MOSAIC LEARNING TRUST
Raising Aspirations, Empowering Futures

BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

SOUTHLANDS HIGH SCHOOL
Endeavour for Excellence

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1. Aims, Values and Principles

At Southlands High School, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment which is safe and where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline rather than blind compliance.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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 sanction of undesirable behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Key Principles:

- Encourage a mutually supportive and respectful partnership with parents and carers
- Regular review of policy and procedures to ensure that they underpin the creation of the desired culture and climate of the school
- Adhere and uphold British Values, including democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and those without faith
- Use rewards and sanction proportionately to encourage desirable behaviours and challenge behaviours that do not meet the school's expectations
- The establishment and maintain key routines to habituating respectful and positive behaviours.
- To act in accordance with our internal Behaviour Blueprint which underpins our behaviour policy.

2. 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
- Statutory Mobile Phones in Schools guidance 2026
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2026
- Restrictive Interventions including Reasonable Force April 2026
- Children and Families Act 2014
- Supporting students with medical conditions at school
- SEND code of Practice

3. Code of Conduct: Respectful, Responsible, Ready

Our school code of conduct is based on the principle that we value every member of the school community. Learning and teaching are our core activities and as result we insist on a constructive partnership between staff and students in which both can expect courtesy and respect through a warm: strict approach. Our three core rules are for students to be:

Respectful - To have respect for themselves. To show respect to their peers, to adults, to our environment and for our community.

Responsible - For their behaviour. For doing the right thing. For working hard. For ensuring everyone is safe.

Ready - To show that they are ready to learn. To embrace all aspects of school life. To wear their uniform in the manner it should be.

Respectful	Responsible	Ready
• Treat others **as you** want to be treated. • **Interact positively** and with good manners; use appropriate language and tone. • **Listen** to the views of others and accept their right to hold those views. • Follow all school protocols and procedures including moving around the school in **a safe and calm manner.** • Follow instructions from a member of staff **the first time of asking.** • Look after **your school** grounds. • **Be polite** and respectful to members of our local community.	• **You** are responsible for **your** behaviour. • Do the **right thing** not the easy thing. • Take responsibility for the things you say and do; view this as an opportunity for **growth.** • Be responsible for your learning; **work hard** each lesson. • Act responsibly and safely **online.** • **Report** any concerns to an adult or through the SHARP system. • **Ask** for help if needed.	• Arrive at school and lessons on time **every day.** • Bring the correct equipment to school, **every day.** • **Embrace** opportunity • Listen **actively** • **Participate** fully • Wear the **expected standard** uniform.

Southlands High School has high expectations of ***all*** students in that they will act in such a way that their conduct reflects our three expectations: Respectful, Responsible and Ready.

Students who fail to meet the code of conduct in class, in the school building, offsite on an educational visit and at times when outside of the school, will be issued with a sanction designed to support them to correct their behaviour in line with our expectations.

4. Bullying

Southlands High school deals with any allegations of bullying very seriously; including verbal, nonverbal, physical or prejudiced behaviour. The school aims to effectively prevent and tackle bullying to create a safe and disciplined environment for students to learn to the best of their ability, free from disruption of any kind.

Our measures to prevent all forms of bullying are in line with the Equality Act 2010. We believe that bullying involves a perceived imbalance of power.

We define bullying in line with the Anti-bullying alliance definition:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Any allegation of bullying will be investigated thoroughly, and support will be offered to both the target and the perpetrator. We recognise that it is possible that bullying can be because of a safeguarding issue.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on the school website.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	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

5. Roles and Responsibilities

5.1. The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2. The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanction are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training 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 students both sanction 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.

5.3. Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school'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 students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

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

5.4. 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 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 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.

5.5. Students

Students 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 Code of Conduct, Relentless Routines, Standards and Expectations.
- How we recognise them for meeting the behaviour standard, and the sanction they will face if they don't meet the desired standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions at the start of each team and communicated via Morning Meetings daily.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students 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 students who are mid-phase arrivals.

Where appropriate and reasonable, adjustments may be made to routines within the behaviour curriculum to ensure all students can meet behavioural expectations in the behaviour curriculum.

6. Mobile Phones

Rationale

Southlands High School is a phone-free school.

In response to the Department for Education's 2026 statutory guidance on mobile phones in schools, Southlands High School has reviewed and strengthened its approach for September 2026.

Our approach supports learning, safeguarding, positive relationships, privacy and the mental health and wellbeing of our students. It reduces distraction, protects students from the pressures associated with mobile phone use during the school day and supports a calm, safe and purposeful environment. Students may bring a mobile phone to school for use when travelling to and from school; however, they must not have access to it during the school day. The same expectations apply to smart watches and other personal devices capable of communication, internet access, photography, recording or receiving notifications.

Daily Hand-In

All mobile phones, smart watches and other relevant devices must be declared and handed in immediately on arrival at school.

During Morning Meeting (MM), students must:

- declare whether they have brought a device;
- show the member of staff that the device is working;
- switch the device off;
- hand it in for secure storage.

Where a student has not brought a phone, smart watch or other relevant device, they must declare this to the member of staff.

Recording on Arbor

Every student's declaration must be recorded on Arbor each morning.

This includes where a student declares that they have no phone, smart watch or other relevant device with them.

The Arbor entry records what the student has declared.

Students Arriving Late

Students arriving after Morning Meeting has ended must follow the same process with the office staff managing the Late Box.

Students must:

- declare whether they have a device;
- show that the device is working;
- switch it off;
- hand it to the office staff for secure storage.

Where a student declares that they have no device, this must also be recorded.

Office staff managing the Late Box must record the student's declaration on Arbor.

Arriving late does not provide an exemption from the school's phone-free expectations.

Afternoon Meeting – Return of Devices

Devices that have been correctly handed in and have not been confiscated as a consequence of a breach will be returned during Afternoon Meeting (AM). The member of staff overseeing AM will manage the orderly

return of devices. When a device is returned, students must switch it on in the presence of the member of staff and check that it is working correctly.

Any concern about the condition or functioning of the device must be raised at the point of return

Once checked, the device must be put away. Students must not make calls, send messages, access social media, take photographs or recordings, or otherwise use their device while they remain on the school site.
The school remains phone-free until students leave the school premises.

Trust and Personal Responsibility
Our system is built on trust, honesty and personal responsibility. Where a student declares that they have no device, their declaration is accepted and recorded. Students are trusted to make an honest declaration and take responsibility for following the school's expectations. We do not want our phone-free culture to be based upon routine searching, interrogation or unnecessary confrontation. In return for that trust, students are expected to follow the school's expectations honestly and consistently. Where that trust is broken, there will be a clear and predictable consequence.

The school's expectation is simple:

Seen, heard or used = confiscated.
If a mobile phone, smart watch or other prohibited personal device is seen, heard or used at any point during the school day, the student must immediately surrender the device to the member of staff.

The incident will be recorded on Arbor and the device securely stored.

The device will not be returned to the student during Afternoon Meeting.

The school's escalating confiscation sanction will apply and parent/carer collection will be required.

Mobile Phone Sanctions
The school operates a clear escalating sanction for breaches of the phone-free expectation

Breach	Consequence
First breach	Device confiscated until the parent / carer can collect. Incident recorded on Arbor.
Second breach	Device confiscated. Incident recorded on Arbor. Parent/carer collection required and parent/carer informed of the repeated breach in a formal meeting with the Year Manager or KSL. Statutory guidance is reinforced. Barriers to compliance are discussed and reasonable adjustments, such as the use of a SHS phone pouch, are offered. Conversation is documented and expectations set around further breaches will be treated as defiance behaviours.
Further breaches	Behaviour Policy sanctions come into effect and targeted intervention may also be implemented.
Refusal to surrender a device	Treated separately as deliberate refusal to follow a reasonable instruction/defiance and escalated through the Behaviour Policy. This may include suspension.

Devices will only be released to a parent/carer.
This means that a device may remain securely stored by the school over a weekend or other school closure until parent /carer can collect. These will be stored away safely in a locked box and cupboard.

The school accepts no responsibility or liability for any mobile phones or electronic devices that are lost, stolen, or damaged while in the school's possession, including items held following confiscation where a parent or carer fails, delays, or is unable to collect the device.

Refusal to Surrender a Device
Students are required to surrender a mobile phone, smart watch or other prohibited device when instructed to do so by a member of staff.

Where a student initially refuses, the member of staff will give a clear instruction and an opportunity to comply. Where appropriate, the student may be given the opportunity to surrender the device to a Year Manager, trusted adult or other designated member of staff.

Where appropriate the student may be searched in line with statutory search, screen and confiscation guidance. This may include a student being asked to open their bags, empty their pockets or be screened using a wand device.

If the student continues to refuse, this becomes a separate and more serious behaviour matter.

Continued refusal will be treated as:

- Deliberate refusal to follow a reasonable instruction / defiance

The school's behaviour procedures will be escalated and suspension may be used as a consequence of serious or persistent refusal/defiance.

Where a student repeatedly refuses to comply despite previous sanctions, reasonable adjustments, intervention and work with parents/carers, the school may use suspension as an appropriate response to persistent defiance.

Reasonable Adjustments
Southlands High School recognises that a small number of students may require an individual arrangement because of SEND, disability, medical need, safeguarding circumstances or other exceptional individual needs.
Reasonable adjustments may include:

- handing the device to a trusted adult;
- an alternative hand-in location;
- use of an agreed secure pouch;
- an individual arrival or collection arrangement;
- specifically agreed access to a device for a medical or safeguarding purpose.

Reasonable adjustments will be agreed, recorded and regularly reviewed.
A reasonable adjustment changes how a student meets the phone-free expectation; it does not ordinarily remove the expectation.

Where a student has an agreed adjustment but deliberately breaches that arrangement, the individual circumstances will be considered alongside the school's Behaviour Policy.

Staff at SHS should not use their personal mobile phones in front of students during the school day except for an authorized professional purpose, such as authentication, or an emergency. SHS has mobile phone safe zones allocated to staff, it is here that staff should use their phones during the day should they need to.

If a student must leave early for an appointment, we ask that phones and equipment (such as a smart watch) is placed in the main office locked box so that it is easier to recover when the student leaves for their appointment time.

If parents or carers need to pass on any urgent messages onto their children a message can be left via the school receptionist or the student's Year Manager. Should a student need to contact home, this can also be facilitated. to the student for defiance. We expect all parents to support the school in this routine.

Phones and smart technology with equivalent communication or recording functions, must not be used or accessed throughout the whole school day, including in lessons, movement time and at break and lunch.

7. Responding To Misbehaviour

7.1. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Outlined in the school Behaviour Blueprint they will:

- Create and maintain a stimulating environment conducive to learning.
- Develop a positive relationship with students, which includes:
  - Greeting students 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

Staff will receive regular training from our Behaviour Blueprint on how to maintain a positive classroom climate.

7.2. Safeguarding

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

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, Family Help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information. This can be found on the school website.

7.3. Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and recognition 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:

- Verbal Praise
- Positive Points
- Praise postcards, written correspondence and phone calls
- Certificates, prize ceremonies or special assemblies or events
- Whole-class, form or year group recognition

At Southlands we also encourage our students to recognise when their peers get it right by creating a culture of kindness and gratitude.

7.4. Undesirable behaviour

When a student'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 misbehaviour.

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 students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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.

We operate a warn, move, remove system.

- A verbal reprimand (**warn**) and reminder of the expectations of behaviour
- **Move** them to a different seat within the classroom
- **Remove** the student out of the class to work with the Curriculum Leader or a different staff member

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of students or staff
- Allow the disruptive student to continue their learning in a managed environment

Students receive corrections as sanctions. These corrections can be from the following (depending on the infringement):

- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home
- Correction time afterschool (30 mins and 60 mins)
- **Saturday correction time: 9am-11am during term time**
- Loss of privileges – for instance, the loss of a prized responsibility
- Natural consequences such as school-based community service i.e., tidying a classroom, litter picking.
- Letter or phone call home or parental meeting
- Agreeing a behaviour contract or plan
- Putting a student 'on report
- Internal and External Suspension
- Agreed targets via a Governor contract
- Permanent exclusions, in the most serious of circumstances

If a student is moved as part of warn, move, remove, they will automatically receive a C1 30 minute after school correction with the class teacher. This will be for being in breach of the Code of Conduct. A notification will be sent to parents via the Arbor App. Where appropriate, this correction may be issued on the same evening as the infringement. Parental consent is not required where the statutory conditions have been met.

If a student needs to be then removed as they have continued to disrupt theirs and their peer's learning, then this has a C2 60 minute after school correction with the curriculum or key stage leader. Parents / Careers will receive an Arbor notification and a follow up phone call to explain why.

Pastoral and Senior staff can issue C3 corrections as outlined above.

We expect *all* students to attend corrections and to repair the relationship with staff by reflecting on what went wrong and how to move forward. If a student fails to attend a correction, it will escalate to the next level. Each correction is an opportunity to do the right thing.

Students can be issued with corrections on weekends during term time for persistent refusal to attend corrections.

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

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

7.5. Behaviour Pathway

The school will consider an alternative approach to behaviour management for students who are frequently removed from class. **This is known as our Behaviour Pathway.** The Pathway will be a bespoke support package offered to the student to support them in meeting the school standards, expectations, routines and the Code of Conduct. As part of our support processes, students may work with external providers, be directed by the academy trust or governing board for a period to an alternative provision or work with our student intervention worker in school. Our aim is to work with both the student and the family and intervene as early as possible once undesirable behaviours are beginning to appear.

7.6. Restrictive Interventions including the use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff can use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property

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 in the same day
- Post incident medical support if necessary

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. Staff will consider the necessity, proportionality, the welfare and the dignity of the child.

Additional training is issued to key staff on de-escalation safe practices in line with statutory guidance by Intelligensa Ltd.

If there has been a need to use Restrictive Interventions or Reasonable Force, there will always be a post incident debrief and review held by the DSL, DDSL, or DSO.

7.7. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Searches will be carried out if there is a suspicion regarding a student carrying an item which is band or may cause harm to others or themselves. The search will be conducted with two members of staff in an office area. The searcher must normally be the same sex as the student and another staff must witness the search. However, the opposite-sex or no-witness exception applies where serious harm is likely if the search is delayed and the usual arrangement is not reasonably practical.

Any item maybe searched for with informed agreement. Without consent searches would be used for statutory prohibited items or items expressly identified by SHS as being prohibited. Students ages and vulnerabilities will be considered when being searched.

Confiscation

Items found will be kept and returned only if safe to do so at the end of the day (e.g sweets /perfume items). Mobile phones and electronics will only be returned to a parent or carer. We will not return vapes or any other prohibited items to parents or students, these will be disposed of including where necessary via support from the police with certain items.

7.8. Informing parents

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

7.9. 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, Family Help or a referral to children's social care is appropriate.

7.10. 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 student's mental and physical wellbeing and the risk of not recovering the suspected item.

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

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

7.10.1. Communication and record-keeping

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

7.10.2. 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 student, except in urgent cases where there is risk of serious harm to the student or others.

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

- The student 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 student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the student 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 student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student 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 student could be seen by anyone else.

7.10.3. Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student 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 student 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 student(s) who have been strip searched more than once and/or groups of students 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.

7.11. Screening

There is currently no screening procedure operated in SHS as defined by the DfE. We do not use door detectors upon entry to the building.

7.12. Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site or when representing the school. This means misbehaviour when the student 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 student of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

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

7.13. Online misbehaviour

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

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

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

7.14. Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, a member of the pastoral team will make the report.

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

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

7.15. 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.

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- 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 child protection and safeguarding policy for more information.

7.16. Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of 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 students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

7.17. Serious sanctions

There are certain behaviours that the school class as 'Red Line Behaviours', these are but are not limited to

- Persistent Defiance

- Intimidating / Obstructing / Swearing
- Violence / threats of violence (physical and sexual)
- Vandalism
- Possession of prohibited Item
- Truanting
- Vaping or smoking
- Bullying (all forms) including via the use of AI or 'Psuedo-Images'
- Discriminatory language
- Possession of any prohibited items. These include:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic Images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Energy and sugary drinks or snacks not part of lunchbox
- Aerosols / perfume sprays (roll on deodorants only)

These behaviours warrant a more serious sanction. Each misbehaviour case will be considered, and a serious sanction will be issued fairly and proportionately. A serious sanction can include the student being placed into Internal Suspension. Students will be expected to follow a varied curriculum in Internal suspension via Edclass programme. Parents will be informed if their child has been placed into the room. Student's behaviour in internal suspension must be exemplary and in line with our high expectations outlined within the code of conduct. If a student does not meet these standards a further sanction/s may apply.

7.18. 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.

Suspension is a lawful sanction where warranted., reasonable and proportionate. The decision to permanently exclude will be made by the headteacher and only as a last resort. It may be used for a serious breach or persistent breaches and where continued attendance would seriously harm the education or welfare of the student or others.

Please refer to our exclusions policy for more information please see our website.

8. Responding to Misbehaviour from Students With Send

The school recognises that a student's 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 student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

8.1. 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 consider whether disability or SEN contributed; whether the rule, investigation or sanction creates a substantial disadvantage; what reasonable adjustments were or should have been made, whether the relevant provision in an EHC was secured and whether the proposed sanction remains lawful, fair and proportionate. SEND does not create an automatic bar to sanction.

8.2. Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) 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 student, 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.

8.3. Students with an education, health and care (EHC) plan

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

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

8.4. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

Students who have had an external suspension as sanction will be met with their parents as part of a re- integration support package.

9. Student Transition

9.1. Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

9.2. Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour through our Behaviour Blueprint.

Behaviour management will also form part of continuing professional development.

11. Monitoring Arrangements

11.1. 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
- Mobile phone incidents
- Restrictive interventions
- Safeguarding Separation
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture. 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 students are identified by this analysis, the school will review its policies to tackle it.

11.2. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

12. Links With Other Policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent exclusions policy
- Child protection and safeguarding
- Anti-Bullying
- SEND policy

The policy is underpinned by the Southlands High School Behaviour Blueprint, a framework which outlines the leadership of behaviour management across the school.