions
- Considering whether a student may have undefined SEND
- Students with an education, health and care plan

Student transition

Training and support

Monitoring behaviour

Appendix 1: drugs statement

Appendix 2: child-on-child abuse

Conclusion



AIMS

This policy aims to:

- create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment.
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- outline the expectations and consequences of behaviour.
- provide a consistent approach to behaviour management that is applied to all students.
- define what we consider to be unacceptable behaviour, including bullying and discrimination.

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

SCHOOL BEHAVIOUR, ETHOS AND EXPECTATIONS

Our school is characterised by the philosophy of the Salesian founder, St John Bosco (1815-1888). He upheld exceptionally high educational standards and championed a robust moral and religious education. He insisted on a friendly atmosphere in his schools to help foster community. Good relationships between all members of our community are key to everything we do. Our motto – ‘Enlightening minds, uplifting hearts’ – is distilled from the writings of Don Bosco who believed that ‘education is a matter of the heart’. We strive to ensure that all students experience a positive atmosphere that will help them to leave the school with a high level of confidence in their own abilities, as well as excellent qualifications. In this policy, ‘school’ refers both to the school and the college unless otherwise stated.

Salesian School Chertsey



The Behaviour Policy at Salesian School is a statement of good practice that covers all aspects of the school which contribute to the development and maintenance of impeccable behaviour and a positive ethos. All members of our school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect a fundamental requirement. Central to this is the very high expectations relating to student conduct. All students have the right to a calm, safe and supportive learning experience.

We expect our students to conduct themselves well, both inside and outside the school, by showing self-discipline and respect for others. This will be their response to the Catholic ethos of Salesian School and the homes from which they come; through their conduct they are expected to bring credit to both. The school's code of conduct is shared initially via the home school agreement and additional policies shared during enrolment. All students are expected to respond promptly and obediently to the instructions of staff. Sanctions for misbehaviour are set out in this policy.

Our approach to behaviour is guided by Catholic Social Teaching. We believe that every person is made in the image and likeness of God and that every member of the school community should experience and demonstrate kindness and justice. Each person has the right to be respected and treated with dignity by others, and any violation of this will be addressed. The fundamental Catholic principle of 'dignity for the individual' underpins all aspects of life at the school and across our community. Should someone behave incorrectly or misjudge their actions, we ~~want~~ expect them to: understand why they were wrong, make a reasonable effort to put things right, and to provide an opportunity for forgiveness, restoration and personal progress. We want full reconciliation with the community (where appropriate). We also promote behaviour that supports British Values, namely: democracy, individual liberty, the rule of law, mutual respect, and tolerance of those with different faiths and beliefs. Our aim is that all students develop not just their academic potential but reach their developmental and moral maturity to enable them to flourish in their life beyond school.

A happy and successful school is one in which good order prevails. We insist on high standards of conduct, behaviour and appearance and count on parental support to achieve this. It is at the discretion of our professional teaching staff that any sanctions given are in proportion to the offences. The fundamental principle of discipline at Salesian, in the Catholic tradition, is to provide opportunity for forgiveness and restoration. All stakeholders should be aware and reassured that the school will intervene at an early stage if it can see a potential behaviour pattern being established.



ROLES AND RESPONSIBILITIES

STUDENTS

Good behaviour and politeness are expected both in school and travelling to and from school. Good behaviour includes:

- being aware of and respecting other people's personal space
- showing respect to all members of our community and respecting their views
- being sensitive to one another's feelings and needs
- behaving safely and responsibly
- seeking support from appropriate adults when concerned or worried about yourself or someone else

Students must:

- follow reasonable instructions given by any member of staff
- arrive on time to school and lessons
- bring equipment appropriate for the lesson
- complete all classwork and homework to the standard expected
- hand in homework at the time requested
- wear full school uniform to and from school and on all school occasions unless instructed otherwise by the school
- adhere to expectations regarding appearance (for more information, please see the uniform policy.)
- treat school buildings and property with respect and ensure that all damage is reported immediately
- not bring expensive items, or large sums of money into school. No responsibility can be taken by the school for loss of money or other personal property left unattended
- always keep mobile phones and headphones out of sight and not used on the school site before 3.30pm. Please see the mobile phone section of this policy for more information including other electronic devices.
- remain on the premises during the school day 8:45am-3:10pm. Students may not leave the premises without approval and having signed out at reception [Y7-11].
- abide by the expectation that smoking, vaping or possession of either cigarettes, e-cigarettes or vapes is forbidden as is possession or use of illegal substances

Students will be made aware, during their induction, of:

- the high expectations the school hold, including for behaviour
- their duty to follow the behaviour policy
- the school's key rules and routines
- the rewards they can earn and potential consequences they will face if they do not adhere to the expected standard of behaviour
- the pastoral support available to them.

Salesian School Chertsey



Students will be supported to meet our high expectations regarding behaviour. They will be given the opportunity to give feedback on their experience of the behaviour culture to support the improvement of the behaviour policy and its implementation.

PARENTS AND GUARDIANS

On entry to the school, parents sign a Home School Agreement and by doing so agree to support the whole ethos of Salesian School.

Parents and guardians are expected to:

- read all school communications
- attend parents' meetings
- get to know the school's behaviour policy and work in partnership with staff to ensure good behaviour
- support their child in adhering to the school's behaviour policy
- inform staff of any concerns or changes in circumstances that may affect their child or their child's behaviour
- discuss any behavioural concerns with teachers promptly
- respond to concerns raised by members of staff
- take part in any pastoral work following misbehaviour, for example attending a meeting to review a specific behavioural incident or concern
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- ensure students come to school correctly equipped, in correct school uniform and prepared to work
- inform the school of student absence by 10am
- not take holidays during term time
- book appointments for students outside of school hours. Where this is impossible inform the school via the student diary of the requirement to leave early.

Salesian will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, working collaboratively with them to tackle issues if they arise.



TEACHERS AND STAFF

Staff will be expected to:

- create a calm and safe learning environment for students
- arrive on time to their lessons, creating a swift and purposeful start to their lessons
- deliver suitably planned and structured lessons which meets the needs of all learners
- establish and reinforce clear and consistent expectations of behaviour
- implement the behaviour policy consistently, especially when dealing with incidents of inappropriate behaviour
- promote and reinforce positive behaviour
- model good behaviour and positive relationships
- provide a personalised approach to the specific behavioural needs of identified students
- record and report behaviour incidents where appropriate

Heads of Department, Heads of Year and members of the Leadership Team will support staff in responding to behaviour incidents.

In addition, staff must avoid:

- taking pictures or videos on personal devices within school
- posting photos, videos or other content which includes children or members of staff at the school
- posting anything malicious about the school or any member of the school community online

THE HEADTEACHER

The Headteacher is responsible for:

- reviewing and approving this behaviour policy
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- offering appropriate training to any staff who require it, so they can fulfil their duties set out in this policy. This includes training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour
- ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- ensuring that behavioural data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.



THE GOVERNORS

The Governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

THE SCHOOL BEHAVIOUR CURRICULUM

MOBILE PHONES AND ELECTRONIC DEVICES

Students are allowed mobile phones on site however, due to the risk of distraction, disruption to learning, bullying and abuse that can be caused by the use of mobile phones, all students must ensure phones are switched off and out of sight before 3:30pm. If a phone is used, seen or goes off before 3:30pm (except with staff permission) the phone will be confiscated until a parent/guardian comes into school to meet with a member of the Leadership Team. If the phone is confiscated again within the same school year, it will be confiscated for 3 weeks. There will be pre-agreed exceptions to the rules for specific students where medical reasons require the use of a phone. The school takes no responsibility in case of any loss or damage caused to student phones.

A reminder of this is shared with students in the planner.

Other electronic devices

- At school headphones must be out of sight at all times and not used on the school grounds before 3:30pm (except with staff permission).
- Smart watches must only be used to tell the time.
- Other devices such as laptops, e-readers and tablets may be used to enhance learning but are done so at the students' own risk, and at the discretion or direction of individual teachers. They may not be used for non-educational or personal purposes during the school day. If misused, we reserve the right to confiscate the device and withdraw permission to bring the device to school for the student concerned.

STUDENT DIARY

The aim of the student diary is to encourage students to plan, a tool for communication and to praise good work and good behaviour.

- The student planner is issued to every student throughout the school in Y7-11 and can be used to record praise and comment on behaviour incidents
- Parents should review the diary on a regular basis and sign the diary weekly
- The school diary is monitored by the form tutor so parents can communicate with the school via the diary
- Students must have their school diary with them every day
- If the diary is lost, then a temporary day diary may be collected from Student Services. A new diary must be purchased from the student's Head of Year



BULLYING

Salesian seeks to prevent bullying by fostering a community of strong relationships and an atmosphere conducive to learning. Courtesy and mutual respect is a basic requirement. Central to this is the dignity of every individual. All students have the right to an uninterrupted and positive school experience.

Salesian School takes bullying seriously and will make every effort to prevent and combat it because:

- everyone has a right to feel safe.
- everyone has a right to be educated in a secure environment.
- each individual's dignity must be recognised.

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

Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include but is not limited to:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Threats or actions of a sexually humiliating nature that diminish the dignity of the other, explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.



TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, saying unpleasant things about someone's friends or family, sarcasm, spreading rumours, teasing, offensive gestures.
Psychological	Threatening, intimidating, putting pressure on others to conform.
Cyber	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Bullying is not:

- Friendship fallout
- A single episode, argument or isolated physical altercation

How do you stop bullying?

Secrecy and silence encourage bullying to take place, it is therefore important that students who are being bullied, or others who know about it, speak out.

Procedures for dealing with incidents

Once an incident of bullying is reported it will be dealt with according to the following procedure:

Recording the details:

The teacher, tutor or student reporting the incident will write a statement (time and dated) giving appropriate information and details.

The Head of Year or a senior member of staff will investigate further. All those involved will be interviewed and asked to write a statement. Where appropriate statements may be taken from third parties and digital evidence collected.

Putting things right:

Feedback to the students involved will happen as soon as possible. The bully needs to be encouraged to see things from the victim's point of view and to carry out corrective action to improve relationships. If the victim agrees, a mediation meeting with a teacher, victim and bully should take place, where the bully apologises to the victim and a way forward is agreed. Contact with parents may be appropriate at this stage. The bully may need to be sanctioned. It may also be the case that the bully needs support, counselling or other help to enable them to re-learn to treat others with dignity and respect, with the input of their family if necessary.

Keeping records:

Incidents are recorded on CPOMS (information system). The school also keeps a Behaviour Log that keeps a record of a variety of significant unwanted actions, including a record of Child-on-Child abuse. Incidents of bullying are reported termly to the Xavier CET Safeguarding Lead.



Follow-up and monitoring:

Action taken may differ according to circumstances. The victim may need support and may have sessions with the School Counsellor, Chaplain or receive other forms of pastoral support. The bully may need to be sanctioned and may also need to receive support. Sanctions could include warnings, detentions and meeting in school with parents. In very serious or repeated cases of bullying, stricter sanctions possibly include suspension or permanent exclusions. Records will be kept of follow-up action and monitoring of incidents.

Advice to students:

If you are being bullied, tell someone:

In school:

- A prefect
- A teacher
- Form Tutor
- Head of Year
- Member of the Support Staff
- A DSL (Designated Safeguarding Lead)
- A School Chaplain
- The school Counsellor
- Via the 'Change 4 Me' email account where students can share concerns

At home

- Your parents
- A family member

Advice to parents:

If you suspect your child is being bullied, please report it immediately to their form tutor, Head of Year or a member of the Leadership Team.

Staff and governor training

Both online and in-person training takes place to train all staff and governors in the prevention and handling of bullying.

MISBEHAVIOUR

Misbehaviour includes behaviours such as:

- being off task in a lesson
- causing disruption in lessons, moving between lessons, and at breaks and lunchtimes
- failing to complete classwork or homework
- showing a poor attitude
- having incorrect uniform or wearing uniform incorrectly
- calling out
- chewing gum
- Lacking necessary equipment



Serious misbehaviour includes behaviours such as:

- persistency of incidents above
- rudeness or being verbally aggressive to any member of our community
- repeated breaches of the school rules
- truancy from school and lessons
- refusing to do what is asked by a teacher or member of the LT
- aggressive behaviour
- refusal to comply with other sanctions
- bringing the school into disrepute
- any form of bullying
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments
 - sexual jokes or taunting
 - physical behaviour like interfering with clothes
 - online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- vandalism
- theft
- fighting
- Smoking or vaping
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items. These are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and smoking products
 - vapes
 - fireworks
 - pornographic images or video
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the student)



PROCEDURES FOR DEALING WITH BEHAVIOUR

REWARDS AND PRAISE

The school aims to encourage students to reach the highest standard of which they are capable. Praising students' efforts and successes has a strong motivational effect so that positive behaviour is instantly recognised and rewarded. Students' achievements are also celebrated through sport, art, music and other extra-curricular activities. The school publicly recognises achievement and success through:

- verbal praise and recognition
- a written comment on students' work
- a written comment in the student's diary
- a letter, postcard, or email home
- an audience with another member of staff, which may include the Head of Department, Head of Year, member of Leadership or the Headteacher
- public recognition within a form group or year group in assembly
- displaying the students' work
- achievement and progress trips
- awarding of House Points
- annual awards evenings
- newsletters
- termly year group rewards assemblies.

MENTORING

Salesian School is fortunate to have several Chaplains and a Counsellor. The Chaplains and the Wellbeing Team are available to provide formal and informal counselling and provide a support service for any student. They may be asked to assist where there are behavioural or other problems.

DEALING WITH MISBEHAVIOUR

It is the responsibility of subject teachers to deal with minor incidents that occur in the classroom. Behaviours classified as 'serious misbehaviour' can be dealt with solely by the teacher but should be shared with the Head of Department (HoD). If an incident is sufficiently serious or recurring (either in that subject or across subjects), it is the responsibility of the Head of Year (HoY) to provide broader intervention.

Members of the Leadership Team (LT) are available throughout the day to support where there is more significant disruption. If a senior member of the department is not available for support, subject teachers should send a student to Student Services, who will contact a member of the LT. The LT member will assess the situation and either place the students working with the HoD (in their classroom or office) or in an LT office. Removal from lesson may not be a significant enough



sanction. Subject teachers or HODs should ensure a call is made home and an appropriate sanction set.

Middle leaders are not expected to deal with behaviour referrals in isolation; they are to stand alongside colleagues to support, guide, model and show consistency to the learners.

The Headteacher (or a member of the LT deputising for the Headteacher in his absence) is the only member of staff who can sanction a suspension or permanent exclusion. For isolation or suspension further detail can be found in Salesians Exclusion Policy.

Outlined below are examples of sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be applied fairly, and exclusions will be used when incidents are judged to be significant enough by the Headteacher, or member of the LT. These might include:

- a verbal reprimand
- a short cooling-off period outside the classroom (no more than 5 minutes)
- a student being asked to move seat
- a note to a parent/guardian in the student planner
- a detention at break, lunchtime or afterschool
- a phone call, email or letter home
- school based 'community service,' such as tidying a classroom or helping recycle
- a loss of privileges – for instance, the loss of a prized responsibility
- a student being sent to a temporary alternative space (supervised by an adult)
- removal from the classroom
- meeting(s) with parents/guardians
- placement on subject report, HoD report or HoY report
- agreeing a 'behaviour contract'
- internal isolations
- meeting with Headteacher or a member of the LT
- suspension from school (for a fixed period)
- a 'managed move' (placement in a different school)
- a permanent exclusion
- Police involvement

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. For Isolation or suspension further detail can be found in Salesians Exclusion Policy.

Notes on detention

Students can be issued a detention at any time by any member of staff. Detentions can be scheduled before school, during break, lunchtime or after school. The school will decide whether it is necessary to inform the student's parents. When imposing a detention, the school will consider whether doing so would:



- compromise the student's safety
- conflict with a medical appointment
- prevent the student from getting home safely
- interrupt the student's caring responsibilities

Notes on removal from classrooms

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

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

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

Removal can be used to:

- restore order if the student is being unreasonably disruptive
- maintain the safety of all students
- allow the disruptive student to continue their learning in a managed environment
- allow the disruptive student to regain calm in a safe space

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

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

Parents will be informed their child is removed from the classroom.

SUPPORTING STUDENTS FOLLOWING A SANCTION

Following a sanction, the school will consider strategies to help students understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- reintegration meetings (where appropriate)
- informal 'Check ins' from pastoral lead(s)
- a report card with personalised objectives
- an agreed review date

Regardless of the sanction, the purpose of it is for us as staff to spend time with the child to help realign our expectations and improve our relationships with the young people we serve.



SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff are empowered to use reasonable force to prevent a student from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

Incidents of reasonable force must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

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

OFF-SITE MISBEHAVIOUR

A student will be deemed to be acting as a member of the school:

- whilst in school uniform
- travelling to and from the school
- as a member of a school trip or sports fixture
- in any other way, identifiable, as a student of the school.

Sanctions will be applied under these circumstances when a student is proven to have acted in breach of school expectations.

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



- could have repercussions for the orderly running of the school
- poses a threat to another student
- could adversely impact the reputation of the school

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

ONLINE MISBEHAVIOUR

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

- it poses a threat or causes harm to another student
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school

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

SEARCH, SCREENING AND CONFISCATION

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

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

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

A search can be considered if the member of staff has reasonable grounds for suspecting that the student is in possession of an item prohibited by law or in the behaviour policy and if the student has agreed.

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 co-operate parents should be called to collect the student. Questions should be asked as to whether refusal is acceptance of guilt and behaviour be sanctioned accordingly.

A member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Two members of staff should be present for a search of a student. The member of staff leading the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.

At least one member of staff must be a member of the DSL team or LT who has completed the relevant Educare training.



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

The following details of the search should be recorded on CPOMS and the parents/guardians informed;

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

Irrespective of whether any items are found as the result of any search, the school will consider whether the student 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.

Strip Searches

The member of DSL or LT authorised to search as outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the 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, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents/guardians to inform them that the police are going to strip search the student before the strip search takes place. They will ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/guardians, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.



The student's parents/guardians will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Salesian does not routinely screen students on entry to the school.

SUSPECTED CRIMINAL BEHAVIOUR

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

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

If a decision is made to report the matter to the police, either a member of the Leadership Team or a DSL will make the report.

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

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

SEXUAL HARASSMENT AND SEXUAL VIOLENCE

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

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

The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for carrying out risk assessments, where appropriate, to help determine whether to:

- manage the incident internally
- refer to early help
- refer to children's social care
- report to the police

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



MALICIOUS ALLEGATIONS

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

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

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

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

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

MEETING STUDENT NEED

Whilst it is important for students to access as broad a curriculum as possible, the school reserves the right to use its professional expertise and experience to make adjustments. A student's curriculum or timetable may be adjusted to suit the needs of a particular student (e.g. SEND) or those of other students in that student's field of influence. Any decision to do such a thing will be made in consultation with the student's parent or guardian.

Salesian recognise that a student's special educational need or disability (SEND) may influence their behaviour. When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- respecting the provisions of any education, health and care (EHC) plan which applies to the student, and co-operating with the local authority and other bodies.

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



Any preventative measures will consider the specific circumstances and requirements of the student concerned.

ADAPTING SANCTIONS

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

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

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

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

CONSIDERING WHETHER A STUDENT MAY HAVE UNDEFINED SEND

The school's educational needs coordinator may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where needed, appropriate support will be put in place and reviewed on a regular basis.

STUDENTS WITH AN EDUCATION, HEALTH AND CARE PLAN

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

STUDENT TRANSITION

The school will support incoming students by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This will include meetings with the relevant pastoral leaders to discuss key policies, expectations and to have a tour of the school.

To ensure a smooth transition to the next academic year students will be informed in advance if their tutor or Head of Year is due to change. To ensure that the right support is in place, information related to students will be transferred to the relevant staff at the start of the term.

TRAINING AND SUPPORT

As part of their induction process, our staff are provided with training and subsequent updates on managing behaviour. This is in the form of:

- whole staff L&T INSET on behaviour management, the needs of students at the school and how mental health impacts behaviour
- online training
- training in pastoral and departmental meetings
- updates in the weekly staff bulletin
- updates in the weekly staff briefing
- emailed updates covering the needs and pastoral circumstances to all teachers of an individual student



MONITORING BEHAVIOUR

The school will collect data on the following:

- behavioural incidents, including removal from the classroom
- attendance, permanent exclusion and suspension
- use of student support units, off-site directions and managed moves
- incidents of searching, screening and confiscation
- anonymous surveys for staff, students and governors on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives by the Leadership Team.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

This policy will be frequently reviewed by the Headteacher and Governors.

CONCLUSION

The whole concern of this policy is to encourage and reinforce behaviour that articulates the fullness of our Catholic faith, i.e. that every person is made in the image and likeness of God and that every member of the school community should experience and demonstrate kindness and justice. While people and circumstances may change, we promote an environment where each person has the right to be respected and treated with dignity by others, and any violation of this will be addressed immediately. This principle of dignity for the individual lies at the heart of this policy and the spirit of ensuring the dignity of each individual should be the guide for interpreting every aspect of what is written.

This policy is in line with our Catholic ethos and the law. Cases such as discrimination on the grounds of legally protected characteristics and sexual abuse, are illegal and in extreme cases could have ramifications beyond the sanctions imposed by Salesian School.



Appendix 1: Drugs Statement

The school has an important role to play in helping young people to lead healthy lives. We recognise that drug misuse is a widespread social problem and it is essential that we understand and support young people and their parents rather than condemn their actions or contemplated actions without insight. However, the school's opposition to the misuse of drugs is unequivocally reflected in this statement.

The word 'drugs' is used in its widest sense of non-prescribed, mood-altering substances. It includes: social drugs such as alcohol and tobacco (whose use is legal within certain limits), illegal drugs (including the use of social drugs by children), medicines, novel psychoactive substances (legal highs), volatile substances and other substances which can be used to alter mood - such as (but not exclusively) solvents. Drug misuse is drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

The school recognises its responsibility to the individual as well as to the whole school community in relation to drug incidents.

Any incident or information regarding the misuse of drugs will be reported to the Headteacher for the implementation of appropriate action. The school will consider each drug incident individually and recognises that the most appropriate response should be applied to deal with the incident. Any incident of misusing a banned substance or being in possession (for misuse) of a banned substance in school may lead to serious sanctions such as suspension, or in some cases to permanent exclusion.

In addition, the following alternative responses may be considered in supporting the school's behaviour policy including:

- The use of in-school counselling services
- Intensive in-school programmes (Pastoral Support Programme)
- Inter-agency education programmes such as Surrey Drug and Alcohol Action Team, Catch 22.

In instances where a student is allowed back to school any repeated behaviour will lead to permanent exclusion. Any student proven to be dealing in banned substances at the school (including travelling to and from school, on school trips or visits and/or whilst in school uniform), whether or not in possession of the banned substance, will be considered for immediate exclusion (context considered) and the police will be informed. Should drugs be discovered, the police will be informed of this and advice taken from them regarding collection or disposal.

Any disclosure by a student that (s)he has been misusing drugs or is concerned about someone else's drug misuse should be reported immediately to a member of the Leadership Team and DSL who will inform the Headteacher. The Headteacher will make the final decision in applying the above relating to individual circumstances.



Appendix 2: Child-on-child abuse

All children have a right to attend school and learn in a safe environment and all members of staff at Salesian School recognise that children are capable of abusing other children. Salesian School believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child-on-child abuse will be dealt with under our child protection and safeguarding policy and in line with Keeping Children Safe in Education (2020), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh', and is not an inevitable part of growing up.

Salesian School recognises that peer-on-peer abuse can take many forms, including but not limited to:

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, sexual harassment and harmful sexual behaviour (see Appendix 1 for definitions used by the Department of Education (DfE)).
- 'up skirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery')
- initiation/hazing type violence and rituals.

To minimise the risk of child-on-child abuse, Salesian School will:

- implement a robust behaviour and anti-bullying guidance part of the behaviour policy
- provide an age appropriate PSHE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong,
- provide a range of reporting processes including email reporting option, safe spaces to speak to staff with clear signposting of appropriate staff to report such incidents to.

Whilst we encourage children to report concerns and complaints directly to us either in person or via our email reporting facility Change4Me however, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: