

PINNER

HIGH SCHOOL

Policy	Behaviour For Learning Policy
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

In addition, the policy seeks to specifically:

- Promote the 'Pinner High School Values' by showing what is meant by 'good behaviour' to all members of the school community.
- Encourage a positive learning environment where children behave well towards each other and their teachers, and where effort, hard work and good behaviour are rewarded.
- Encourage all staff to motivate their students by using a variety of rewards to recognise good behaviour, as individuals and classes, in a structured way.
- Ensure that all staff have an important role to play in encouraging good behaviour.
- Ensure that students, staff and parents have a clear understanding of the consequences of poor behaviour.
- Encourage all students to live the Pinner High School Values themselves and recognise their own efforts, their classmates and their school, and to take responsibility for their choices, so that they grow socially, personally and academically.
- Promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied, whilst taking account of the individual needs (SEND, CiPC, bereaved, CP, Mental Health) of individual students, e.g. a student on the autistic spectrum may have a different perspective to others and situations may arise that could result in the student needing a different outcome/intervention.

They also have responsibility, with the support of the Headteacher, for acting as role models, creating a high quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure that there is no differential application of the policy and procedures other than in exceptional cases and those stated above, particularly with regard to ethnic or national origin, culture, religion, gender, disability

or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The Governing Body will monitor and review behaviour incidents annually. In particular, they will review the behaviour of vulnerable groups of students and make comparisons, both nationally and with other groups within the school.

The Headteacher will report at least annually to the Governing Body on the number of suspensions and reasons for them, analysed in line with the main equality categories e.g (gender, ethnicity, age (year group), disability, SEN, CiPC). Levels of suspension will also be reviewed by the Governing Body against borough and/or national figures, if available.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to help maintain high standards of behaviour. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

2. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); 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

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

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 or Vaping

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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: <ul style="list-style-type: none">· 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)

Details of Pinner High School's approach to preventing and addressing bullying are set out in our Safeguarding Policy

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and 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
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable pupil 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.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, 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.

5.5 Students

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's 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 pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Pinner High School every student should be taught in an atmosphere that permits them to gain maximum benefit from every lesson.

To achieve this, the Behaviour for Learning Policy seeks to give rewards for positive behaviour and sanctions for poor choices of behaviour.

The Pinner High School Behaviour for Learning Policy is built upon:

- clear expectations of good behaviour;
- quality first teaching;
- use of praise and rewards;
- consistency throughout the school community;
- clearly defined consequences for poor behaviour.

Parents and carers will be informed of their child's behaviour – good and bad. In the most serious cases, students may be excluded, and parents/carers will be invited into school to discuss the situation.

The Pinner High School Values underpin this policy, and the conduct expected of all students. The Values are grouped in three sections:

Myself: Kindness, compassion, integrity, balance, respect, trust

My school: Creativity, enthusiasm, resilience, flexibility, dedication, perseverance

My community: Responsibility, collaboration, open-mindedness, confidence, adaptability, courage

Bringing life to these Values means that good behaviour is the responsibility of all in the school community – parents, staff, governors and students.

Staff demonstrate these Values by ensuring that they:

- provide a safe, ordered and caring environment in which the students are happy;
- value all the students equally;
- foster a belief in all students of their own worth and ability, always encouraging them to achieve the very best that they can, both in and out of the classroom;
- set high standards of work and behaviour;
- regularly set, mark and monitor homework;
- inform parents/carers of student progress on a regular basis, particularly through reports, at Parent Consultation Evenings and other meetings, in order that they can be fully involved in their child's education;
- keep parents/carers informed and involved in school activities.

Students demonstrate these Values by ensuring that they:

- abide by the Home School Agreement;
- attend the school on time each morning (maintaining an attendance figure of as close to 100% as possible) and be punctual to all lessons;
- bring the correct equipment each day;
- take pride in their appearance by wearing their uniform correctly;
- have high standards of presentation and pride in their work;
- always complete homework to the best of their ability, and by agreed deadlines;
- leave lessons in an orderly manner, only when dismissed by the teacher;
- immediately start learning on arrival to each lesson and participate fully in all learning activities;
- always respect the learning environment and other learners;
- respect their teachers and follow staff instructions first time;
- speak and listen politely to other students, and always aim to encourage others;
- respect other cultures, beliefs and lifestyles, never engage in any sort of bullying, and promote tolerance;
- keep the school clean and tidy, and respect all the academy's buildings, resources and equipment;
- conduct themselves courteously by holding doors open for each other, and welcoming visitors;
- participate as much as possible in extra-curricular activities, wider house and school events, and undertake the Head's Challenge;
- interact responsibly in the community.

Parents demonstrate these Values by confirming that they will:

- abide by the Home School Agreement;
- support the school Behaviour for Learning Policy;

- support the school in a constructive and positive manner;
- ensure that their child attends school punctually and regularly and to communicate with both the form tutor and/or the attendance team over the reasons for any absence;
- ensure that their child has the correct equipment with them each day;
- ensure that their child wears the correct school uniform;
- attend Parent Consultation Evenings and other meetings where requested to discuss their child's academic progress or pastoral welfare;
- engage with school events to remain fully involved in their child's education;
- support and encourage their child when completing homework;
- utilise Arbor parent App to keep abreast of their child's progress in key areas;
- support all school policies.

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.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour ladder
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils 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

These expectations are set out in our [READY TO LEARN](#) expectations.

7.2 Safeguarding

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

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, 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

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.

Teachers should take every opportunity to celebrate success through praise, being positive, giving rewards when appropriate, publicising positive things on notice boards, assemblies, school publications, displaying students' work, communicating this to parents via e-mail, or letter, and to the wider community, if appropriate.

All positive information should be recorded by the person giving the award on Arbor. Students accrue House Points each year, and will be rewarded as follows:

Bronze Award: 25 House Points.

Silver Award: 75 House Points

Gold Award: 150 House Points

The numbers of House Points required for each level will be reviewed from time to time and may be adjusted by the Headteacher.

Staff will be encouraged to award house points and record them on Arbor.

Staff will also award a 'star of the lesson' and record this on Arbor.

HOY's will celebrate these successes in weekly assemblies and will award 'fast-track' passes and certificates for those with the highest number of achievement points. Other half-termly rewards include Hot chocolate and marshmallows, Easter eggs, Ice cream sundaes as well rewards trips. Rewards will not only be given for improved attainment but also includes effort and attitude to learning.

7.4 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 pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. For example, in the classroom, staff can use the re-set desk to allow students the opportunity to reflect and re-set their behaviour before any further escalation occurs.

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

At the heart of the Behaviour for Learning Policy is a series of 'consequences'. The word is carefully chosen – if students break the rules there will be a consequence. The emphasis is on cause and effect. The responsibility for avoiding the consequence lies with the student. The C plus a number, refers to the level of intervention. All 'Events' and 'Outcomes' are logged on SIMS and are available for parents through the Arbor learning gateway. Detentions are notified to parents/carers via text message.

C1 = First formal warning; uniform infringement

C2 = Class teacher intervention.

C3 = Lunchtime Detention for behaviour, (usually only when C1 and C2 have already been issued), and for Lates. Lunchtime Detention may also be given to students who breach the school's behaviour rules outside of the classroom. The list is not exhaustive. Some examples are:

- Persistent poor behaviour around the school
- Being out of class without permission
- Persistent uniform infringement

C4 = Removal from lesson if student is preventing the learning of others from taking place, or for a one off serious incident in the lesson. This will also involve the Head of Department and Head of Year. The sanction issued will be a 40 minute detention after school.

C5 = Isolation/ Reflection. An Isolation/ reflection will be given by SLT for serious breaches of school rules. This will mean spending a full/part of the school day in the Isolation/reflection room, with supervised break and lunch times.

Appropriate work will be provided. Some behaviour will result in a day of Isolation without the need to progress through the lower consequences. These behaviours may also result in suspension depending on their severity, as judged by the Headteacher. The list is not exhaustive. Some examples are:

- Truancy
- Dangerous or abusive behaviour
- Disturbing examinations or detentions
- Bullying
- Verbal or physical aggression
- Misuse of the internet
- Racist, sexist or homophobic behaviour

C6 = Suspension. Suspensions may only be given by the Headteacher or the Acting Headteacher in his absence. Suspensions are given for serious misdemeanours, either for a one-off serious offence or for prolonged serious misbehaviour. Suspensions may be fixed term, or in extreme cases, permanent. Some behaviour will result in a fixed-term Suspension without the need to progress through the lower consequences. In some cases, where it is deemed appropriate, students will be Managed Moved to another school in Harrow for initially 6 weeks and if successfully will move to the new school permanently.

The following offences are regarded as serious enough to merit automatic suspension (which may be permanent or fixed term) from school. The list is not exhaustive. Some examples are:

- Endangering others
- Physical assault upon another student
- Physical assault upon any member of the school staff
- Threatening behaviour
- Any behaviour that endangers others
- Persistent bullying
- Possession of an offensive weapon
- Persistent sexual harassment including upskirting
- Persistent racial harassment
- Persistent smoking
- Use of alcohol and/or solvents
- Possession, distribution, or use of illegal drugs
- Deliberate damage of college property
- Deliberately setting off the fire alarm
- Theft
- Swearing or offensive language directed at any member of staff.

Suspension may also be considered as a suitable sanction for other types of misbehaviour which, whilst not undermining the security of members of the school community, nevertheless disrupt the learning of other students, undermine the discipline of the school or damage the reputation of the school.

Intervention

This is the key to the Behaviour for Learning Policy and is put in place to suit the needs of the individual student at the discretion of the member of staff involved. More serious issues are dealt with by senior staff.

Examples of possible intervention:

- Monitoring a student
- Contacting parent/carer
- Meeting with parent/carer
- Liaising between the student and teacher
- Putting the student on Report
- Working with a learning mentor
- Moving the student's class
- Referral to Inclusion
- Referral to SEN
- Referral to Headteacher
- Referral to other agencies: Educational Psychologist, HTS, Careers Advisor, Transition Team, Managed Moves Panel, The Jubilee Academy, Counsellors, Alternative curriculum, PSP, Isolation/reflection, Restorative Justice, Sweet Science Boxing, Fixed Term Suspension, Permanent Suspension.

School procedures

The school day:

Students may not leave the school premises at any time during the working day. Students may not use the school premises during the evenings, weekends or holidays, except for official supervised activities.

Absence:

Holidays during term time will not be authorised. Absences should be notified to the school on the first day. Absences known in advance should be requested by letter beforehand. After any absence a note is required from the parent giving the reason.

Students attending dental appointments etc. must show a card or letter to the form tutor and main office however, these should be made outside of the school day where possible.

Students taken ill in school will only be sent home at the discretion of the Welfare Support Officer and after a parent or carer has been contacted.

Students needing to leave the school premises for any other reason should sign out at Reception and sign in on their return. Students in Years 7-9 must be collected from school if they need to attend an appointment.

Personal Property:

Students are expected to provide their own writing and drawing instruments and equipment for practical lessons. The correct equipment in working order must be brought to every lesson.

Students are not to bring items of value into school and any money must be kept on the person at all times.

The school accepts no responsibility for valuables, mobile telephones, personal listening devices, or any electronic equipment brought onto the premises. Valuables lost or stolen on the premises will not be investigated.

Mobile phones and other handheld devices should be kept at the bottom of bags, at the owner's risk, and should not be seen or heard on school premises at any time, in corridors, lessons, playgrounds or anywhere on the school grounds.

Infringement of this rule will mean that the phone or other device will be confiscated and parents will be asked to come into school to collect them at the end of the following day. If they are unable to do so, the item will be returned after school on the soonest Friday.

Students must not bring into school anything which may be a risk to health or safety.

Items such as matches, lighters, cigarettes, e-cigarettes, fireworks, weapons, alcohol, drugs and narcotics etc. will be confiscated on sight, whether being used or not, and returned only to a parent or guardian.

All personal property is brought at the owner's risk and should be clearly labelled. Lost property should be handed to, or retrieved from, the Student Reception.

ICT:

All students must comply with the school's ICT Acceptable Use Student Contract and the schools E-safety policy

7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.6 Confiscation and searching

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

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 pupil.

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

Searching a pupil

Searches will only be carried out by the Headteacher or someone who has been authorised to do so by the headteacher. There will always be 2 adults present with a student and/or their property.

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the 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 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. Parents/carers should be informed and asked to attend the school immediately.

If they still refuse to cooperate, the member of staff will liaise with Raj Patel the Headteacher, Emma Pacey the Designated Safeguarding Lead or Ben Hobbs/ Tom Metcalfe the Assistant DSL’s to try to determine why the student is refusing to comply.

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

Searching students' possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the pupil 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 pupil'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.

Parents should be informed if a search has been made of any students and their property.

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 on CPOMS.

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

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.

Strip searches

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

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

Staff will consider whether introducing the potential for a strip search through police involvement is 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 students(s) involved.** Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

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

The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

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

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

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

7.8 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.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead 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.

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

The school's response will be:

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

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

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

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

7.11 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 pupil in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupils accused of misconduct.

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

8. Serious sanctions

8.1 Detention

See Appendix [] for Pinner High School Detention Overview.

Students can be issued with detentions during break, after school or on weekends during term time.

The school will always inform the student's parents/carers via email or telephone call. Where possible 24 hours notice will be given.

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

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

8.2 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. (At Pinner High, we use the term removal, when a student is moved from their current lesson to an alternative one for the remainder of the lesson)

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

If a student has demonstrated continued poor behaviour or there has been a significant incident which warrants the student not being in class for a period of time, they will be removed and placed into Isolation/Reflection.

Isolation/Reflection 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 pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Students who have been removed from the classroom are supervised by a separate member of staff and will be removed for a maximum of a day. Sometimes a student will be

placed into Isolation/reflection for only part of the day in order to support students with SEND where reasonable adjustment has been made to the sanctions given.

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

Students should be reintegrated into the classroom as soon as 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 learning mentors
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units- The Jubilee Academy for respite, The managed move process and The Helix in Harrow.
- Multi-agency assessment

Staff will record all incidents of removal from the classroom 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 exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

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

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

- Taking reasonable steps to avoid 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 cooperate 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 pupil concerned.

Approaches will include:

- 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

9.2 Adapting sanctions for students with SEND

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

- Was the student unable to understand the rule or instruction?

- Was the student unable to act differently at the time as a result of their SEND?
- Is the student 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 student 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 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.

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

The provisions set out in the EHC plan must be secured and the school will cooperate 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.

For further support with SEND students, the following contacts should be used:

Harrow SENARS

Hillingdon SENARS

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead

- A report card with personalised behaviour goals
- Creating a PSP- Personal support plan
- Support for one of our Pastoral mentors
- External support from groups such as Sweet Science.
- Use of in-house counsellors
- Use of movement/ rest breaks and 'time out' cards
- Use of fidget toys or other de-escalation toys
- Referral to external agencies such as CAMHS

11. Student transition

11.1 Inducting incoming pupils

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.

11.2 Preparing outgoing pupils 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.

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
- 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.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- 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 term by SLT.

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

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

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

13.2 Monitoring this policy

This Policy takes account of other relevant policies and applies at all times when students are on school premises or engaged in school activities, including: the school day, morning and lunchtime breaks, the journey to and from school, off-site activities, out-of-hours activities and any other school related activity.

This policy shall be monitored and shall be reviewed not less than every 2 years.

Assistant Headteacher Inclusion

September 2023