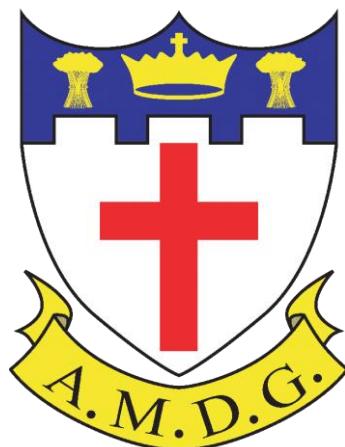


Behaviour Policy



Approved by: Full Governing Body		Date: January 2026
Last reviewed on: October 2024		
Next review due by: January 2027		

Contents

1. Introduction and Policy Aims	2/3
2. Legislation, statutory requirements and statutory guidance	3
3. Roles and responsibilities	3
4. College Culture	5
5. Restorative Justice	5
5. Behaviour for Learning in the classroom	6
6. Encouraging good progress and behaviour.....	7
7. Serious Sanctions	9
8. Reasonable Force.....	11
9. Confiscation, searches and screening.....	12
10. Anti-bullying and Harassment.....	16
11. Responding to misbehaviour from students with SEND.....	18
12. Communication and Partnership	19
13. Uniform and Appearance.....	19/20

Introduction

Blessed Edward Oldcorne Catholic College adopts a Behaviour policy that is underpinned by our College Virtues and focusses on students growing and developing as people of good character. This policy is rooted in our mission which states that, "Everything we do is for the greater glory of God." In our approach to modelling excellent behaviour, staff are approachable and supportive of the young people in their care, working to build a deep and committed relationship with each of them as individuals. Within this system, we always strive for behaviour and attitudes to be positive. The college has high expectations for all its young people which are made clear at the start of their school life and regularly and consistently reinforced.

"Education is holy. Everything connected with human living and the means by which we understand it and come to terms with it is part of the process of God's revelation to humanity, whether those engaged in it are conscious of it or not. Therefore the process of teaching and learning is a holy act... since the world we live in is God's, all teaching and learning are related to him in some way."

Bishops Conference (2000)

Our aim is to create and sustain a happy and safe place of learning in which everyone can realise their full potential and feels loved and valued. As a Catholic College, we affirm our commitment to the development of the whole individual. This involves promoting a climate where all work diligently in a spirit that upholds our adopted personal virtues and values.

We aim to foster an environment in which young people are challenged and encouraged to take full responsibility for their actions and thus create an atmosphere of order and calm, conducive to high quality learning and personal achievement. As we are a Catholic college, learning is deemed to be an act of worship in itself, as in our work we strive to interpret God's word. Indeed, the quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff, students and parents. Through this policy we aim to develop in our students the virtues; Loving, Kind, Respectful, Honest and Just.

Policy Aims

This policy aims to:

- To support staff to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management
- 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 in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Roles and responsibilities

The Governing Board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (see website)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- For providing rich relational experiences for students in their care
- Knowing the needs of the students in their classes or care and recognising changes in their normal behaviours
- Establishing and maintaining clear boundaries of acceptable behaviour
- Implementing the behaviour policy consistently
- Communicating the college's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Synergy
- Raising safeguarding concerns on MyConcern
- Encouraging students to meet the college's expectations
- Flagging students to the Early Help referral system in school
- Guidance and training for staff to improve their practice of behaviour management:
- There is regular training on strategies to promote positive behaviour and college culture, including use of 'Team SOS' a classroom behaviour management alert system, Proact and Regulate support systems
- Training is provided on how to monitor and report students' behaviour on the college's information sharing software, Synergy

- Teachers are regularly provided with strategies that support the needs of individual students
- Teachers are trained to lead circle time which is used to model good behaviour
- Teachers have free access to up-to-date online training through the National College
- CPD Training is provided on Trauma Informed Practise

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

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

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

Students

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

- The College Virtues, to guide them to become a person of good character
- The expected standard of behaviour they should be displaying
- That they have a duty to follow the behaviour policy
- The college'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
- The pastoral support that is available to them to help them meet the behavioural standards

College Culture: Restorative Justice and Practice

Blessed Edward Oldcorne Catholic College is a 'restorative school'. A restorative school focuses on the importance of relationships for maintaining emotional wellbeing, resolving conflict and preventing harm. The principles of restorative justice are at the core of our Christian teachings on forgiveness and reconciliation. Where there are instances of behaviour that cause hurt to others, we will address these by way of a restorative justice conference or meeting. Students are asked to consider the impact of their actions on others and all are given the opportunity to express how they feel. All parties are encouraged to seek a resolution to the situation.

When addressing behaviour, teachers will consider language that is restorative and supportive, with the intention of healing and reminding the student of the appropriate way to conduct themselves.

Respect, Rights and Responsibilities

All members of our community should be treated with unconditional respect and good manners. We form one learning community and being part of that community means that we treat one another in the way that we would expect to be treated ourselves. Our rights, responsibilities and routines will be shaped to help us all to deliver unconditional respect to other members of our college and the wider community. All members of our community have the right to feel safe, learn, achieve, be respected. All members of our community are encouraged to support others in their learning and celebrate achievements.

Educating students on the college's behaviour expectations and values:

When students arrive in year 7, their Tutors introduce them to college expectations and deliver a full training course on Restorative Justice and Practice. Extra support and induction is also provided for students who are mid-phase arrivals, or for those who have been absent for a significant period.

Students are supported continuously to meet behaviour standards and are provided with intervention where appropriate. They are supported to develop an understanding of the college's behaviour policy and wider culture. This includes online-behaviour and how it can affect college life. Assembly and Tutor time are used to model and remind students on how to conduct themselves in and out of the classroom. Circle time is also used to induct students into the college's behaviour culture. This is alongside the daily focus on the college virtues which promotes the qualities that lead to becoming a person of good character.

Behaviour for learning in the classroom

At the start of each lessons staff will:

- Arrange the learning environment so the room is tidy, interesting and engaging
- Have a well planned lesson ready, with all resources accessible
- Greet students as they enter focusing on positive welcoming comments
- Deal with discipline issues quickly and calmly
- Ensure the seating plan is being adhered to
- Have a Do It Now task ready for students to complete
- Take a register

During lessons staff will

- Be interactive and encouraging
- Move around the room to monitor behaviour
- Praise and reward
- Recognise when students have an issue with their regulation, and respond by arranging for them to go to the Regulate Room for ten minutes
- Maintain and uphold boundaries

At the end of the lesson staff will:

- Finish the lesson reviewing the learning
- Have a system in place for orderly dismissal

- Find ways to connect to the next lesson and reflect on what went well

Monitoring students' behaviour in the classroom

The College will ensure that students' behaviour for learning is regularly monitored, and appropriate interventions are made. All staff will use every opportunity to engage with students and as often as possible, give them positive feedback about their behaviour for learning.

Proactive Monitoring and Regulation

Throughout the college day there will be members of staff on Proact Duty. They will walk around the school, checking that there is a calm learning environment. Also they visit students who need additional support. If staff recognise that a child needs additional support and needs time to regulate away from the classroom, the alert system is used to activate that support. In the Regulate Room students will be given the opportunity to regulate their 'fight, flight, freeze response' using safe and appropriate sensory interventions.

If students make negative behavioural choices that affect the learning, teachers will give a calm verbal warning about expectation. If such behaviour continues, the student will be reminded that if they continue to misbehave, they will be removed from the lesson. If a student ignores the warnings, he or she will be removed from the room by a senior teacher and placed with the relevant Head of Department or another member of staff. Teachers reserve the right to remove a student without going through these steps if the issue is deemed to warrant it. This is done to enable the learning of the remaining students to be unaffected. Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

The minimum sanction a student will receive in this instance is an after-college detention. This detention will occur either on the same day or the day after the student was removed from the lesson. The college believes that this will have the most impact on ensuring the student recognises the seriousness of their behaviour and the impact it has had on their learning and the learning of others. Other sanctions will be considered depending on the seriousness of the behaviour. These include loss of break and lunchtime privileges. The College aims to minimise the occurrence of misbehaviour through good teaching and a positive and caring approach to relationships with the students. However, it is recognised that on occasion, incidents of misbehaviour can occur and it is the duty of staff to act fairly but firmly to ensure students can learn from these incidents and can improve their behaviour for learning.

Where incidents of minor misbehaviour occur in the classroom, then applying the appropriate consequence/sanction will, in the first instance be the responsibility of the class teacher. In situations where there is persistent or more serious misbehaviour in class, the class teacher will seek support from the Head of Department, Head of Year or Senior Leader to apply the appropriate consequence.

There will be a record all incidents of removal from the classroom along with details of the incident that led to the removal.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Encouraging good progress and behaviour

We believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students. It is the duty of all staff members to “catch students” doing the right thing. It is important that we are rewarding genuine achievement, progress and citizenship.

The aims of the Reward System are:

- To create a caring and purposeful learning environment in the College
- To clarify what is meant by “good behaviour and discipline” and ensure success through the highest standards of behaviour towards each other and towards all members of the college community
- To motivate students by using a variety of rewards to recognise effort, hard work and good behaviour in a structured way thus valuing their own and other’s contributions so that they can grow socially, personally and academically;
- To promote and develop confidence, self-esteem and self-discipline with due regard for authority and positive relationships based on mutual respect, support and safety for all students;
- To encourage students to take responsibility for their own actions and ensure that they act as responsible members of the college, giving positive impressions within it and to the wider community.

Rewards

The rewards system centres on the awarding of positive behaviour points for good behaviour and attitude to learning in the classroom. Positive behaviour points are also awarded for a range of effort and achievement in all areas of College life, and for positive behaviour such as politeness, helpfulness and co-operation. In this way all students have the means to receive positive recognition and experience success. Students are awarded for excellent attendance throughout, and at the end of the academic year. Rewards are celebrated during assemblies and by informing parents.

Other types of rewards include:

- Appropriate use of general praise and encouragement
- Attendance and punctuality prizes and certificates
- Awards in Assemblies
- Certificates
- Displays of students’ academic/creative work and achievements (including the College website)
- Letters home
- Performance related trips/visits
- Praise postcards
- Reward activities

Behaviour Outside the Classroom

We expect students to demonstrate respect, responsibility, and safety in all areas of the school and during school-related activities outside the classroom. This applies to corridors, playgrounds and sports fields, the canteen, school buses, school events and trips, and online platforms used for school purposes.

Expectations:

Respect for Others

- Use polite language and maintain a positive attitude
- Respect personal space and property of others
- Keep hands and feet to themselves
- Follow instructions from staff promptly

Safety

- Walk calmly in corridors, using the one-way system on the way to lesson; no running or pushing
- Only use the main corridor to access the canteen and toilets
- Use equipment and facilities appropriately
- Report unsafe behaviour or hazards to staff immediately
- On the bus bay, line up in the correct areas and ensure the mobile phone is showing the bus ticket
- When walking to school or using transport, follow the highway code, plan for your safety and safety of others

Responsibility

- Keep areas clean and dispose of waste properly
- Arrive on time for lessons
- Represent the school positively during off-site events acting as people of good character

Digital Conduct

- Use school devices and platforms responsibly
- Avoid cyberbullying, inappropriate content, or misuse of technology

Dealing with students' difficulties

It is recognised that some of our student's experience emotional and behavioural difficulties and need very specific guidance and management of their behaviour. Staff members display a range professional characteristics when dealing with such students such as loving kindness, determination, assertiveness, consistency in response and attitude, expectations and philosophy. Staff will be polite and use a calm voice. There will be consideration for the feelings of the students at all times.

Staff will be positive in their approach. The student's self-esteem will be built up by celebrating their strengths. Clear boundaries will be established for the students. Staff will check that the students understand those boundaries and the consequences of not complying.

Supporting students to improve behaviour

Where students are having difficulty conforming to the expected standards of behaviour in the college, various strategies may be employed to help them to improve.

Behaviour and Academic monitoring reports:

The use of Behaviour and Academic monitoring reports, serves the dual purpose of enabling the monitoring Form Tutor and Head of Year to keep a check on behaviour and of giving the student an instant feedback on aspects of behaviour and learning. For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of exclusion or failing to meet expectations, a Support Families Plan will be organised with the aim of putting in place support from the college and plans to encourage a positive outcome.

Inclusion Pathway:

There is a variety of strategies of support that we can offer students through our Inclusion Pathway that provide bespoke timetables for students or in-house alternative provision.

Support for Families:

Support for Families is a support plan that identifies precise and realistic outcomes for the student. It is agreed with parents. A meeting is arranged to consider steps suggested to improve the situation. The programme has an automatic time limit, is monitored fortnightly and is reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance are made clear at the outset. At the end of the agreed period the intervention may, according to level of its impact on improving the situation be reduced or removed. It may be continued for a further period with or without amendments. Early Help is also supportive in that it sign-posts students and parents to seek the help they need.

Serious sanctions

Detention

Students can be issued with detentions during break, during lunchtime or after the college day. The college will seek to inform parents if their child is expected to attend after school detention. Parents are expected to make suitable arrangements to enable the student to attend the detention. As stated in Behaviour in Schools Guidance it does not matter if making these arrangements is inconvenient for the parent.

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

- Compromise the student's safety
- Conflict with a medical appointment
- Interrupt the pupil's caring responsibilities

St John Bosco Room

In situations where misbehaviour occurs outside the classroom it will be the responsibility of all staff in the vicinity to deal with the behaviour at the time. Depending on the situation staff will then refer the incident to the student's Head of Year or SLT to apply the appropriate sanction. In all cases, behaviour incidents will be recorded and regular reports provided for Heads of Year and Senior leaders to monitor and intervene with individuals or groups of students. Staff will use appropriate sanctions depending on their role in the college.

On occasion, where a student is not responding to sanctions in regard to their conduct or attitude towards our behaviour expectations, it is necessary for the college to decide that a student spend a short period of isolation in the St John Bosco Room. The number of days will depend on the nature of their misbehaviour and their response to the support provided.

Internal Isolation is a serious sanction and will only be used in response to serious misbehaviour. It will be referred by a member of SLT following consultation with the relevant Head of Year or Head of Department. Incidents of serious misbehaviour will be followed up with a process of restorative justice (RJ) with the aim of allowing all parties to learn from and move on successfully from these events. All staff at Blessed Edward Oldcorne Catholic College will be trained in the use of Restorative Justice.

The college 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 of the reasons for placing a student in isolation. If a student fails an Offsite Direction to another school, they will be reintegrated back into the college via the St John Bosco Room where they will be supported in terms of the college behaviour culture.

Behaviour incidents that occur outside of the college yet impact negatively on students in college, will be addressed and sanctioned in the same way as if they had occurred in college. Similarly, any behaviour incidents that occur outside of the college on a college visit or trip, will be sanctioned in accordance with the measures set out in this policy.

Suspension and permanent exclusions

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

The purpose of suspension is to assert the values of the college as an orderly community in which pupils and staff may work safely, free from harassment and disruption. The Headteacher is expected to safeguard the welfare and safety of those who study and work in the school. The college will advise parents personally if their child is to be suspended and will arrange an interview to discuss the way forward after a suspension.

The college may suspend for events on the premises, or events under the supervision of school staff which take place off the premises. It may also exclude for events which take place while students are coming to or from school, involving either another pupil or a member of the public. It may exclude for an event outside college hours which arises out of a connection between two pupils at the college. Suspension may occur where a problem arose as a result of damaging communication through a mobile phone or an internet site. Please refer to our Suspensions and Permanent Exclusion policy for more information.

Use of Alternative Provision

The purpose of directing a child to off-site provision is to improve their future behaviour and will not be used as a consequence in response to a specific incident. Refer to the college's Alternative Provision Policy for further details.

Permanent Exclusions

A permanent exclusion may be imposed for:

- A single act of dangerous, violent, harmful or reckless behaviour

- Violence, especially where it seems that the perpetrator has planned the violence, or has caused a significant injury, or has behaved in a recklessly dangerous way, or has ignored warnings to desist
- Threats of violence, particularly those which are persistent, or which are intended to subvert the college's discipline policies by intimidation, or which involve calling in a third party, or which are intended to cause fear and anxiety
- Persistent expression of racist views, racist actions, or other extreme discriminatory behaviour
- Bringing drugs, drug related paraphernalia or other banned or toxic substances to school, using them on any college occasion, supplying them to other pupils, or encouraging other pupils to use them
- Persistent acts or a single serious act which the college classes as "Child on Child" abuse
- Bringing a weapon into college, or anything intended to be a weapon
- Bringing fireworks into college, or any other potentially dangerous item
- Letting off the fire alarm without good cause, or other misuse of fire-fighting or safety equipment
- Extreme public misbehaviour, especially when it brings the college into disrepute
- Theft, especially when it is openly done, or premeditated
- Persistent bullying
- Persistent failure to observe acceptable standards of behaviour despite the support of a Pastoral Support Programme.

This list is not exhaustive. If a student is placed in Alternative Provision either full or part time, the college may impose a permanent exclusion for behaviour at the provision which falls into the above categories.

Suspensions

- Suspensions may be given for:
- Disruption of lessons
- Child on Child abuse
- Refusal to follow instructions or explicit refusal to obey a college rule
- Verbal abuse against another person
- Disrespectful or insolent behaviour to staff
- Racist behaviour or language
- Fighting
- Persistent failure to observe acceptable standards of behaviour
- Any action for which a permanent exclusion is not imposed

If a student is placed in Alternative Provision either full or part-time, the college may impose a suspension for behaviour at the provision which falls into the above categories.

In suspending pupils, the college will take account of the following factors before making a decision:

- The possibility of discrimination on the grounds of disability
- The possibility of discrimination on the grounds of ethnicity
- special educational needs
- language fluency
- age and maturity

- other mitigating factors

Suspension and the right to education

The college will make every effort to provide work during a period of suspension. This work must be completed and returned to the college. The onus is on every member of staff to play a part in supporting pupils with behavioural difficulties, by acting on the recommendations of the Pastoral Team and keeping a record of the interventions. The Pastoral Team will decide whether pupils need to be assigned to a Pastoral Support Programme and will follow the procedures for identifying pupils whose behaviour and attitude to learning does not meet the standards expected at the College.

Support for students returning from suspension

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

- Reintegration meetings
- One-to-one intervention
- Daily contact with the Head of Year via a daily report or Pastoral support staff
- Two weeks post suspension review meeting with Lead Learning Mentor.

We seek to work with parents to address poor behaviour and encourage good behaviour. It may be deemed necessary to seek the use of internal programmes or support from external agencies to tackle behavioural issues. The college may use the following to address these issues:

- A support programme of Early Help
- Inclusion support
- The Education Psychologist
- Placements at Newbridge College or Aspire
- Referral to external support agencies

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, 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 pupil, including SEND, mental health needs or medical conditions. For further details, refer to Positive Handling and Restraint Policy.

Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed below) found in a student's possession as a result of a search will be confiscated. In certain circumstances that require further investigation, these items may not be returned to the student. Any confiscated items that can be returned will always be to a parents or carer.

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

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

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

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 pupil, for example on a school trip.

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your coat
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation
- If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

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

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

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

An authorised member of staff may search a student's outer clothing, pockets, bag and other possessions.

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

Searching pupils' possessions

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

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

An authorised member of staff can search a student's possessions when the student 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 student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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 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.

Prohibited Items:

The college doesn't need a student's consent to search them if they think they have prohibited items, including:

- knives and weapons
- illegal drugs and alcohol
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property
- tobacco and cigarette papers
- vapes
- fireworks
- pornographic images
- Drug-related paraphernalia
- A mobile phone or similar device which has been used for an unacceptable purpose as detailed in our Mobile Phone Policy
- Energy drinks

Once discovered these items will be confiscated. College staff will not be conducting strip searches however we may bring in a police officer to do so. The guidance below will be followed.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall

only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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

Communication and record-keeping

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

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

Who will be present

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

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

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

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

The appropriate adult agrees

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

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

The appropriate adult will:

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

- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Anti-Bullying and Harassment

The College places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that Blessed Edward Oldcorne Catholic College has a culture of communication and disclosure. There exists a separate Anti-Bullying Policy.

At Blessed Edward Oldcorne Catholic College we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The Catholic ethos fosters the spirit of regard and respect for each other and for all. Harassment has no place in our community and will not be tolerated.

Definition:

Harassment may be defined as any hostile or offensive act or expression by a person against another person which interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

Harassment may present itself in the following ways:

Physical assault because of race, colour, culture, gender, sexual orientation or religion. Refusal to co-operate with others because of race, colour, culture, gender, sexual orientation or religion, derogatory name-calling, insults and jokes/ridicule of an individual for cultural differences.

Procedures for dealing with harassment:

All racist behaviour in any form is totally unacceptable and will be dealt with in the following ways:
Racially motivated physical assault:

- Reported to the Head of Year or SLT

- Recorded in MyConcern
- Full reports to both victim and perpetrator's parents/carers
- Action to prevent the behaviour happening again

Racially motivated verbal assault:

Staff must not ignore any form of verbal abuse. Persistent offenders must be reported to SLT and the procedure for physical assault then followed. All other categories of harassment will be dealt with accordingly. Any graffiti will be removed immediately, offensive materials must be removed, offensive remarks in the course of discussion must be challenged. All incidents will be recorded on MyConcern.

There will be support for any student who experiences harassment. The victim will be given the opportunity to discuss how he/she is feeling. The parents/carers of both the victim and the perpetrator will be contacted to explain the action taken and to discuss any concerns.

Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the college 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 college's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of student's with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the college must co-operate with the local authority and other bodies.

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. At Blessed Edwards, we seek to anticipate and remove triggers of misbehaviour in the following ways:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Use spaces such as Regulate room where students can regulate their emotions during moments of sensory overload
- Training for staff in understanding conditions such as autism and ADHD, for example
- Pastoral briefings that set out bespoke measures for individual students

Adapting sanctions for students with SEND

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

- Whether the student was unable 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?

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 displaying challenging behaviour may have unidentified SEND

The college's Special Educational Needs Co-ordinator (SENDCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Students with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and the college will co-operate with the local authority and other bodies.

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

Communication and Parental Partnership

Blessed Edward Oldcorne Catholic College actively promotes and values the co-operation and involvement of parents and carers in all aspect of students' education. Parents and carers are encouraged to help their children achieve the aims of this policy, by supporting the school in its Mission Statement and upholding the teaching of the Church. Parents and students are asked to sign a Home-School Partnership Agreement as an indication of their support for the college ethos and its Code of Conduct.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The college will communicate policy and

expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

At Blessed Edward Oldcorne Catholic College we strive to resolve disputes and differences of opinion in a speedy and amicable manner and work from a principle that a sanction should be proportional to the gravity of the misdemeanour. However, if this does not prove to be possible, parent/carers will be directed to the College's Complaints Procedure.

Uniform and Appearance

Blessed Edward Oldcorne students will be the young professional men and women of the future and as such we are committed to fostering self-confidence and a professional demeanour. Setting the right standards in appearance prepares all for careers employability and readiness for the world of work. Our students are encouraged to adopt the highest standards and virtues which will enable them to flourish in the world of business and commerce. Students should be dressed appropriately, ready to learn, at all times and are expected to take pride in their appearance. Students are expected to maintain high standards of dress and appearance throughout the school day, including their journeys to and from school. Persistent deliberate breaches of the college Uniform Policy will be dealt with in line with the Behaviour Policy.

Please refer to the College website for our expectations of students' dress and appearance.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.