



## Attendance Policy

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<b>Date:</b>	1 September 2023
<b>Last reviewed on:</b>	n/a
<b>Next review due by:</b>	31 August 2024
<b>Version control:</b>	1
<b>Approved by:</b>	Tracey Storey, CEO

## Aims

TLC (The Learning Centre) operates a provision designed for young people who have experienced significant difficulties in mainstream school. At TLC, we recognise the importance of positive and effective behaviour management strategies in promoting young people's welfare, learning and enjoyment. We are committed to providing an environment where all people can feel safe, happy, accepted, and integrated. For this to happen, it is important that an orderly framework exists within which effective teaching and learning can take place.

The intention of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the staged system of rewards and sanctions and how they will be fairly and consistently applied. We are committed to the vision that every learner has a right to the best possible education to increase their future life chances. We aim to manage learner behaviour through a policy that is clear, coherent, and consistently applied. We will relentlessly pursue the best possible education and provision for our learners appropriate to their needs.

We understand that behaviour is a form of communication and a learner's dysregulated behaviour is often a way of communicating that there is something that is happening in their life or that they are experiencing trauma/past trauma. Many of our learners have complex needs and can present their own challenges, however, we will provide stability, consistency and care which will allow them to develop and thrive in safety. Staff recognise the difficulties that our learners face and will act with compassion, integrity and understanding in all interactions. Staff will ensure they implement effective management of behaviour and learning. Where sanctions are necessary, they will be issued consistently, fairly and the reason for the sanction and the future expectation will be explained.

### **This policy aims to enable us to:**

- Create a positive culture that promotes excellent behaviour, ensuring that all learners 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 equally to all learners.
- 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 Principals and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies, and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement - 2022.](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils 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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

## Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The school has a central role in the learner's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time, we measure standards of behaviour in terms of the learner's developing ability to conform to behavioural goals.

The learners bring to school a wide variety of behaviour patterns based on differences in SEN, home values, attitudes, and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration, and responsibility.

Each learner has an IEP, this enables both staff and learners to work towards specific targets and it also helps in identifying problem areas for individuals. Learners discuss their individual targets daily and they reflect on their own behaviour and progress.

All staff aim to:

- create an environment that encourages and reinforces positive behaviour.
- define acceptable standards of behaviour.
- encourage consistency of response to both positive and negative behaviour.
- promote self-esteem, self-discipline, and positive relationships.
- ensure that the school's expectations and strategies are widely known and understood.
- encourage the involvement of learners, home, and school in the implementation of this policy.

At TLC we use a colour coding system to define levels of behaviour. The levels are used to monitor and record the seriousness of the behaviour and acts as a guide to suitable sanction and reward, as these are individualised to learners according to their needs.

The four colour codes we use are:

Colour	Description	Level
Green	Positive Behaviour	0
Yellow	Low Level	1
Orange	Medium Level	2
Red	High Level	3

## The Learning Centre: Levels of Behaviour

Levels of Behaviour	Examples of Behaviours	Suitable Rewards / Actions
<b>Positive Behaviour</b>	· Being kind / caring to others	· Milkshake Friday
	· Following instructions	· Postcard home
	· Requesting help	· Raffle tickets / reward tickets
	· Completing classwork and homework	· Positive calls home
	· Achieving targets / learning objectives	· Attendance / punctuality prizes (gift cards)
	· Respect for self, others and equipment	· Pizza / food reward for class
	· Positive engagement in lesson / activity	· Management praise - verbal or written
	· Positive school day / school week	· Certificate
	· Positive school term / school year	
	· Positive attendance record	
· Using agreed strategies		
<b>Level One Behaviour</b>	· General swearing / verbal aggression	· Verbal warning
	· Refusal to follow instructions	· Use of an agreed strategy
	· Disrupting others learning	· Ask for a movement break
	· Lack of participation	· Take 5 minutes
	· Being unkind to others / name calling	· Behaviours logged and monitored
	· Chewing gum / eating in class	
	· Pen tapping	
<b>Level Two Behaviour</b>	· Late to school	
	· Walking out of class	· Staff to facilitate YP letter / verbal apology
	· Swearing at someone directly / verbal abuse / making threats	· Restorative justice
	· Minor damage to property / throwing of items	· Tutors to address issues in weekly phone calls
	· Being disrespectful to staff	· Intervention - time out
	· Repeated level one behaviour	· Discussion with parents/carers
	· Persistent non-compliance	· Short term suspension / exclusion
	· Classroom disruption	· Supervision meeting with Principal
	· Refusal to hand in / switch off phone or other personal, non-authorized device	
	· Refusal to work	
<b>Level Three Behaviour</b>	· Failure to attend appointments	
	· Causing an unsafe environment for others	
	· Theft	· Parent / carers requested to attend meeting
	· Serious damage to property	· School placement at risk
	· Discriminatory comments (*9 protected characteristics)	· Parent / carers charged for damage / replacements
	· Bullying	· Implement support mechanisms
	· Consistently not following instructions	· Intervention - time out
	· Intimidating and threatening behaviour	· Police advised
	· Causing a severe health and safety hazard in the school environment	· Short term suspension / exclusion (up to 48 hours, 1-2 days)
	· Physically hurting someone / assault	· Long term suspension / exclusion (over 48 hours - 3-5 days)
	· Possession of controlled substances or weapon	· End of placement - permanent exclusion
	· Disruption on transport	
	· Incitement	
	· Criminal behaviour outside of school	
· Inappropriate use of social media		
· Walking out of school / absconding / absent without authorisation		

**\*9 protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex.**

We believe that positive behaviour is an integral part of the learning process. Individual learners have the right to work and develop in an atmosphere of respect, trust, security, honesty, and openness – where positive relationships are valued within the school and the wider community.

The key elements in this philosophy are:

- Clear, shared learning goals and expectations regarding behaviour.
- Creation of a safe and caring environment.
- Enabling, recognising, and celebrating individual achievement.
- Tolerance and understanding of others.

Positive relationships between learners, their peers and adults are integral to the effective implementation of this policy. An effective partnership between home and school is key to success.

### **Bullying**

TLC has a separate Anti-Bullying Policy which corresponds with the Behaviour Policy. Bullying is not tolerated at TLC and is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. We also understand that many of our learners have communication and interaction difficulties which can lead to behaviours which at the first instance may be interpreted as bullying, when it is in fact a trait of the learners' special educational need. In light of that a clear definition has been required. At TLC bullying is:

- Intentional
- Repeated, often over a period of time.
- Difficult to defend against.
- Discriminatory.
- Deliberately hurtful.

Bullying can include:

<b>TYPE OF BULLYING</b>	<b>DEFINITION</b>
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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/Bi-phobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

## **Roles and Responsibilities**

### ***The School Advisory Panel***

Is responsible for monitoring this policy and its delivery and holding the principal to account. The SAP member responsible for safeguarding, is given specific overall responsibility for oversight of behaviour in the school.

### ***The Principal***

Is responsible for:

- Reviewing and approving this behaviour policy in conjunctions with the Assistant Principal and then the wider senior leadership team.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with behaviours that challenge.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of learners (within the boundaries of their needs to ensure equity).
- 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 learners to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, including trauma informed practices, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding and child protection policy to offer learners both sanctions and support when necessary.
- Ensuring that the data from the School Pod behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy.

### ***Teachers and Staff***

Are responsible for:

- Creating a calm and safe environment for learners.
- Establishing and maintaining clear boundaries of acceptable learner behaviour.
- Implementing the Behaviour Policy consistently.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with learners.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of learners.
- Considering impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on the school MIS (School Pod).
- Challenging learners to meet the school's expectations.
- Communicating with parents/carers where appropriate about both positive and unacceptable behaviours.

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

### ***Parents and Carers***

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with school promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

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

### **Learners**

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

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard (where possible these will be natural consequences based on restoration).
- The pastoral support that is available to them to help them meet the behavioural standards.

Learners will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Learners will be supported to develop an understanding of the school's Behaviour Policy and wider culture. Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

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

### **School Behaviour Curriculum**

At TLC we aim to articulate the central values, rights and responsibilities which underpin the management of learner behaviour within our school. This is based on our whole school approach to rights and responsibilities outlined below.

All members of TLC will;

- Work safely and productively.
- Share information, skills learned, and concepts grasped – without distraction or disruption.
- Have recognition and reward for successes and efforts.
- Have self-esteem enhanced.
- Work in a co-operative manner and treat each other with respect and dignity.
- Have equal opportunity to succeed irrespective of race, gender, religion, sexuality, ability, or disability.
- Have the opportunity to reflect on situations and find a way to learn from mistakes.

To help clarify the expectations of learners we have a list of school rules:

1. Be in school on time with the correct uniform.
2. Hand in mobile phones and electronic devices
3. Follow all instructions/requests.
4. Stick to your timetable and stay in your lesson.
5. Allow yourself and others to learn.
6. No shouting or swearing or violence.
7. No junk food, sugary drinks or chewing gum.
8. Bags and coats to be hung up or put in locker at registration.
9. Do not cause damage to work, resources or the building.
10. Show respect to yourself, other learners, members or staff and guests.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum. To support this, we use the Principles of Restorative Justice. The Restorative Justice approach provides an alternative to the belief that punishment will change behaviour and achieve compliance. Restorative Justice is an educative approach, to help those involved to learn how to change. It offers an alternative to the traditional responses to challenging behaviour.

### **Mobile phones and Electronic Devices**

We are a phone free school. All learners are expected to hand in mobile phones and electronic devices on entry to the school. All staff are expected to leave their mobile phone in the staff room or office.

## Responding to Behaviour Classroom Management

Senior leaders, teachers and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages learners to be engaged.
- Display the school rules and standards of behaviour poster.
- Make the school points system an integral part of the lesson and discuss with learners.
- Develop a positive relationship with learners, which may include:
  - Greeting learners in the morning/at the start of lessons.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption.
  - Using positive reinforcement.
  - Follow the principals of Restorative Justice.
  - Understand that behaviour is a form communication and treat it as such.

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a learner needs help or protection. We will consider whether a learner'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 Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

## Rewards

TLC operates a point-based rewards system. In each lesson learners can gain up to 3 points for both work and behaviour. These will be discussed with the learners at end of each lesson, so that they understand and can see positive aspects of work and behaviour. These will be applied onto School Pod at the end of each lesson. When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Positive behaviour will be rewarded with but not limited to:

- Verbal praise.
- Positive call home.
- Reward recommendations.
- Task of learners' choice.
- Prizes.
- Points on School Pod.
- Reward lesson for whole class.
- At the end of week rewards assembly, good efforts, attendance, and kindness is celebrated with certificates and prizes from the Betty Boo Box.

Award	Reason Given
100% Attendance	Learners with 100% of agreed timetable over a week.
Legend of the Week	Learner with the most points on School Pod OR who have gone the extra mile or achieved something great.
Kindness Award	Learners nominated by teachers for exceptional acts of kindness.
WOW Moments	Learners nominated by teachers over the week.



## **Responding to Behaviour that Challenges**

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

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

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving sanctions, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future. This could range from but not limited to 1-2-1 support, a movement break or restorative conversation.

It is essential that staff record all incidents of behaviour that challenges and disrupts learning in the classroom on the School Pod.

The range of sanctions the school uses are, but not limited to:

- Warnings.
- Loss of privileges.
- Low score on behaviour sheet.
- Work 121.
- Loss of break or lunch time due to poor behaviour/refusal to co-operate.
- Discussion with explanation of their wrongdoing.
- Parental contact.
- Meeting with parents.
- Behaviour contract.
- School based community service (such as tidying a classroom).
- Suspension.
- In extreme cases, permanent exclusion.

The level of sanction should meet the nature of the incident (be reasonable and relevant) and examples of these are given on the levels of behaviour chart.

All sanctions are fair, open, and honest and treat all participants with respect. Suspension is a last resort as a sanction and can only be authorised by the principal. Learners who show consistent dysregulated behaviours should be taken to an area away from other learners, with a member of staff, for a limited period for a 1-2-1 restorative conversation. The decision to remove a learner from a lesson can be taken by any member of staff but should be led by the teacher leading the lesson. Learners may after a period of cooling off and reflection may ask to go back to the original lesson, this is solely at the discretion of the staff facilitating the lesson. Learners will be given work to complete outside of the classroom. The aims of the removal are:

- To allow other learners the opportunity to learn without distraction.
- To support learners to modify negative behaviour.
- To give learners the opportunity to calm down and discuss with a TA/Keyworker what is bothering them.
- To allow learners thinking time to reflect on what led to removal.
- To deal with incidents that affect the learning of others.
- To encourage learners to take responsibility for their own behaviour.
- To support the school's policies on behaviour.

Learners who seriously breach the school's reasonable expectations of appropriate behaviour and whose behaviour is deemed to prevent the effective learning of themselves and/or others consistently will be removed from lessons for a longer period to work with a member of the Senior Leadership Team.

Personal circumstances of the learner 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.

The process for applying sanctions should follow the following format:

1. **First Verbal Warning** with an explanation of the rule that was broken. Depending on the teacher's discretion, if a learner is disruptive, they can be asked to go the support room.
2. **Second Verbal Warning** explanation of rule that was broken and told next warning will result in the learner being asked to leave the room and work in the support room.
3. **Third Verbal Warning** removed from lesson and given a sanction of break/lunch detention if the work is not completed, or the situation put right with the teacher.
4. After any sanction a restorative conversation should take place.

### **Support for Learners**

Some learners will need additional support to manage dysregulated behaviour. The school supports these learners and proactively works to pre-empt escalating behaviours and put in place proactive interventions. If a learner is struggling and negative behaviours are starting to show, they may be asked by the teacher if they would like to take some time out. Time out of the class to talk to a member of staff, time out to have fresh air, or time talking to Senior leadership team/preferred adult is sometimes what learners need to calm down and discuss the thing that is bothering them and stopping them from working. We work with the learners and fully support them when they are in this position and praise them for taking responsibility for their own feelings and behaviour. We believe that prevention is better than cure.

### **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner 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 learner, including SEND, mental health needs or medical conditions.

### **Confiscation, Searches, Screening**

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

### **Confiscation**

Any prohibited items found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner. Prohibited items include mobile phones (during school hours), electronics, cigarettes, vapes, lighters, drugs, alcohol, drug paraphernalia, pornography, sharps, weapons, or items that could be used as weapons. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

## Searching a Learner

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, 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 learner 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 learner; **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 principal, designated safeguarding lead (or deputy) who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner 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 learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, 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 learners or staff at risk.
- Consider whether the search would pose a safeguarding risk to the learner.
- Explain to the learner why they are being searched.
- Explain to the learner 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 learner the opportunity to ask questions.
- Seek the learner's co-operation.

If the learner 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 principal/designated safeguarding lead (or deputy), to try and determine why the learner is refusing to comply. We will not use any form of reasonable force to search learners. The authorised member of staff can use reasonable force to search for any prohibited items identified but not to search for items that are only identified in the school rules.

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

An authorised member of staff may search a learner'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 Learners' Possessions**

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

- Pencil Cases.
- Lockers.
- Bags and coats.

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner 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 learner's possessions when the learner 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 learner was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk

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

### **Informing Parents**

Parents will always be informed of any search (best practice is before it takes place) for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

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

### **Support after a Search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner 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 and Child Protection 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**

At TLC we will endeavour to ensure no strip searches take place on the school's premises. We will always insist, should a strip search be deemed necessary by the authorities, that the child be taken to a police station with an appropriate adult.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches will not be allowed to take place on school premises even if being carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

The school will always advocate for the safety and wellbeing of learner(s) involved. Staff retain a duty of care to the learner involved and should always advocate for learner wellbeing. TLC does not believe a strip search on school premises is in the best interests of any child and will, therefore, not advocate one.

### **Communication and Record-Keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parents to inform them that the police are going to strip search the learner before strip search takes place and ask them if they would like to come attend the police station to act as the learner's appropriate adult. If the school cannot get in touch with the parents, or they are not able to get to the location (police station) to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The school will keep records of strip searches that have occurred and monitor them for any trends that emerge.

### **Who will be Present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

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

- The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the learner's decision, and it will be signed by the appropriate adult.

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

The appropriate adult will:

- Act to safeguard the rights, entitlement, and welfare of the learner.
- Not be a police officer or otherwise associated with the police.
- Not be the principal.
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.

### **Care after a Strip Search**

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the school will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the TLC's Safeguarding and Child Protection Policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any learner(s) who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given consideration, and staff will consider any preventative approaches that can be taken.

### **Off-Site Dysregulated Behaviour**

Sanctions may be applied where a learner has demonstrated dysregulated behaviour off-site when representing the school. This means behaviour that challenges when the learner is:

- Taking part in any school-organised or school-related activity (e.g., school trips).
- Travelling to or from school.
- Wearing school uniform.

- In any other way identifiable as a learner of our school.

Sanctions may also be applied where a learner has presented with behaviours that challenge off-site, at any time, whether the conditions above apply, if the behaviours:

- Could have repercussions for the orderly running of the school.
- Pose a threat to another learner.
- Could adversely affect the reputation of the school.

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

### **Online Behaviour**

The school can issue behaviour sanctions to learners for online behaviour when:

- Behaviours pose a threat or causes harm to another learner.
- Behaviours could have repercussions for the orderly running of the school.
- Behaviours adversely affects the reputation of the school.
- The learner is identifiable as a member of the school.

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

### **Suspected Criminal Behaviour**

If a learner 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, the principal or assistant principal 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 if it does not conflict with police action.

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

### **Zero-Tolerance Approach to Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Learners 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 clear safeguarding procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

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

Please refer to our Safeguarding and Child Protection Policy for more information.

### **Malicious Allegations**

Where a learner 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 learner in accordance with this policy.

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

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

The school will also consider the pastoral needs of staff and learners accused of misconduct. Please refer to our Safeguarding and Child Protection Policy and our allegations against staff for more information on responding to allegations of abuse against staff or other learners.

### **Suspension and Permanent Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the principal and only as a last resort.

Please refer to our exclusions policy for more information.

### **Monitoring Arrangements**

#### ***Monitoring and Evaluating School Behaviour***

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion, and suspension.
- Off-site provision.
- Incidents of searching, screening, and confiscation.
- Anonymous surveys for staff, learners, parents, professional partners and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed every month by the assistant principal for behaviour. The data will be analysed from a variety of perspectives including:

- At school level.
- By age group.
- At the level of individual members of staff.
- By time of day/week/term.
- By protected characteristic.

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

### **Monitoring this Policy**

This behaviour policy will be reviewed by the principal and senior leadership team at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

### **Links with Other Policies**

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Exclusions Policy
- E-Safety Policy