

Pathway Schools Ltd

Behaviour Policy

Statement of intent

Pathway Schools Ltd believes that:

- An outstanding school environment can only be achieved when behaviour expectations are clear and good.
- Effective behaviour management can only be achieved by successfully addressing a number of essential and interrelated factors.
- Having high expectations is the starting point for excellent behaviour
- Consistency is essential to good behaviour management.

The school is committed to:

- Promoting positive behaviour.
- Promoting self-esteem, self-discipline, self-regulation and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour choices.
- Challenging and discussing behaviour choices.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Regular opportunities to discuss and explore the ramifications of choices that effect other's learning and or environment and other options / behaviours and how these could have created outcomes.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Date policy last reviewed: 1 November 2025

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1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Leadership team will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior leadership team, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENDCO.
 - Headteacher.
 - Senior Leadership team.
- As authorised by the headteacher, sanctioning students who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Students will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, vapes or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Disrespectful or negative type behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring through discussions and PSHE sessions.

The Senior Leadership team will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Students will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Avoiding Conflict

It is much better for a member of staff to avoid incidents where students display challenging behaviour, than to have to deal with them. Therefore, we have adopted a **PACE** approach to have conversation and avoiding challenging behaviour:

What is PACE?

Playfulness - Acceptance – Curiosity - Empathy

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore. With PACE, the troubled child can start to look at himself and let others start to see them, or get closer emotionally. They can start to trust.

Playfulness

This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone. It's about having fun, and expressing a sense of joy.

It is similar to parent-infant interactions when both parent and infant are delighting in being with each other and getting to know each other. Both are feeling safe and relaxed. Neither feels judged nor criticised. Playful moments reassure both that their conflicts and separations are temporary and will never harm the strength of their relationship.

Having a playful stance isn't about being funny all the time or making jokes when a child is sad. It's about helping children be more open to and experience what is positive in their life, one step at a time.

Sometimes a troubled child has given up on the idea of having good times and doesn't want to experience and share fun or enjoyment. Some children don't like affection or reject hugs. A playful stance can allow closeness but without the scary parts.

When children find it hard to regulate their feelings, anger can become rage, fear, terror, and sadness, despair. If this is the case, then children may also find it hard to regulate feelings of excitement, joy and love. Feeling these emotions can sometimes turn to anxiety.

Playfulness allows children to cope with positive feelings. It also gives hope. If you can help the child discover his own emerging sense of humour, this can help him wonder a little more about his life and how come he behaves in the ways that he does. When children laugh and giggle, they become less defensive or withdrawn and more reflective.

A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the parent has a touch of playfulness in his or her discipline. While such a response would not be appropriate at the time of major misbehaviour, when applied to minor behaviours, playfulness can help keep it all in perspective.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety. Acceptance is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives, and perceptions that are underneath the outward behaviour. It is about accepting, without judgment or evaluation, her inner life. The child's inner life simply is; it is not right or wrong.

Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. The parent may be very firm in limiting behaviour while at the same time accepting the motives for the behaviour.

One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child's self. The child then becomes more confident that conflict and discipline involves behaviour, not the relationship with parents nor her self-worth.

Curiosity is the foundation of acceptance of whatever underlies the behaviour. Making sense of how the child has learnt to behave in certain ways can help with acceptance.

Curiosity

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why.

With curiosity the adults are conveying their intention to simply understand why and to help the child with understanding. The adult's intentions are to truly understand and help the child, not to lecture or convey that the child's inner life is wrong in some way.

Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what...?"

You say this without anticipating an answer or response from a child. This is different from asking the child, "Why did you do that?" with the expectation of a reply. It is not interpretation or fact gathering. It's just about getting to know the child and letting them know that.

Curiosity must be communicated without annoyance about the behaviour. Being curious can, for example, include an attitude of being sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot.

You might make guesses about what a child may be thinking and feeling, saying this aloud, and keeping it connected to the present. It can be about having a conversation, almost with yourself, with the child in the room, without anticipating a response.

If an adult can stay curious about why their child is behaving as they are, the child and adult are less likely to feel cross or frustrated. As curiosity is non-judgemental, this can help the child to be open to how she, and other people, are thinking and feeling. Curiosity lets the child stay open and engaged in conversations.

Children then start to reflect upon their own inner life with their parent and therapist and start to understand themselves. As the understanding deepens, the child can discover that their behaviour does not reflect something bad inside them, but rather a thought, feeling, perception, or motive that was stressful, frightening, or confusing and could only be expressed through their behaviour. As the child communicates this to the adults, the need for the behaviour may reduce, and with that the behaviour itself. The child's feelings about the behaviour may change, with less defensiveness and shame but more guilt, leading to less of the behaviour.

Empathy

Empathy lets the child feel the adult's compassion for them. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in their hard times. With empathy, when the child is sad or in distress the adult is feeling the sadness and distress with them and lets the child know that.

The adult is demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that they will not have to deal with the distress alone. The adult will stay with the child emotionally, providing comfort and support, and will not abandon them when they need the adult the most. The adult is also communicating strength, love and commitment, with confidence that sharing the child's distress will not be too much. Together they will get through it.

The Impact of Communication Using the Principles of PACE

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can and are not bad or lazy or selfish. Problems diminish as the need for them reduces.

Through PACE and feeling safer, children discover that they can now do better. They learn to rely on adults, particularly their parents, and trust them to truly know them. They learn that their parents can look after them in a way that they could never do on their own.

When children experience the adults doing the best they can to understand them and trying to work out together more effective ways for the child to understand, make sense of and manage their emotions, thoughts and behaviour they start to believe that the adults really will keep on trying until things get better for all of them.

For adults, using PACE most of the time, they can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of troubled children. Using PACE enables the adult to see the strengths and positive features that lie underneath more negative and challenging behaviour.

Sanctions/interventions for low-level unacceptable behaviour

Positive reinforcement combined with natural and logical consequences are important and necessary to support our whole school culture.

All children require boundaries and consequences that are fair, predictable and understandable. Children are encouraged to be a part of devising these.

Natural Consequences occur without the intervention of an adult. For example, a young person might throw a favoured object when they are feeling angry which might then break and therefore cannot be used. Shame is also considered a natural consequence, and young people will require support with this.

Logical consequences are adult-led and are linked to the event, and when a natural consequence may not occur or may be a safety hazard. For example, if a young person removing their seatbelt during a car journey a logical consequence to ensure safety may be to avoid car journeys whilst a plan to ensure seatbelts are worn is in place.

Natural and Logical Consequences will be communicated to the young person in an empathic and collaborative way, never in a shaming way.

Our School does not use punitive sanctions, for example detention or removal of privileges. These can promote a sense of shame, are often not linked to the behaviour and therefore do not encourage our pupils to learn what to do instead. The consequence must always be linked to the behaviour to provide a learning opportunity.

Repairing relationships (a restorative approach) is a key part of natural and logical consequences and it is the staff's responsibility to approach this repair if it is difficult for the young person.

When an incident has happened between peers, SLT will decide whether students need some time apart and whether restorative work can be done immediately or whether this should be done at another time. We will also involve parents who will be able to support with discussing the incident and any support needed.

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention the student's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the student from the school via a suspension. Where suspension is carried out, the student's parent will be asked to collect the student and take them home for the rest of the day – students will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

7. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

8. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Student Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke on school grounds. Students will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the school will follow the procedures outlined in the Student Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

9. Prohibited items, searching students and confiscation

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

Prohibited items where reasonable force (see separate "Physical Intervention policy) may be used are:

LIST A

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the student themselves; or – To damage the property of any person, including the student themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary:

LIST B

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

Students' use of their mobile phones during the course of the school day will be in accordance with the Students' Personal Electronic Devices Policy.

Confiscation

Any prohibited items (lists A and B above) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, 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 student, 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 student; **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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 student, 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 scarf”
- › 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 will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try to determine why the student 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 student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in “list A” above, but not to search for items that are only identified in the school rules (List B, above).

An authorised member of staff may search a student’s outer clothing, pockets or possessions.

‘Outer clothing’ includes:

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

Searching students’ possessions

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

- › Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (list A above) and items identified in the school rules (List B above).

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 above.
- › If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/carers 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

10. Effective classroom management

As a way of framing our behaviour expectations we have as a school developed agreed rights for all students and staff in school. Following on from these rights come responsibilities that we all have to ensure those rights for ourselves and everyone else. These have been put into tables and are part of the display in each Classroom and other areas of the school. Student's attention should be drawn to them, and they should be used as reference when discussing behaviour with the class or an individual (see table below)

RIGHTS		RESPONSIBILITIES	BEHAVIOURS
	Safe from physical harm.	To behave sensibly and safely	Be sensible

TO BE SAFE	Safe from emotional hurt	To be friendly and supportive	Be kind
	Property and belongings to be safe	To respect other people's property and belongings	Look after other people's property
TO BE ABLE TO LEARN	Good learning environment	To look after the room and equipment and displays tidy up after ourselves	Look after the school
	Interesting, fun activities or lessons	To be on time and settle quickly. To try out best and contribute to activities or lessons	Try my best in lessons
	Friendly, supportive atmosphere	To be friendly, helpful and cooperative	Be nice Be helpful
TO BE RESPECTED	To be valued as an individual	To respect and value others	Respect everyone
	To have our feelings considered	To care about and consider others feelings	Think of others
	To be listened to and have ideas considered	To listen to others and consider their ideas	Listen to others

Praise and rewards

It is **much more effective** to focus on, recognise and reward positive behaviour than to focus on and give sanctions for negative behaviour. By focusing our attention on positive behaviours, we can greatly reduce attention seeking negative behaviour and encourage more positive behaviour. However, at Pathways we do not believe in BIG rewards. There are no Macdonald's or bowling trips. There are no big winners and losers. Here rewards are small and genuine, a reward here may be a trusted adult telling a child that they really enjoyed doing an activity with them.

The rationale behind this is any external rewards simply don't work, any reward will eventually lose its lustre. The effect of the reward will be temporary and any change will be lost with their child's interest in that reward. We are trying to achieve lasting change and growth. Even if that change comes in tiny steps. The change we are looking for comes from within and springs from a sense of pride and achievement when a child feels that they have done well or been successful.

In matter of fact there is no greater reward for a child than the pride in their success and achievement from an adult who is important to the child.

In addition to the whole school system, teachers may develop age-appropriate reward systems for individuals or groups. (Marbles and stickers may work well in Primary but they are less likely to be effective further up the school). Where possible this should be done through discussion and agreement with the students in the group. Student involvement in developing the system will result in greater engagement with the system. This 'buy in' is essential or it will not have the desired impact. Whatever rewards are used they will at some point lose their impact. These class-based systems will be regularly reviewed and changed to achieve different goals or to ensure they are still having the desired impact. Whatever systems are developed could/should also include breaks and lunch times if needed. Whilst these are shorter periods of the day the unstructured time is often the time some students need the most support.

11. Effective student support

The school recognises that the core purpose of providing alternative provision for students who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for students with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling students to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified students.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

12. Behaviour outside of school premises

Students at the school are encouraged to represent the school in a positive manner.

Staff can respond to students for events outside of the school premises, including conduct online, provided the student is:

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

Staff may also respond to events that...

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will react fairly for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only respond once the student has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

14. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The staff will fill in daily logs on Class Charts that show observed behaviour and or incidences for each student. They will also fill out a separate log that outlines any serious incidences that resulted in injury to other staff or students.

Appendix A: Conducting a strip search

Strip searches

The authorised member of staff's power to search outlined in the section 9 (Prohibited items, searching students and confiscation) above does **not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether 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/carers, 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 information about the role of the appropriate adult).

The student's parents/carers 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

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, entitlements 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.

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 whether, 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.