



Behaviour Policy

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Contents

- Aim
- Legislation, Statutory Requirements, and Statutory Guidance
- Standards of Behaviour
- Bullying
- Roles and Responsibilities
- School Behaviour Curriculum
- Responding to Behaviour
- Suspension and Permanent Exclusions
- Monitoring Arrangements
- Links with Other Policies

Aim

Break Through School operates a provision offering a combination of permanent placements and respite placements designed for young people who have experienced significant difficulties in mainstream schools including exclusion. Many of our learners have disrupted and inconsistent experiences of school and learning. Most of our learners present a complex range of learning, social, emotional, and mental health needs. Many also face significant challenges in their lives or have experienced ACES (adverse childhood experiences). It is imperative that our positive behaviour support policy reflects these challenges, is consistent, and remains responsive to the specific needs of our individual learners.

Break Through School understands that positive behaviour support works to ensure the welfare and security of all learners by maximising their opportunities to understand, exercise control over, and take responsibility for, their own behaviour. We are committed to providing an environment where our young people are happy, accepted, and safe to enhance both their learning and quality of life.

The intention of this policy is to determine the boundaries of acceptable and unacceptable behaviours; the staged system of positive and negative consequences and how they will be fairly and consistently communicated and applied. We understand that behaviour is a form of communication and a learner's dysregulated behaviour is often a way of communicating that there is something that is happening in their life or that they are experiencing past/current trauma. Many of our learners have complex needs and can present their own challenges. However, we provide stability, consistency, and care which will allow them to develop and thrive safely.

This policy aims to enable us to:

- Create a positive culture across the school that promotes and teaches positive behaviour, ensuring that all learners can learn in a calm, safe and supportive environment.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally and with equity to all learners.
- Define what we consider to be unacceptable behaviour, including bullying and comprehensive understanding of the 9 protected characteristics.

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
- Searching, Screening and Confiscation: Advice for Schools
- The Equality Act 2010
- Keeping Children Safe in Education (current edition)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023)
- 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

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The school has a central role in the learner's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time, we measure standards of behaviour in terms of the learner's developing ability to conform to behavioural goals.

The learners bring to school a wide variety of behaviour patterns based on differences in SEND need, home values, attitudes, and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration, responsibility and accountability.

Each learner has an IEP; this enables both staff and learners to work towards specific targets and it also helps in identifying areas of behaviour that require support to improve. Learners discuss their individual targets daily and reflect on their own behaviour and progress.

All staff aim to:

- create an environment that encourages and reinforces positive behaviour.
- define acceptable standards of behaviour.
- encourage consistency of response to both positive and negative behaviour.
- promote self-esteem, self-discipline, and positive relationships.
- ensure that the school's expectations and strategies are widely known and understood.
- encourage the involvement of learners, home, and school in the implementation of this policy.

We believe that supporting positive behaviour is an integral part of the learning process. Individual learners have the right to work and develop in an atmosphere of respect, trust, security, honesty, and openness – where positive relationships are valued within the school and the wider community.

The key elements in this philosophy are:

- Clear, shared learning goals and expectations regarding behaviour.
- Creation of a safe and caring environment
- Enabling, recognising, and celebrating individual achievement
- Tolerance and understanding of others

Positive relationships between learners, their peers and adults are integral to the effective implementation of this policy. We understand the potential challenges we face in building effective partnerships between home and school and look to build positive relationships to ensure this is optimised.

Bullying

Break Through School has a separate Anti-Bullying Policy which supports this policy. Bullying is not tolerated and 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. We also understand that many of our learners have communication and interaction difficulties which can lead to behaviours which in the first instance may be interpreted as bullying, when it is in fact a trait of a learner's special educational need.

Considering that a clear definition has been required, bullying is:

- Intentional.
- Repeated, often over a period.
- Difficult to defend against.
- Discriminatory.
- Deliberately hurtful.

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/bi-phobic • 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.

Roles and Responsibilities

The Directors

The Directors are responsible for monitoring this policy and its delivery and holding the principal to account.

The Principal

The principal is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the behaviour leads and the senior leadership team.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with behaviours that challenge.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of learners (within the boundaries of their needs to ensure equity).
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff and learners with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners 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, including trauma informed practices, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Safeguarding and Child Protection Policy to offer learners both sanctions and support when necessary.
- Ensuring that the data from the management information system is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy.

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for learners.
- Establishing and maintaining clear boundaries of acceptable learner behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with learners.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of learners.
- Considering impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on the school management information system.
- Challenging learners to meet the school's expectations.
- Communicating with parents, where appropriate, about both positive and unacceptable behaviours.

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

Parents

Parents, where possible, should:

- Understand 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 school promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents 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.

Learners

Learners 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 expectations and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard (where possible, these will be natural consequences based on restoration).
- The pastoral support that is available to them to help them meet the behavioural standards.

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

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

Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

School Behaviour Curriculum

We aim to articulate the central values, rights and responsibilities which underpin the management of learner behaviour within our school. This is based on our whole school approach to rights and responsibilities outlined below.

All members of Break Through School will:

- Work safely and productively.
- Share information and learning skills – without distraction or disruption.
- Have recognition and rewards for successes and efforts.
- Have self-esteem enhanced.
- Work in a cooperative manner and treat each other with respect and dignity.
- Have equal opportunity to succeed irrespective of race, gender, religion, sexuality, ability, or disability.
- Reflect on situations and find a way to learn from mistakes.
- Actively teach content and programmes to help learners understand their emotions, behaviours and have access to strategies they can use in order that they can begin to take responsibility for their behaviours.
- Reflect on incidents and behaviour choices through restorative practices, supported by staff.

To help clarify the expectations of learners, we have a list of school expectations:

- Be in school on time in the correct uniform/clothing.
- Hand-in mobile phones and electronic devices.
- Follow all instructions/requests.
- Stick to your timetable and stay in lessons.
- Allow yourself and others to learn.
- No shouting or swearing or violence.
- No sugary drinks, or other unhealthy food choices.
- Do not cause damage to work, resources, or the building.
- Show respect to yourself, other learners, members or staff and guests.
- Do not bring any contraband onto the school premises e.g. vapes

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum. To support this, we use the Principles of Restorative Justice. The Restorative Justice approach provides an alternative to the belief that punishment will change behaviour and achieve compliance. Restorative Justice is an educative approach, to help those involved learn how to change. It offers an alternative to traditional responses to challenging behaviour.

9 Protected Characteristics

We are proud of our diverse cohort and promote inclusivity in all we do. To ensure we are actively inclusive, we proudly combat any forms of discrimination towards our learners, our staff, and our wider community. We promote this ethos throughout our school with daily Core Skill sessions, integrating diversity and inclusivity into our curriculum and ensuring we address all actions that can be defined as discriminatory. We endeavour to offer a restorative approach

to breaches against the 9 protected characteristics, where possible, but we also ensure consequences are appropriately enforced.

Mobile Phones and Electronic Devices

We are a phone free school. All learners are expected to hand in mobile phones and electronic devices on entry to the school. All staff are expected to lock their personal mobile phones in a secure place. School staff are allocated with work devices to communicate with each other throughout the day. Please refer to the mobile phones statement.

Responding to Behaviour

Classroom Management

Senior leaders, teachers 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 learners to be engaged.
- Display the school rules and standards within behaviour infographic poster.
- Make the positive behaviour visual an integral part of the lesson and discuss this with learners.
- Develop a positive relationship with learners, which may include:
 - Greeting learners 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.
 - Follow the Principles of Restorative Justice.
 - Understand that behaviour is a form communication and treat it as such.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a learner needs help or protection. We will consider whether a learner'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 Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

If a learner leaves the school site without permission, parents or carers will be notified immediately. An immediate dynamic risk assessment will be undertaken, taking account of the learner's age, vulnerability, SEND, medical needs and any known safeguarding concerns. The decision to notify the police will be made in accordance with local missing child procedures and the assessed level of risk. If the learner returns to school, a member of the senior leadership team will undertake a further risk assessment to determine whether it is safe and appropriate for the learner to remain in school, or whether alternative arrangements should be made for the remainder of the day. A restorative conversation and appropriate safeguarding follow-up will take place before the learner returns to their usual timetable.

Positive Consequences

Positive reinforcements and consequences will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Positive behaviour will be rewarded with but not limited to:

- Verbal praise.
- Positive call home.
- Reward recommendations.
- Principal's prizes.
- Reward lesson for whole class.

- Weekly rewards milkshakes for consistent positive behaviours, special efforts, shout outs for positive progress and kindness hero.
- Term celebrations, rewards assembly, good efforts, attendance, and kindness are celebrated with certificates and prizes from the Betty Boo box.
- WOW moments on teams.

Responding to Behaviour and Negative Consequences

When a learner's behaviour falls below the standard that can be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of behaviour that affects learning.

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 learners know with certainty that misbehaviour will always be addressed.

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving sanctions, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future. This could range from but not limited to 5-minute timeouts, 1:1 support, movement breaks, boxing pad sessions or restorative conversations.

The range of negative consequences the school uses are, but not limited to:

- Verbal Warnings.
- Loss of privileges.
- Work 1:1.
- Discussion with an explanation of their wrongdoing.
- Reflection periods during social times.
- Reflection periods after school.
- Parent contact.
- Meeting with parents.
- Behaviour contract.
- Suspension.
- In extreme cases, permanent exclusion, or withdrawal of placement.

The level of sanction should meet the nature of the incident (be reasonable and relevant) and examples of these are given on the levels of behaviour chart.

All consequences are fair, open, and honest and treat all participants with respect. Suspension is a last resort as a sanction and can only be authorised by the principal. Learners who show consistent dysregulated behaviours should be taken to an area away from other learners, with a member of staff, for a limited period for a 1:1 restorative conversation. The decision to remove a learner from a lesson can be taken by any member of staff but should be led by the teacher leading the lesson. Learners, after a period of cooling off and reflection, may ask to go back to the original lesson. This is solely at the discretion of the staff facilitating the lesson.

Learners will be given work to complete outside of the classroom. The aims of the removal are:

- To allow other learners the opportunity to learn without distraction.
- To support learners to modify negative behaviour.
- To give learners the opportunity to calm down and discuss issues with a teaching assistant or other members of staff.
- To allow learners thinking time to reflect on what led to removal.
- To deal with incidents that affect the learning of others.
- To encourage learners to take responsibility for their own behaviour.

- To support the school's policies on behaviour.

Learners who seriously breach the school's reasonable expectations of appropriate behaviour and whose behaviour is deemed to prevent the effective learning of themselves and/or others consistently will be removed from lessons for a longer period to work with a member of the Senior Leadership Team. Personal circumstances of the learner will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but regarding the impact on perceived fairness.

Reflective Periods During Social Time (Break and Lunch)

Yellow Behaviour

During lessons, certain learners may exhibit behaviour that could disrupt the learning of others. In such cases, and in accordance with the school's Behaviour Chart and Managing Behaviour in Lessons Flowchart, learners may be asked to attend a five-minute reflection period following the lesson, either during break or lunch time.

This reflection period provides an opportunity for the learner to discuss the behaviour displayed, consider its impact and identify strategies to modify their conduct moving forward. The primary purpose of this measure is to prevent escalation and to encourage self-regulation.

Before a learner is asked to attend a break or lunchtime reflection, all preceding steps outlined in the school's behaviour procedures should have been followed.

Amber/ Red Behaviour

In response to more serious or persistent behaviour concerns from the previous day, the school may assign a break and/or lunch time reflection.

Where this occurs, a member of staff will contact parents or carers by the evening of the incident to discuss the matter and explain the consequence applied.

All reflection periods will be supervised by a member of the Behaviour Team. Learners will continue to have appropriate access to food, drink, and toilet facilities, consistent with their peers. The reflection period serves as a time for the learner to engage in meaningful reflection and to consider more positive behavioural choices in future.

Reflection Periods After School

Late Learners

Learners who arrive late to school will be required to attend a reflective period on the same day. The duration of the reflection will correspond to the amount of time the learner was late. *Example:* A learner who is five minutes late will complete a five-minute reflection.

When a learner is late, the Attendance Officer or a member of the School Office will contact parents or carers to inform them that the learner has arrived late and will remain after school for their reflection. If it is not possible for the learner to stay on the same day, the reflection will take place on the following day.

The maximum duration of an after-school reflection is thirty minutes. Should lateness become persistent, an attendance meeting will be convened with parents or carers to discuss further support or intervention.

Reasonable adjustments will be made where lateness is linked to SEND, medical needs or other exceptional circumstances.

Behaviour

In accordance with the Behaviour Ladder, some learners may be required to attend an after-school reflection with a member of the Behaviour Team.

If this sanction is issued, a member of staff will contact parents or carers on the day of the incident to provide details of the behaviour and the resulting consequence. This sanction will only be applied for incidents where parental contact has been made in advance.

Support for Learners

Some learners will need additional support to manage dysregulated behaviour. The school supports these learners and proactively works to pre-empt escalating behaviours and put in place proactive interventions. If a learner is struggling and negative behaviours are starting to show, they may be asked by the teacher if they would like to take some time out. Time outs may include an intervention with an Emotionally Available Adult (EAA), a sensory walk and/or activity, alone time to reflect amongst others. We work with the learners and fully support them when they are in this position and praise them for taking responsibility for their own feelings and behaviour. We utilise the zones of regulation and emotion coaching in conjunction with a whole-school trauma informed approach. This is to support our learners in identifying their emotional states and guide them into making correct choices for their own development. We believe that prevention is better than cure and as such, pre-empting emotional dysregulation and implementing a caring intervention often works well to keep learners healthy and safe.

Reasonable Force

Reasonable force can be used by a member of staff on a pupil to control or restrain their actions/ movements. Reasonable means using no more force than is necessary for the least amount of time, application of which will depend on the circumstances.

All members of school staff have a legal power to use reasonable force in certain circumstances. Staff who are likely to need to use reasonable force and/ or other restrictive interventions should be adequately trained in its safe and lawful use in preventative strategies.

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

- Preventing pupils from committing criminal activity.
- Preventing injury to them and others
- Preventing property damage
- Maintaining discipline and order

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 using school systems.

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

Reasonable force will only be used as a last resort and in line with the schools trauma informed approach to school culture, and behaviour management systems. This is in line with the latest updates from April 2026.

If reasonable force is used, this must be investigated and documented in line with policy.

Restrictive Intervention

Break Through school realises in specific circumstances (listed above), staff can use restrictive interventions in line with the latest guidance, and the RPI policy. All staff have been trained in Pro-Act techniques and will have training CPD throughout the year refreshing the specific techniques used within our setting.

Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Any prohibited items found in a learner's possession because of a search will be confiscated. These items will not be returned to the learner. Prohibited items include mobile phones (during school hours), electronics, cigarettes, vapes, lighters, drugs, alcohol, drug paraphernalia, pornography, sharps, weapons, or items that could be used as weapons. We will also confiscate any item that is harmful or detrimental to school discipline. These items will only be returned to learners after discussion with senior leaders and parents, and if deemed appropriate.

Searching a Learner

Searches will only be carried out by a member of staff who has been authorised to do so or by the principal. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, 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 learner 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 learner; **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 principal, Designated Safeguarding and Prevent Lead (or deputy) who may have more information about the learner. During this time, the learner will be supervised and kept away from other learners.

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

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, 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 learners or staff at risk.
- Consider whether the search would pose a safeguarding risk to the learner.

- Explain to the learner why they are being searched.
- Explain to the learner 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 learner the opportunity to ask questions.
- Seek the learner's co-operation.

If the learner 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 principal and/or Designated Safeguarding and Prevent Lead (or deputy DSL), to try and determine why the learner is refusing to comply. We will not use any form of reasonable force to search learners. 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 use a metal detector to assist with the search. An authorised member of staff may search a learner's outer clothing, pockets, or possessions.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn 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 Learners' Possessions

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

- Pencil Cases
- Bags and coats

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner 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 learner's possessions when the learner 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 and Prevent Lead

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

- Of any incidents where the member of staff had reasonable grounds to suspect a learner 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

Parents will always be informed of any search (best practice is before it takes place) 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 the learner?

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner 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 and Child Protection Policy and speak to the Designated Safeguarding and Prevent Lead. The DSPL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

At Break Through School, we will endeavour to ensure no strip searches take place on the school property. We will always insist, should a strip search be deemed necessary by the authorities, that the learner be taken to a police station with an appropriate adult.

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 will not be allowed to take place on school premises even if being carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

The school will always advocate for the safety and wellbeing of learner(s) involved. Staff retain a duty of care to the learners involved and should always advocate for a learner's wellbeing. We do not believe a strip search on school premises is in the best interests of any learner and will, therefore, not advocate one.

Communication and Record-Keeping

Where possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parents to inform them that the police are going to strip search the learner before strip search takes place and ask them if they would like to come attend the police station to act as the learner's appropriate adult. If the school cannot contact the parents, or they are not able to get to the location (police station) 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 school will keep records of strip searches that have occurred 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 two people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others. One of these must be the appropriate adult, except if:

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

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

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

Care After a Strip Search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner 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 learner 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 Safeguarding and Child Protection Policy and speak to the Designated Safeguarding and Prevent Lead. The DSPL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Off-Site Dysregulated Behaviour

Sanctions may be applied where a learner has demonstrated dysregulated behaviour off-site when representing the school. This means behaviour that challenges when the learner 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 learner who attends our school.
- Sanctions may also be applied where a learner has presented with behaviours that challenge off-site, at any time, whether the conditions above apply, if the behaviours:
 - Could have repercussions for the orderly running of the school.
 - Pose a threat to another learner.
 - Could adversely affect the reputation of the school.
 - Sanctions will only be given on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g., on a school-organised trip).

Online Behaviour

The school can issue behaviour sanctions to learners for online behaviour when:

- Behaviours pose a threat or causes harm to another learner.
- Behaviours could have repercussions for the orderly running of the school.
- Behaviours adversely affects the reputation of the school.
- The learner is identifiable as a member of the school.
- Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a learner 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 Principal or Assistant Principal 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 if it does not conflict with police action. If a report to the police is made, the Designated Safeguarding and Prevent Lead (DSPL) will make a tandem report to children's social care, if appropriate.

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. Learners 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 clear safeguarding procedures in place to respond to any allegations or concerns regarding a learner'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 Safeguarding and Child Protection policy for more information.

Malicious Allegations

Where a learner 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 learner in accordance with this policy.

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

Please refer to our Safeguarding and Child Protection Policy and our allegations against staff guidance, for more information on responding to allegations of abuse against staff or other learners.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the principal and only as a last resort. Please refer to our Exclusions Policy for more information.

Monitoring Arrangements

Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents (orange or red).
- Attendance, permanent exclusion, and suspension.
- Offsite provision.
- Incidents of searching, screening, and confiscation.

- Anonymous surveys for staff, learners, advisory panel members, and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed every month by the senior leadership and behaviour team.

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

- At school level.
- By age group.
- By individual learner.
- 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 learners are identified by this analysis, the school will review its policies to tackle it.

Links With Other Policies

This Behaviour Policy is linked to the following:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Exclusions Policy
- Mobile Phone Policy