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TIME

Behaviour, Discipline & Anti Bullying Policy

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1. Introduction

At This Is My Education (TIME), it is our aim that our students achieve their academic potential and strive towards achieving their career aspirations within their adult life. We enable this by building mutual respectful relationships with them modelling how to have respectful relationships with each other and other people. This helps them to reflect and take responsibility for themselves and is a form of coaching that is consistent, immediate and consistent.

This document explains out restorative approach. The Warmth, humour and pleasant firmness with which staff engage with students from the moment they arrive in the centre each day demonstrates the way in which we set safe boundaries on behaviour and is reflected throughout the school.

2. Our Ethos

Our ethos revolves around awareness, understanding of trauma and attachment, consideration of others including SEND, compassion, equality, tolerance and inclusion. Acceptable standards of behaviour are those which reflect these principles.

Every member of staff is responsible for creating this environment, which enables students to engage with effective learning. We believe that by treating our students as individuals and providing them with comprehensive support they will be able to fulfil their potential. We also believe that education can be and should be fun, and that our students benefit from the sense of playfulness that permeates the school, and the creative opportunities we offer.

Our Ethos Aims to:

- Encourage mutual respect throughout the school.
- Help each other to develop a sense of responsibility for their behaviour.
- Foster each student's emotional wellbeing, including their ability to express their feelings and emotions.
- Develop each student's social and communication skills. Develop a sense of social and moral responsibility within the school and wider community.

3. Purpose and Aims

- To Provide a structure that supports and enables effective teaching and learning throughout the school.
- To maintain clear expectations and a code of conduct that revolves around mutual respect and that is adhered to consistently by everyone in the school.
- To create a safe and caring environment where all students are valued equally.
- To encourage students to reflect on their own behaviours.
- Celebrate achievements, promoting self-esteem and positive relationships.
- Physical intervention to be used **only** when there is an immediate, significant risk of harm to the person or others around them and as a last resort.

4. Definitions

- Positive behaviour is behaviour that does not have a detrimental effect upon the individual concerned or the others around them.
- Behaviours of concern (otherwise known as behaviours that challenge) are behaviours that are perceived as being challenging for the individual and/or those around them.
- Misbehaviour is defined as:
 - Disruption in lessons, in corridors between lessons, and at break and lunchtimes
 - Non-completion of classwork or homework
 - Poor attitude
 - Incorrect uniform
- Serious misbehaviour is defined as:
 - Repeated breaches of the school rules
 - Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or 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)

5. Anti Bullying

Within the school we actively promote a culture of awareness, tolerance, and inclusion. We encourage students to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.

We regard all forms of bullying as unacceptable and always challenge them. Bullying can involve ageism, racism, sexism, homophobia, gender, disability, gender, gender identity, religion, lack of faith and other issues relating to identity or difference. It can happen at the school, at offsite provisions or online.

Staff are vigilant and ensure that students feel both physically safe and comfortable to report the discuss any bullying issues, including cyber bullying. We work with both perpetrators and victims to use conflict resolution when appropriate.

We recognise that students' attitudes and aggression can also be rooted in cultural influences, such as computer games or music videos. We challenge gender-based stereotypes and encourage students to build relationships based on mutual respect.

How do we define bullying?

Threat of physical violence, assaults, verbal abuse, verbal attacks that targets a sense of difference are all forms of bullying because they cause distress to another person or group. We discourage play fighting and other physical games that can be a route for bullying.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5.1 Preventative Strategies

At TIME we:

- Create an inclusive ethos
- Ensure that students are supervised at all time
- Give students opportunities to talk about bullying in all forums including keywork sessions. Educate students on bullying both formally in the curriculum and informally at lunch and break times including one to one session.
- Liaise with parents.
- Promote anti oppressive practice at all times.
- Ensure staff are on purpose at all times, listening and always noticing even when not engaging with the students.
- Challenge bullying immediately.
- Ensure staff always take responsibility for what they see, not disclosing sources by saying it was the victim who said it.
- Ensuring students hand mobile phones in during lesson times.

We respond to incidents immediately. We ask students weather they understand what they are saying and support them to understand why their language/action constitutes as bullying and how it may have an impact on other people. We talk about bullying consistently, which means that it is easy for our students to discuss it and that acts of bullying can be contained.

TIME Behaviour Support provides an restorative approach. The Warmth, humour and pleasant firmness with which staff engage with students from the moment they arrive in the school each day demonstrates the way in which we set safe boundaries on behaviour and is reflected throughout the school

6. Roles and responsibilities

6.1 The governing board

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 The headteacher

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training 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 sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

6.3 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log) • Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 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, while 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.

6.5 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 key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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.

7. Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being 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.

Our approach to anticipating and removing triggers of misbehaviour below:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

7.1 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction

- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

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

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

7.2 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/carers to create the plan and review it on a regular basis.

7.3 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

8. Responding to school behaviour

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

8.1 Mobile phones

In line with the DfE new legislation mobile phones are not permitted in the school to ensure the safety of all staff and students. Students are not allowed to use mobile phones with the school environment. Staff will advise students that if these are seen within the classroom, they will be confiscated until the end of the day. Any students wanting to hand their mobile phone in to staff can do so and this will be kept in the school office until the end of the day. Exceptions to the rules may be permitted, e.g. for medical or personal reasons.

8.2 Classroom management

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

- Create and maintain a stimulating environment that encourages students to be engaged Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with students, which may include 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

8.3 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

8.4 Responding to good behaviour

At TIME, everything we do is based on building mutually respectful relationships with our students. We explain that practices to students, offer them reasons to work with us and encourage reflective dialogue and self-regulation. We always use a trauma informed approach within our practice.

We treat each and every student as an individual, ensure that the curriculum is appropriate and that each teaching setting is appropriate and varied to ensure we meet the individual needs of all students.

Staff encourage all students to reach their potential within their behaviours and are equally quick to challenge behaviour that does not work.

Staff consistently reinforce the boundaries that differentiate this from behaviour that does not work.

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

8.5 Teaching

Teaching is delivered through a range of structured classroom, workshop and practical lessons that enable learners to learn through a range of practical, physical, creative and dynamic ways. Our students have long histories of failing to engage with education. The complex emotional needs, and the inability to focus on formal learning for long periods of time, mean that it would be inappropriate and unhelpful to expect all our students to reach the National Curriculum Framework by engaging with many hours of formal learning. Our flexible curriculum is designed to meet their needs and includes a strong element of learning through practical and vocational learning throughout the day.

8.6 Conflict Resolution

Conflict resolution is a verbal process through which staff address any conflicting situations in which a student has been involved. Staff point out immediately the students' behaviour is not working and encourages them to reflect and consider the impact of their behaviour and how they might make a different choice.

Our use of conflict resolution is an open discussion facilitated by an objective and impartial member of staff. Our aim is not to punish but to help students understand why they acted as they did, and encourage accountability and self – responsibility, we regard conflict resolution as a learning strategy. Whilst we believe that punishment merely reinforces authority and does nothing to encourage students to reflect on their behaviour, we teach that students will experience consequences to every decision that they make and we support them through whatever those may be. We are also clear that the consequence can be both positive and negative; consequences are merely "things" that happen following action or decisions. We want to empower our students, not to reduce and humiliate them.

If Appropriate, we will bring together all parties involved in the conflict to the discussion and encourage students to take responsibility, apologise, make amends, and commit to make different choices in the future.

8.7 Keyworker Interventions

The Keyworkers will support with conflict resolution and will work with individuals to devise strategies that will serve them within the context of the learning community. During these conversations there will be underlying issues that are disclosed. Staff will be there to determine a personalised course of action for each student, which may be about personal issues, needs and circumstances. This could include referring to local or external agencies to support the students, this will always be discussed with the student before any referral is made.

8.8 Rewarding Students

This policy acknowledges that good behaviour hinges on secure attachment and the belief that encouraging and rewarding students have a strong association with positive outcomes and relationships. The intention is to focus on the rewarding the positives. Class charts are used to inform the rewards system the aim of the rewards system is to provide a structured system in which different types of achievement can be recognised, and to foster a culture in which praise and rewards become more widely used. This ensures that the rewards are accessible for all students. The school rewards system is designed to encourage a consistent and wider use of rewards throughout the school. All staff will participate in recognising and celebrating the diverse achievements of students throughout the school. Rewards can take various forms, including verbal praise, entries in our MIS system for positive behaviour, written feedback on work, certificates, commendatory emails and letters, phone calls to parents and reward trips.

9. Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order 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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Giving students time out of class with a TA to re-regulate

- > Supporting students to reflect on their behaviours
- > Referring the student to a senior member of staff/SENCO for extra support
- > Carryout interventions of their behaviours and how to manage these
- > Letter or phone call home to parents/carers
- > Agreeing a behaviour contract
- > Suspension
- > Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.1 Physical Interventions

Staff at TIME only use physical restraint as a last resort if the student is at risk of injuring themselves or others. Staff at TIME have received Team Teach training to supports students before they reach breaking point.

The rights of the students are outlined in the Principles of Every Child Matters. These are:

- > Being Healthy
- > Staying Safe
- > Enjoy and Achieve
- > Making a Positive Contribution
- > Achieving economic wellbeing

Members of staff have the legal right to use reasonable force to prevent learners from committing an offence, injuring themselves or others, or significantly damaging school property. Physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Staff will recognise and consider the vulnerability of our students when using physical intervention.

Physical interventions are designed not to impede on the process of breathing nor inflict pain or panic on the individual being supported.

There are no physical interventions where the individual's neck or sexual areas are compromised. In the case of Choke Releases there is obviously contact around the neck area. Training highlights the importance of post incident support and monitoring in all cases where such incidents occur.

Interventions rely on the holding of 'long bones' and avoiding joints e.g. wrists and elbows and the body positioned with attention to good body alignment thus avoiding hyperextension or hyperflexion.

Following an incident involving physical intervention parents/carers will be informed as soon as possible. When a physical intervention or significant behaviour of concern has occurred staff will carry out a formal debrief lead by a member of SLT which will be recorded on CPOMS. All staff involved in the incident will be including. This will involve obtaining accounts of the incident by all staff involved and strategies put in place to reduce the risk of reoccurrence, Risk assessments and strategy plans will be updated.

Following a low level behaviour of concern this will be recorded on class charts and a debrief within team will be carried out.

Where appropriate learners will be involved in a post incident debrief at a time that is best for the student.

10. Searching, screening and confiscation

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

10.1 Confiscation

Any prohibited items (listed in section 3) 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.

10.2 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 can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding 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 section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

'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

10.3 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 (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

10.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

10.5 Informing parents/carers

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

10.6 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.

10.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site 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
- In any other way identifiable as a student at our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether 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).

10.8 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.

10.9 Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

TIME recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

TIME will treat any use of AI to bully pupils in line with our anti-bullying policy.

10.10 Criminal Activity

If a student becomes involved in criminal activity whilst at the school, we do not hesitate to involve the police. We regard this as part of the process through which they learn about the boundaries of acceptable and respectful behaviour both inside and outside of the school. At the same time, we immediately put a plan together to support the student within the criminal justice system, as well as continuing to support them in the centre and at home.

10.11 Zero-tolerance approach to sexual harassment and sexual violence

All staff working at TIME have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff receive regular training and updates around the Keeping Children Safe in Education guidance, and how to identify and challenge any unacceptable or harmful behaviour.

Steps that should be taken are as follows:

- Stop behaviour – remove the student away from other to speak with them.
- Describe the behaviour – to avoid any misunderstanding.
- Point out the impact in others.
- Remind students of what is acceptable and appropriate in the contact of the environment and the potential risks associated with their behaviour.
- Report the incident to the Designated Safeguarding Lead and follow the school reporting procedure.
- Record the incident on CPOMS. A support plan will be created and implemented if needed.

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:

10.12 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.

11. 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, and a statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other students.

12. Risk Assessments

School safety is always our prime consideration. Students or staff must not be placed in situations that expose them to an unacceptable level of risk. For this reason, risk assessments are knitted into our practice. We constantly monitor and assess our student's behaviour and our responses to them, ensuring they have appropriate levels of supervision and striving to find the most effective ways to reduce and manage potential risk.

If a student becomes angry and leaves the site alone, a staff member will follow at a distance and at no more risk than a brisk walk pace, running after them could jeopardise the student safety. This enables us to supervise the students until they have calmed down and are able to return.

We simultaneously operate a policy of inclusion. To maximise our students' learning opportunities, we manage potential risk so that we can involve them in educational opportunities that could otherwise be closed to them. The process for students to take part in educational visits is one of continued risk assessment and involve careful planning.

TIME have a commitment to developing individual risk assessment and Strategy plans. The strategies are then shared with all staff who work with the student. The strategies are in place to empower and enable learners to keep themselves safe when they are both on and off site.

Not all risk assessments can be pre planned. Staff follow a dynamic risk assessment process which involves the continuous process of identifying hazards, assessing risk and taking action to eliminate or reduce risk.

If we become aware that a student is a risk because of issues outside school, we follow our school safeguarding and child protection procedures as well as those of the Local Authority.

13. Sanctions

13.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the

classroom for a limited time.

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

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

Removal can be used to:

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

Students who have been removed from the classroom are supervised by the pastoral team and will be removed for a time period that enables them to regulate themselves.

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

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

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with keyworkers
- Use of teaching assistants
- Short-term behaviour plans
- Long-term behaviour plans

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the student.

14. Suspension

School suspension is used as a last resort and for the shortest time possible, a student may be sent home during the course of the day and return the next day. It is not a punitive measure, but planned intervention initiated by the Head teacher and Keyworkers when it is felt that it is unsafe for a student to be in the building and when other strategies have not worked. It is done in the interest of a student own health and safety, and the health and safety of others because we feel, that at that time, the school is not the appropriate environment for the student.

When a student is sent home, we immediately plan how best to support them and get them back on track within the school. If the student is to return the following day, arrangements are made to reintegrate them. This involves the student and their parent or carer attending a meeting with the Head Teacher. If the suspension is for more than part of the day, we support them at home so that our work with them continues. Home visits can be made by staff who may work with the students off site, for example at a library or appropriate community venue. A reintegration meeting will be held as soon as possible.

15. Exclusions and Termination

At TIME, exclusions/termination of a placement is a decision that will be made when all other strategies have been exhausted and our provision is unable to meet the needs of the individual. An admissions panel will be convened to consider several factors when making this decision and will not exclude/terminate a placement lightly. The factors that may be considered when making this decision include:

- Student commitment to learning
- Attendance
- Punctuality
- Behaviour

- Health and Wellbeing
- Health and Safety to themselves and others
- Safeguarding

Both Head Teacher and Leadership team need to be in agreement and sanction the termination of any placement.

16. Student transition

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.

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 relating to student behaviour issues may be transferred to relevant staff at the start of the term or year

17. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Working with young people with SEND
- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

17.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspension
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every Half Termly by Jo Portnell, Assistant Headteacher.

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

18. Monitoring and reviewing

We are always striving to maximise the support we give to our students and to define new, creative ways to engage them and we review students' progress consistently. This policy is reviewed for relevancy and accuracy annually by Jillian Fairclough, but as frequently as it is necessary to incorporate new practices and ensure that it meets the standard obligations as defined in Part 7 of the Education and Inspections Act 2006

This policy will be ratified by the school Governing Body. This policy should be read in conjunction with the following School Policies and Procedures:

- Complaints Policy
- Equality and Diversity Policy
- Child Protection Policy & Procedures
- Staff Code of Conduct

This policy should be read in conjunction with the following DfE Guidance:

Preventing and Tackling Bullying – Advice for Head Teachers, staff and Governing Bodies' July 2017

Cyberbullying: Bullying – Advice for Head Teachers and school staff November 2014

19. Useful Websites

www.bullying.co.uk

www.antibullyingalliance.org.uk

www.childline.org.uk

www.kidscape.org.uk

www.each.education

www.youngminds.org.uk

www.youngstonewall.org.uk

www.nspcc.org.uk

www.stoptextbully.com

www.beyondbullying.com

www.childnet-int.org

www.cyberbullying.org

www.chatdanger.com

www.eachaction.org.uk

www.stonewall.org.uk

Legal Context

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

- Restraint Reduction Network Training Standards
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- [Updated] DfE (2022) 'Keeping children safe in education 2022'
- [Updated] DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
 - DfE (2018) 'Mental health and behaviour in schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' • DfE (2013) 'Use of reasonable force'
 - DfE (2018) 'Searching, screening and confiscation'

Mental Capacity Act (2005)

- The Mental Capacity Act 2005 is a law that protects vulnerable people over the age of 16 around decision-making. This includes people with learning disabilities.
- Capacity means being able to understand, retain, weigh up and communicate a decision.
- Every adult, whatever their disability, has the right to make their own decisions wherever possible.
 - Capacity is decision specific.
 - Where best interest decisions are made, these must be least restrictive option. Ref: Mental Capacity

Act (2005)

Policy Impact

We regularly review the impact of our policies on the needs, entitlements and outcomes for students, service users, staff and parents.

les behaviour

Appendix 1: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other students' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert student's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further. Yours sincerely,

Class teacher name: _____ Class teacher

Signature: _____ Date: _____

Please return this slip to school to confirm you have received this letter. Thank you. Name of child:

_____ Parent/carer name:

_____ Parent/carer signature:

_____ Date: _____

Second behaviour letter

r

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert student name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____ Class teacher

Signature: _____ Date: _____

Third behaviour letter

Behaviour

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert student's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert student's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: _____ Class teacher

Signature: _____ Date: _____