Behaviour Policy and Statement of Behaviour Principles

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| **Approved by:** | Taner Fikret | **Date:** 07/03/24 |
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# 1. Aims

This policy aims to:

* Create a positive culture within our school and organisation that supports pupils’ wellbeing and welfare in a way that also promotes positive behaviour whilst ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
* Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school whilst also maintaining an individualised approach to each pupil that accounts for their needs and circumstances
* Outline the expectations of and responses to behaviour
* Provide a consistent approach to behaviour management that is applied fairly to all pupils and that takes individual student needs and experiences into account
* Define what we consider to be unacceptable behaviour, including bullying and discrimination

At the Beehive School, we believe that all behaviours are linked to underlying needs or feelings. We are of the view that negative behaviour is often a way of expressing difficult feelings, and within this process is space for reflection and the identification of support needs. We have aimed to design our behaviour policy with this in mind, and in a way that fairly but empathetically manages behaviour within our school community.

# 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

* [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Behaviour in schools: advice for headteachers and school staff 2022](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Searching, screening and confiscation at school 2018](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* Searching, screening and confiscation: advice for schools 2022
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) 2023
* [Exclusion from maintained schools, academies and pupil referral units in England 2017](https://www.gov.uk/government/publications/school-exclusion%22%20%5Cl%20%22%3A~%3Atext%3DSchools%20and%20colleges%20must%20continue%2Cheadteachers)
* [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](https://www.gov.uk/government/publications/school-exclusion%22%20%5Cl%20%22%3A~%3Atext%3DSchools%20and%20colleges%20must%20continue%2Cheadteachers)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* Supporting pupils with medical conditions at school

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which outlines a school’s duty to safeguard and promote the welfare of its pupils
* Sections 88 to 94 of the [Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/88), which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
* Schedule 1 of the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

# 3. Definitions

**Misbehaviour** is defined as:

* Behaviour that becomes dysregulated to the point that it causes significant disturbance or harm to others. This includes during structured time, unstructured time and breaks.

**Serious misbehaviour** is defined as:

* Any form of bullying that continues following intervention
* 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 like 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
* Intentional and significant vandalism
* Theft
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited items. These are:
	+ Knives or weapons
	+ Alcohol
	+ Illegal drugs
	+ Stolen items
	+ 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 pupil)

# 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

* Deliberately hurtful
* Repeated, often over a period of time
* Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including:* Racial
* Faith-based
* Gendered (sexist)
* Homophobic/

 biphobic* Transphobic
* Disability-based
 | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites  |

Please also see the school’s anti-bullying policy.

# 5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for monitoring this behaviour policy’s effectiveness in respect of The Beehive, and holding the Head of School to account for its implementation.

The CEO of Bee-Leaf Project is responsible for monitoring this behaviour policy’s effectiveness in respect of the Alternative Provision and respite services.

5.2 The Head of School (and Bee-Leaf Project SLT)

The Head of School is responsible for:

* Reviewing and approving this behaviour policy
* Ensuring that the school environment encourages positive behaviour
* Ensuring that the school’s curriculum includes relevant topics that can support students in understanding their own needs, triggers and behaviours,
* Ensuring that staff deal effectively with behaviour that requires intervention
* Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
* 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 pupils 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
* Taking a multi agency approach to student’s individual plans to ensure specialist advice and guidance is sought where needed
* Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
* Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Teachers, staff and mentors

Staff are responsible for:

* Creating a calm, consistent, nurturing and safe environment for pupils
* Establishing and maintaining clear boundaries of positive behaviour and supporting students with this
* Implementing the behaviour policy consistently but with empathy and considering individual needs
* Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
* Modelling expected behaviour and positive relationships
* Providing a personalised and individualised approach to the specific behavioural needs of each pupil
* Considering their own behaviour on the school and company culture and how they can uphold rules and expectations
* Recording behaviour incidents promptly (see appendix 3 for a behaviour log). This will also be recorded clearly on LearnTrek which will allow the SLT access to review and check these regularly.
* Encouraging and supporting pupils to meet the school’s expectations
* The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

* Get to know the school’s behaviour policy
* 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 or wellbeing
* Discuss any behavioural concerns with the class teacher/a member of staff as soon as possible
* Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
* Take part in the life of the school and its culture

The Bee Hive and Bee-Leaf Project 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 in all areas of their child’s education and time at school.

 5.5 Pupils

Pupils will be made aware of the following during their induction to our school:

* The behaviours that the school expects from our pupils and what we will do to support them achieve this
* That they must try their very best to follow our behaviour policy
* The school’s key rules and routines
* The rewards and incentives they can earn for showing positive behaviour and interactions at school and working on any behaviour that may be less positive, along with the consequences that will be put in place for unacceptable and/or unsafe behaviour
* The pastoral support that is available to them to help them behave positively within school

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

Pupils will be supported to develop an understanding of the school’s behaviour policy and wider culture, and the school also commits fully to understand the pupil’s behaviour as a means of communication.

Pupils 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 pupils who are mid-phase arrivals.

# 6. School behaviour curriculum

Our behavioural culture at The Beehive and Bee-Leaf Project is based on the concept of Respect, with our ethos being to “Respect yourself, Respect others and Respect your environment”. The ethos aims to encourage and promote our expectations of behaviour along with promoting social skills and self-esteem.

We understand that pupil's behaviour is highly likely to stem from and be impacted on by life experiences, environmental factors, prior educational history, trauma, barriers to communication and barriers in understanding and accessing emotional understanding. The Beehive School views all behaviours as a means of communication.

We strive to support behavioural development in all areas, this will be achieved through:

* Maintaining a two-way open communication process with pupils and parents
* Educating young people around decision making and the effects of this on their lives, both immediately and in their future
* Educating young people on emotional understanding and emotional literacy
* Identifying strategies that can be used in and out of the school environment
* Understanding the environmental factors that impact on our young people’s lives
* Meeting the basic needs of our young people
* Educating and supporting young people on how to build and maintain enduring, healthy, and positive relationships with adults and peers
* Implementing a points system for each lesson that encourages the student's motivation to demonstrate positive behaviour

Pupils are expected to:

* Do their best to demonstrate positive behaviour, and accept the support of staff in being able to address and manage any less positive behaviour
* Show respect to members of staff, each other and the environment
* Treat the buildings, property and external sites with respect
* Take an active role in building and maintaining a supportive school community
* Wear appropriate clothing at all times taking into consideration appropriate footwear for planned activities
* Accept sanctions and safety measures 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 pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

We understand the importance of technology such as mobile phones within today’s society. We also believe in pupils being able to make safe and appropriate choices where possible, and in them having control over their education where possible. As such, the following will be implemented in respect of mobile phones within our school;

* Pupils are allowed to have mobile phones with them on-site however these must only be used in free time, break time or lunch time. Mobile Phones cannot be used in structured time without the permission of the teacher if phones are being used in conjunction with the lesson.
* If pupils are not able to manage having their phones in their possession without using them during structured time, phones will need to be handed into staff during these times
* Parental permission will need to be provided for pupils to bring their phones into school
* The school does not take any responsibility for loss or damage to mobile phones in the pupils possession during the school day

# 7. Responding to behaviour

****7.1 Classroom management****

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

We are of the view that the environment in which young people spend time can often set the tone in respect of behaviour. We believe that when young people feel safe and contained, and when they feel that their needs are being met, the need to use negative behaviour to express themselves is less likely. Thus, our overarching ethos is respect of behaviour management within our school is to provide an environment which fosters this environment and therefore aims to reduce the likelihood of instances of negative behaviour. Our staff need to be in tune with student’s and the “feeling” within group settings.

As such, all school staff will:

* Create and maintain a stimulating but calm environment that encourages pupils to feel able to engage. This will include consistency, kindness and showing a genuine interest in each young person.
* Be aware of and alert to signs or times that may contribute to opportunities for dysregulation, such as transitional times (changes to lessons or staff, break times etc).
* Use distraction, diversion and regulation; mentors must be in tune with student’s behaviour so that these tools can be used when early signs of dysregulation are observed. Individual student plans will be key to this
* Ensure lesson plans are clear to students so they know what to expect, and when. Staff must also be able to show flexibility and adaptability within this when needed and share prompts and reminders to students regularly
* Develop a positive relationship with pupils, which will include:
	+ Greeting pupils in the morning/at the start of lessons, showing a genuine interest in how they are
	+ Establishing clear routines in collaboration with the pupils and sticking to these routines as much as is practically possible
	+ Communicating expectations of behaviour to pupils in ways that meet individual need. For example using visual explanations and prompts.
	+ Highlighting and promoting good behaviour consistently and often
	+ Finishing each day positively and starting the next day afresh
	+ Having a proportionate and empathetic plan for dealing with low-level issues
	+ Using positive reinforcement

7.2 ****Safeguarding****

The school recognises that changes in behaviour is likely to be an indicator that a pupil is in need of support or protection.

We will consider whether a pupil’s behaviour or actions 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.

7.3 Responding to good behaviour

Along with ensuring a positive, consistent and calm environment, our main approach to encouraging positive behaviour within our school and company community is to focus on responding to and rewarding positive behaviour. This aims to build self-esteem and confidence in student’s own abilities and views of their behaviour and embodies a strengths-based approach.

When a pupil demonstrates positive behaviour, staff will consistently recognise it with positive recognition and reward. This will look different for each student, depending on their own goals and what they respond best to. This provides an opportunity for all staff to reinforce the school’s culture and ethos and provides pupils with an encouraging environment that recognises their achievements.

Positive behaviour will be rewarded with:

* Verbal praise, both regularly in sessions/lessons and as for specific areas / achievements
* Communicating praise to parents or carers via a phone call or written correspondence
* Certificates, prize ceremonies or special assemblies
* Positions of responsibility, such as being entrusted with a particular task, decision or project
* Whole class / school or year group rewards, such as a popular activity
* A points system which can lead to individual rewards, tailored to each young person’s needs and goals.

**7.4 Responding to b**e**haviour that is not positive**

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, our first approach needs to be guided by the wider circumstances of any such incident / occasion. Staff must be aware of the environmental factors that may be impacting on any negative behaviour and should have intervened before any incident of negative behaviour as a preventative measure. If this has not been possible, or was not effective, staff will take actions that aim to regulate and contain the student, whilst also ensuring the safety of others present and restoring a calm and safe learning environment. There must also be a focus on working to prevent a recurrence of the displayed behaviours.

First and foremost, staff will consider what the pupil’s behaviour may be trying to communicate and whether this is an indication of the need for additional support, regulation or safety. Regulation and grounding techniques, such as the use of the sensory room, will be used to order to attempt to support the student to regulate their behaviour in the first instance. De-escalation techniques will also be used to help prevent further issues arising. The provision of one to one staffing with most of our students will be a key factor here as students will have an allocated mentor to support any such incidents, and ensure the young person is provided with what they need to modify their behaviour.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Once safety and stabilisation has been achieved for all involved following any instance of behaviour that requires intervention, staff must consider what (if any) other actions need to be taken. Whilst our primary approach is to meet the needs of our students that may be contributing to negative behaviour, sanctions may sometimes be necessary for a variety of reasons. This must be considered on an individual basis, but fairness must be achieved as an overarching principle.

If a sanction is deemed appropriate following an instance of negative behaviour, one or more of the following may be implemented;

* Staff will provide a clear verbal explanation to students as to the behaviour or actions that need to stop or change, along with a reminder of the expectations of behaviour. This may be on a one to one or group basis.
* All students will have an individualised incentive scheme to encourage positive behaviour and educational achievements. These may be adapted following incidents.
* Staff / Mentors may provide one to one support to a pupil outside of the classroom environment. This may include students being taken off site for learning sessions, working in a quieter part of the school, or needing to be take to another area of the school for regulation and safety reasons.
* Staff may implement school-based reparation, such as tidying a classroom or completing a group task that supports others or the school
* One to one intervention support may be considered beneficial from a specialist or senior member of staff. This aims to provide tailored support should a particular need or area of support be identified
* Staff may set specific targets in collaboration with students related to their behaviour, to include what support they may need to achieve this

Staff will also ensure clear lines of communication with student’s parents / carers, both so they are kept informed and updated and also so information can be shared and a collaborative approach taken.

In some cases, suspension or permanent exclusions may be considered however these will always be the last resort, and wherever possible all other avenues will be explored first.

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

7.5 Reasonable force and Physical Intervention

Reasonable force covers a range of interventions that involve physical intervention (PI) with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

* Hurting themselves or others
* Significantly damaging property
* Committing a criminal offence

Incidents of physical intervention must:

* Always be used as a last resort following the use of other primary and secondary strategies
* Be applied using the minimum amount of force and for the minimum amount of time possible
* Be used in a way that maintains the safety and dignity of all concerned
* Never be used as a form of punishment
* Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

The Beehive School however believe firmly in using physical intervention as a last resort, and only on occasions where to not do so would leave a student or another person at risk of harm. All school staff will be trained to a high standard in de-escalation and regulation techniques, and these skills must be utilised at all times prior to any other more punitive action, such as physical restraint, being used. We are acutely aware that physical restraint / intervention can be very traumatic, distressing and upsetting for students and may contribute to fractures in their education and relationships with school staff.

Should physical intervention be absolutely necessary, staff will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs, life experiences or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

Confiscation

Any prohibited items (listed in section 3) found in a pupil’s possession resultant of a search will be confiscated. These items will not be returned to the pupil.

Searching a pupil

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

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

Although every attempt will be made for this not to take place, an authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and will not associate with other pupils.

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

* Assess whether there is an urgent need for a search
* Assess whether not doing the search would put other pupils or staff at risk
* Consider whether the search would pose a safeguarding risk to the pupil
* Explain to the pupil why they are being searched
* Explain to the pupil 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 pupil the opportunity to ask questions
* Seek the pupil’s co-operation

If the pupil 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 Head of School for assistance and guidance.

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

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

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

Outer clothing includes:

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

**Searching pupils’ possessions**

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

* Desks
* Lockers
* Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil 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 pupil’s possessions when the pupil 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 pupil was in possession of a prohibited item as listed in section 3
* If they believe that a search has revealed a safeguarding risk

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

**Informing parents / carers**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

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

**Support after a search**

Irrespective of whether any items are found as the result of any search, the school will ensure any aftercare or support is needed. Staff must always consider the wider context of the pupil’s life and/or circumstances and whether they may be suffering or likely to suffer harm, and whether any ongoing specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Strip searches

The authorised member of staff’s power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 (PACE) Code C.](https://www.gov.uk/government/publications/pace-code-c-2019)

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

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

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

**Communication and record-keeping**

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

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

**Who will be present**

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

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

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

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

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

The appropriate adult will:

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

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

**Care after a strip search**

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

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

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

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

7. Off-site behaviour

This policy applies at any time in student’s school life, whether this be on or off school site. This could include;

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

Bee-Leaf Project Ltd and The Beehive school have a firm view that the criminalisation of young people is very often not beneficial in addressing offending behaviour and does not create an approach that considers the environmental and contextual factors that may be in play. If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police and this investigation will include a contextual assessment and collaborative working with parents/carers and other professionals or agencies. First and foremost, staff will ensure the safety and welfare of the pupil and provide support where necessary and possible.

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

If a decision is made to report the matter to the police, the Head of School / member of the Senior Leadership Team will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school’s response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff or another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with our policies. Malicious allegations can have very serious ramifications and the school take this very seriously.

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 pupil who made the allegation is in need of help, or the allegation may have been a way of the student verbalising a need. If so, a referral to children’s social care may be appropriate along with additional support from within the school.

The school will also consider the pastoral needs of staff and pupils who may be the subject of allegations.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

# 8. Serious sanctions

The following sanctions will only be considered once the approaches as detailed throughout this policy have been attempted, unless an incident if of a serious nature.

8.1 Reparation

Reparation tasks are used by The Beehive Independent School as an alternative to more formal sanctions, when this is felt to be appropriate. These are put in place by the senior leadership team in consultation with all members of the school team who have a good understanding of the individual student. Reparation tasks should always be a proportionate response and should be completed to the best of the pupil's ability, with support being provided by staff as needed.

Pupils can be issued with reparation tasks during break, after school or on weekends during term time.

The school will seek to inform the pupil’s parents at the earliest convenience of any reparation tasks set in or outside of school hours, this includes the reasons behind the requirement of reparation.

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

* Compromise the pupil’s safety
* Conflict with a medical appointment
* Prevent the pupil from getting home safely
* Interrupt the pupil’s caring responsibilities
* Be a proportionate response to the behaviour
* Be reasonably manageable to the individual pupil

8.2 Removal from classrooms and group sessions

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom or planned group sessions for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

* “Reset” the situation and provide the student with time and space to explore their behaviour
* Maintain the safety of all pupils
* Continue to provide education and learning to the student receiving the sanction

Pupils who have been removed from the classroom or group activities are supervised by their allocated staff member and will be removed for the shortest time possible. The exact length of this will depend on individual circumstances which will be decided in collaboration with the student and their parent/carer. Any removal from classrooms or group activities should not extend past one week except in exceptional circumstances.

Pupils will not be removed from classrooms and group sessions for prolonged periods of time without the explicit agreement of the Head of School.

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

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

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

* Meetings with learning coaches
* Use of additional Learning Mentors
* Short term behaviour support cards
* Long term behaviour support plans
* Multi-agency assessments

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

8.3 Suspension and permanent exclusions

The Beehive school are of the view that suspensions and exclusions can have a significantly detrimental impact on young people’s learning, experience of school and self-esteem and as such this will only ever be used as a last resort. All other options of managing incidents will be explored first, including off site teaching. The decision to suspend or exclude will be made by the Head of School in consultation with the HR Manager and, where possible, Safeguarding Governor.

Please refer to our exclusions policy for more information.

# 9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND), and that this is indeed likely to be a factor for most students who attend our school.

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

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

* Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school’s policies or practices ([Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools))
* Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted))
* If a pupil 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 consider the specific circumstances and requirements of the pupil concerned.

At The Beehive, our approach to anticipating and reducing triggers for unregulated behaviour is as follows;

* Pupils are not required to adhere to a seating plan
* Short, planned movement breaks for pupils are implemented
* All staff will receive training in understanding areas of SEN such as Autism, ADHD, FASD
* The use of breakout and sensory rooms where pupils will be supported to regulate their emotions and behaviour
* The use of sensory support resources (fidget toys)
* A mixture of on and off-site education tailored in individual need and interest
* A high staffing ratio
* Visual aids to support the individual pupil's requirements (visual timetable, prompts, resources)

9.2 Adapting sanctions for pupils with SEND

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

* Whether the pupil was unable to understand the rule or instruction?
* Whether the pupil was unable to act differently at the time as a result of their SEND?
* Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school has a responsibility to highlight any possibilities of students showing signs of SEND to the parents/carers and will advise them to make contact with the relevant service (CAMHS, GP) to seek an appropriate assessment.

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

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

9.4 Pupils with an education, health and care (EHCP) plan

The provisions set out in the EHCP 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 pupil with an EHCP plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

# 10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand their behaviour, what factors may have been impacting on this, and how they can be supported in this area moving forwards.

This could include measures such as;

* Daily pastoral support
* Higher staffing support (ie; 2:1 staffing)
* Increased learning mentor support
* An individualised plan with specific areas of support and goals
* Adjustments to timetable

# 11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

Pupils will be supported at each transition point and will be designed with the individual pupil in mind.

# 12. Training

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

* The proper use of restraint (PRICE)
* The needs of the pupils at the school
* How SEND and mental health needs impact behaviour
* How Trauma and attachment impact on behaviour and functioning
* De-escalation and grounding techniques

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

#

# 13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

* Behavioural incidents
* Attendance, permanent exclusion and suspension
* Use of pupil support units, off-site directions and managed moves
* Incidents of searching, screening and confiscation
* Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every six months by the Head of School and Designated Safeguarding Lead

The data will be analysed from a variety of perspectives including:

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

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Director of Education and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Director of Education and Head of School.

The Beehive written statement of behaviour principles (appendix 1) will be reviewed and approved by the Director of Education and Governing Body annually.

#

# 14. Links with other policies

This behaviour policy is linked to the following policies;

* Exclusions policy
* Child protection and safeguarding policy
* Physical restraint policy
* Mobile phone policy
* Anti-bullying policy

Appendix 1: **Written statement of behaviour principles**

* Every student at The Beehive School understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
* Every student at The Beehive School is supported to be able to understand and follow the school Ethos of *“Respect yourself, Respect others and Respect your environment”*
* All students feel able to have a voice and be invested in how The Beehive school runs
* All students, staff and visitors of The Beehive School do not experience any form of discrimination
* Staff and volunteers are positive role models in the lives of our students
* Rewards and safety measures are used fairly and consistently by staff, in line with our 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, whilst also being supported to feel safe, regulated and able to share their views and wishes
* Families are involved in behaviour incidents to foster good relationships between the school and students’ home life

This written statement of behaviour principles is reviewed and approved by the Director of Education and Board of Governors annually.

### Appendix 2: Staff training

 **Log**

| TRAINING RECEIVED | DATE COMPLETED | TRAINER / TRAINING ORGANISATION | TRAINER’s SIGNATURE | STAFF MEMBER’S SIGNATURE | SUGGESTED REVIEW DATE |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
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### Appendix 3: behaviour log

| Pupil’s name: |  |
| --- | --- |
| pupil’s known protected characteristics:  | [sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation] |
| Name of staff member reporting the incident: |  |
| Date: |  |
| Where did the incident take place? |  |
| when did the incident take place? (before school, after school, lunchtime, break time) |  |
| what happened? |  |
| who was involved? |  |
| What actions were taken, including any sanctions? |  |
| is any follow-up action needed? if so, give details |  |
| people informed of the incident (staff, governors, parents, police): |  |

### Appendix 4: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been struggling with their behaviour while at school.

It is important that we are able to support \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the right way for them so that they are able to feel safe enough to make more positive decisions around their behaviour. We will therefore be introducing the following measures to attempt to support them with this;

We will keep you regularly updated and hope that we can work together to support \_\_\_\_\_\_\_\_\_\_\_ with this.

Yours sincerely,

Class teacher name: \_\_\_\_\_\_\_\_\_\_\_

Class teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-

------------------------------------------------------------------------------------------------

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_\_\_\_\_\_\_\_ Parent name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I am sorry to say that they are still struggling within school.

We feel it would be helpful to all meet together to talk about this and come up with a plan as to how we can best support \_\_\_\_\_\_\_\_\_\_\_\_ so that he/she is able to feel safer and calmer within school.

Would you be available to meet with me on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Please do let me know if this is convenient and I look forward to our meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Third behaviour letter

Dear parent,

I am sorry to report that \_\_\_\_\_\_\_\_\_\_\_ continues to struggle in school and the support we have put in place has not, to date, been effective in helping to reduce this.

We remain committed to supporting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to feel safe in school and feel able to engage with their learning and education. We feel that it would be helpful to meet again so that we can discuss how best to support \_\_\_\_\_\_\_\_\_\_\_\_ moving forwards.

I would be grateful if you could attend a meeting with the us on 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_