



# Behaviour policy & statement of behaviour principles

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### 1. Aims

1.1 This policy aims to:

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

1.2 At ReFocus, all members of the community, students, staff, parents/carers, and governors are expected to make positive choices that support their own wellbeing and that of others.

1.3 We believe that self-control is more effective than imposed control. Our Behaviour Policy is built on the principle that students are responsible, intelligent individuals who can develop self-awareness, self-direction, and self-control when supported in the right environment.

1.4 To enable effective learning and teaching, we expect the highest standards of behaviour in all aspects of ReFocus life. Respect, courtesy, and care are expected in all forms of communication. Unacceptable behaviour will always be addressed, and everyone is encouraged to challenge conduct that undermines learning, wellbeing, or safety.

### 2. Legislation 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 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 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:
  - Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
  - Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
  - 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

### 3. Definitions

3.1 Students at ReFocus are expected to behave in a way that reflects positively on both themselves and the school. Any behaviour, (whether inside or outside school) that threatens or could threaten the physical or mental wellbeing of others, involves the inappropriate or harmful use of digital technologies, or damages the reputation of ReFocus, may result in a consequence.

3.2 At ReFocus, positive behaviour is reinforced and encouraged by a formal reward structure outlined below. Students are motivated by praise, reward and celebration of improvement and achievement.

3.3 However, any student choosing not to meet our positive behaviour expectation will receive consequences

3.4 Staff should remember acting consistently when applying consequences ensures the deterrent effect of our Behaviour Policy.

3.5 Parents / carers also play a vital role in endorsing the Behaviour Policy and ReFocus' pledge to keep parents / carers informed should their child be giving cause for concern.

3.6 The overall responsibility for promoting, rewarding, and managing behaviour and for overseeing the system of rewards and consequences rests with the Headteacher (Paula Tucker) and Deputy Headteacher (Hayley Perry).

### 3.7 Misbehaviour and consequences

#### 3.7.1 Misbehaviour is defined as:

- A poor attitude
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework.
- Incorrect uniform

#### 3.7.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- sexual harassment including sexual comments, sexual jokes

- Online sexual harassment, such as unwanted sexual comments images and messages
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **4 Roles and responsibilities**

### **4.1 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 pupils are being disproportionately impacted by this policy

### **4.2 Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- 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 pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- 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 pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### **4.3 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.

#### **4.4 Pupils**

- Pupils 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
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

### **5. Promoting behaviour that meets our expectations**

#### **5.5 Mentor Programme**

5.5.1 Mentors compete for the title of 'Kingdom of Credit' each term which is awarded to the mentor with the greatest number of credit points. Over the year, mentor events and competitions will take place

5.5.2 The mentors are named after the key figures in and around the local community of Wellingborough: The groups are: Coles (Paula), Yorke (Katie), Middleton (Hayley) & Neal (Liam).

5.5.3 Richard Coles is the Reverend of Finedon, a member of Wellingborough homes that provide social and affordable housing in the area and Chancellor of Northampton University; Thom Yorke is the lead singer of the band Radiohead and went to school and started his band in Wellingborough; Dan Middleton is one of the most viewed YouTubers in the world who comes

from Wellingborough and; Phil Neal who played for Wellingborough Town and has played over 400 games for Liverpool.

## **5.6 Payback system**

5.6.1 Refocus uses a payback system in which restorative actions can be undertaken to reduce the number of consequences each student can receive. The payback system is rooted in restorative practice principles, ensuring pupils take responsibility, repair harm, and rebuild relationships rather than focusing solely on punishment.

5.6.2 The payback system is not mandatory and will only come into effect if;

It is offered by a member of staff (not decided by the pupil)

The action is deemed not serious enough to warrant an immediate consequence.

The action does not fall into Level 2 or 3

5.6.3 Refocus aims to teach pupils that if they make mistakes, they can make it right and do not have to just “accept the consequences”. Restorative actions can be agreed upon by the pupil and a member of staff.

## **5.7 Pupils with SEND**

5.7.1 The school understands that a pupil’s behaviour may sometimes be affected by a special educational need or disability (SEND). Not every incident will be linked to SEND, but each case will be considered individually.

5.7.2 When responding, we take into account our legal duties to:

- Avoid disadvantaging disabled pupils (Equality Act 2010).
- Use our best endeavours to meet pupils’ SEND (Children and Families Act 2014).
- Secure the provision set out in Education, Health and Care (EHC) plans and work with the local authority and relevant professionals.

To help prevent misbehaviour, we will anticipate possible triggers and put support in place, for example:

- Allowing movement breaks for pupils who struggle to sit still.
- Adjusting seating for pupils with visual or hearing needs.
- Making uniform adjustments for sensory needs or health conditions.
- Providing staff training on conditions such as autism.
- Offering quiet spaces to help pupils regulate their emotions.
- Adapting sanctions for pupils with SEND

5.7.3 When considering sanctions, staff will reflect on whether the pupil:

- Could understand the rule or instruction.
- Could have acted differently at the time.
- Was more likely to react aggressively due to their SEND. If the answer is “yes” to any of these, it may not be lawful to apply a sanction. In such cases, reasonable adjustments will be made to ensure fairness.

5.7.4 The school will always secure the provision set out in a pupil’s EHC plan. Where there are concerns about behaviour, we will work with the local authority and, if needed, request an emergency review of the plan.

## **6. School behaviour consequence system**

### **6.1 Attendance and Punctuality**

6.1.1 Students are expected to register with their mentor between 9:15am and 9:30am. All students are also expected to arrive to school, lessons and other ReFocus commitments on time.

6.1.2 Attendance and punctuality across the school will be monitored regularly by Deputy Head Katie Close with consequences and support provided as appropriate see below. (See Further ReFocus Attendance and Punctuality Policy for more detail)

Attendance to sessions	GAR	Equates to	Consequence
90 – 100%	Green	A good level of attendance	Rewarded termly 5 positive credits each week. 100% half-termly/termly award.
85 - 94%	Amber	90% = nearly 4 weeks of school	Fortnightly monitoring and discussion with Deputy Head At 93% letter triggered to parent and carer, alerting them to attendance and punctuality concerns. Letter 1 issued
85 – 90%	Red	85% = nearly 6 weeks of school	Deputy Head and mentor to put in place attendance support plan and review progress against plan on a weekly basis. Deputy Head and mentor to meet with parent and carer to review progress against system at least twice in a half term. Letter 2 issued.
Below 83%	Serious cause for concern	More than likely have missed one half term or more of learning.	Serious cause for concern meeting held with Deputy Head, Key Worker, and link school. Deputy Head to put in place attendance support plan and review progress against plan on a weekly basis. Mentor to meet student on a weekly basis to review progress against targets. Letter 3 issued. EIPT team contacted.

## 6.2 Dress code

6.2.1 There is no set uniform at ReFocus students may dress casually but are expected to dress suitably for a learning environment. Hats, hoods, and headphones should be removed before lessons and assembly. Coats should also be removed in lesson

6.2.2 After a warning, any student who does not meet these expectations will receive a warning with additional consequences and support provided as appropriate

## 6.3 Classroom behaviour

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

6.3.2 They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum

Develop a positive relationship with pupils, which may include:

Greeting pupils in the morning/at the start of lessons

Reinforcing clear routines

Communicating expectations of behaviour in ways other than verbally

Highlight and promote good behaviour

Use positive reinforcement

6.3.3 In the first instance, behaviour is to be addressed by the class teacher or the member of staff encountering it. Poor behaviour will always be challenged.

6.3.4 Some student behaviour will also be addressed by the mentors and/or the Senior Leadership Team as a means of supporting the teacher initially involved and ensuring that all staff are fully aware of student behaviour

## 6.4 Behaviour “Concerns” and Consequence

6.4.1 Outline below are the 3 levels of consequence used at ReFocus. 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.

Level 1 Academic Concerns include:	Level 1 Behavioural Concerns include:	Level 1 Behavioural Concerns include:
<ul style="list-style-type: none"> <li>• Non-completion of work. (not making the required progress)</li> <li>• Refusal to take part in lesson</li> <li>• Noncompliance in the workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated chatting in class/distracting others. Littering/ not cleaning own mess up.</li> <li>• Minor disruption.</li> <li>• Mildly answering back to staff.</li> <li>• Overly boisterous behaviour.</li> <li>• Leaving lesson without permission.</li> <li>• Minor infringement of the ICT Acceptable Use policy.</li> <li>• Refusing to remove hood or hat.</li> <li>• Challenging authority or rude to staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Arriving to school late, but before 10am (the first late in any week is not recorded as a concern) Key worker reminder.</li> <li>• Inexcusably arriving late to a lesson.</li> </ul>

Level 1 Academic Consequences	Level 1 Behavioural Consequences (applied according to concern)	Level 1 Punctuality Consequences
<ul style="list-style-type: none"> <li>• Work with the class teacher to complete work at break or lunch time.</li> <li>• Stay behind after school to complete work. (taxis and parents will be notified)</li> <li>• Complete portfolio work and complete session after school.</li> <li>• (taxis and parents notified)</li> </ul>	<ul style="list-style-type: none"> <li>• Work with TA independently to avoid distractions.</li> <li>• Clean social area at the earliest convenient time for staff.</li> <li>• Social time away from others.</li> <li>• Meeting with mentor to adjust behaviour. Apology expected.</li> <li>• Social time away from others.</li> <li>• TA linked to student until trust rebuilt.</li> <li>• Reread policy. Accompanied on ICT until trust rebuilt.</li> </ul>	<ul style="list-style-type: none"> <li>• Lateness to school: Early Morning Check-in by text</li> <li>• Lateness to lesson: make up lost time during break or lunch.</li> </ul>
	<ul style="list-style-type: none"> <li>• Meeting with mentor to adjust behaviour.</li> <li>• Not given phone back for social time.</li> </ul>	

Level 2 Academic Concerns include:	Level 2 Behavioural Concerns include:	Level 2 Punctuality Concerns include:
<ul style="list-style-type: none"> <li>• Failure to complete portfolio work on time</li> <li>• Continued refusal to complete work in lesson</li> <li>• Lack of progress in the workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated level 2 concerns.</li> <li>• Use of offensive language.</li> <li>• Constantly distracting others.</li> <li>• Throwing food.</li> <li>• Disruption to lessons.</li> <li>• Constantly ignoring staff/ not following requests after second request.</li> <li>• Breach of the ICT Acceptable Use policy. -</li> <li>• Verbal assault. (Non threatening) • Not Following instructions offsite.</li> <li>• Unsafe behaviour off-site.</li> </ul>	<ul style="list-style-type: none"> <li>• Arriving to school late more than three times in a week</li> <li>• <u>Non attendance</u> for more than 1 day in a week</li> </ul>



Level 3 Academic Concerns include:	Level 3 Behavioural Concerns include:	Level 3 Punctuality Concerns include:
Lack of progress in any given lesson with a risk of noncompletion	<ul style="list-style-type: none"> <li>• Use of obscene/offensive language towards a member of staff.</li> <li>• Assault or threatened assault on a member of staff.</li> <li>• Assault or threatened assault on another student.</li> <li>• Fights between students.</li> <li>• Persistent bullying, sexual, racial, or other harassment Theft of personal or school property.</li> <li>• Vandalism.</li> <li>• Possession of a weapon or otherwise threatening the safety of others.</li> <li>• Drinking alcohol; any well-founded suspicion of illegal drug consumption, possession, supply, or abuse.</li> <li>• cyber-bullying or any malicious or inappropriate use of digital technology.</li> <li>• Physical aggression.</li> <li>• Verbal aggression in a threatening manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently late each day with no improvement.</li> <li>• Attendance is below 90%</li> </ul>

Level 3 Academic Consequences	Level 3 Behavioural Consequences (applied according to concern)	Level 3 Punctuality Consequences
one to one support to ensure completion	<ul style="list-style-type: none"> <li>• No phone given back for social time. (Mandatory for any L3 behaviors)</li> <li>• No access to workshop. (Mandatory for any L3 behaviour relating to – Physical or threatening behaviour towards staff or students, Theft, possession of a weapon or drug related incidents</li> <li>• No lunch pass (Year 11s) (Mandatory for any student who leaves site without permission or shows physical or verbal aggression towards another student who is off-site).</li> <li>• If any illegal substances are suspected to be being held by a student, a search of their bag must be conducted by at least 2 members of staff of the appropriate gender. If the student is not willing to comply they will be removed from site and sent home.</li> <li>• Walk with member of staff to de-escalate the situation.</li> <li>• Time out in the one to one room to calm down.</li> <li>• All Level 3 concerns will be discussed by the team during debrief. SLT will decide appropriate consequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with key worker on the importance of punctuality. Parents invited to meeting to discuss.</li> <li>• EIPT team involved.</li> </ul>

## 6.5 Suspension and permanent exclusion

6.5.1 The school may 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.

6.5.2 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

## **6.6 Parent/Carer involvement**

Parents/carers will be informed of all Level 2 Consequences. Depending on the seriousness of the concern, and in particular in situations where there are repeated concerns, parents/carers will be asked to come in to school for a meeting with the student and mentor to discuss those concerns at a Progress Meeting.

## **7 Other behaviours and consequences**

### **7.1 Off-site misbehaviour**

7.1.1 Sanctions may be applied where a pupil 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

7.1.2 Sanctions may also be applied where a pupil has misbehaved off-site, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

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

### **7.2 Online misbehaviour**

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

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

7.2.2 Please see the Acceptable Use agreement for more detail

### **7.3 Suspected criminal behaviour**

7.3.1 If a pupil 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.

7.3.2 If a decision is made to report the matter to the police, the headteacher will make the report. If a report to the police is made, the designated safeguarding lead (DSL) will in tandem make a report to children's social care, as appropriate.

7.3.3 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.

### **7.4 Zero-tolerance approach to sexual harassment and sexual violence**

7.4.1 ReFocus has a zero-tolerance approach to sexual harassment and sexual violence

7.4.2 Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Such a report will never be ignored

7.4.3 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information

### **7.5 Malicious allegations**

7.5.1 If a pupil 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. Please refer to our Safeguarding and Child Protection and Allegations of Abuse Against Staff policy for more details

## **7.6 Bullying**

7.6.1 All Bullying, including all forms of online abuse such as AI-generated material, deepfakes, synthetic media harassment, misinformation, and disinformation is unacceptable at ReFocus and will not be tolerated. In serious cases this can lead to permanent exclusion

7.6.2 Where bullying involves behaviour that may be a criminal offence, such as cyberbullying or sexual harassment, the matter will also be referred to the police

Please refer to the Anti-Bullying and Acceptable Use policy for more details

## **8 Supporting behaviour at transition points**

### **8.1 Inducting incoming pupils**

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

### **8.2 Preparing outgoing pupils for transition**

To support a smooth transition to the next year, pupils have transition sessions with their new teacher(s) information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **9 Training**

9.1 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 pupils at the school
- How SEND and mental health needs can impact behaviour

9.2 Behaviour management will also form part of continuing professional development.

## **10 Monitoring and evaluating behaviour**

10.1 The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
  - Attendance, permanent exclusions and suspensions
  - Use of pupil support units, off-site directions and managed moves ➤ Incidents of searching, screening and confiscation
  - Perceptions and experiences of the school behaviour culture for staff, pupils, governors
- The data will be analysed every day] by the senior leadership team 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

10.2 The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010 and the Public Sector Equality Duty (s.149), which requires schools to have due regard to eliminating discrimination, advancing equality of opportunity, and fostering good relations. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

10.3 This behaviour policy will be reviewed and approved by the executive headteacher at least annually, or more frequently

### **11. Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Safeguarding and Child protection policy
- Mobile phone policy
- Anti-Bullying Policy
- Acceptable Use Policy

## APPENDIX A

### Confiscation

- I. Under the **Education and Inspections Act 2006** and DfE guidance (*Searching, Screening and Confiscation, 2011*), confiscation is recognised as a fair disciplinary measure when used reasonably and proportionately.
- II. Any member of ReFocus staff may confiscate, retain, or dispose of a pupil's property in order to:
  - Enforce the ReFocus Code of Conduct.
  - Maintain a safe and orderly environment that supports learning.
- III. **Examples of when items may be confiscated include:**
  - Items that pose a danger to others (e.g. laser pens used to distract or harm).
  - Items that disrupt learning (e.g. mobile phones or music players used in class).
  - Items that break school uniform rules (e.g. wearing a baseball cap in lessons).
  - Items that present health or safety risks (e.g. sharp objects or potential weapons).
  - Items that go against the ethos of the school or are illegal (e.g. racist or pornographic material, alcohol, illegal drugs, stolen property).
- IV. **How confiscated items are managed**
- V. In most cases, items will be taken for the duration of the lesson and returned by mentors at the end of the school day (or as soon as practical).
- VI. For longer confiscations, decisions will follow the Behaviour Policy and be discussed with, and approved by, the Headteacher.
- VII. If an item is suspected to be a weapon, controlled substance, or stolen property, the police will be informed, and the item may be handed over to them.
- VIII. **Safeguarding pupils' rights**
- IX. Confiscated items of monetary or emotional value will be stored securely until they are returned.
- X. Particular care will be taken before confiscating clothing or jewellery, especially if these have religious significance.
- XI. Staff must avoid any physical contact with pupils' clothing that could give rise to safeguarding or abuse allegations.
- XII. No confiscation will ever be carried out in a way that would leave a pupil only partly dressed

## APPENDIX B

### Searching a Pupil

#### Who can carry out a search

- I. Searches may only be carried out by staff authorised by the Headteacher, or by the Headteacher themselves.
- II. Normally, the member of staff conducting the search must be of the same sex as the pupil, and a second staff member must act as a witness.
- III. Exception: a staff member of a different sex may conduct the search without a witness only if:
  - they reasonably believe that serious harm could occur if the search is delayed, and
  - it is not practical in the circumstances to wait for a same-sex member of staff or a witness.
- IV. In such cases, the staff member must report the search immediately to another member of staff and record it in writing.

#### Before a search takes place

- V. The staff member should, where possible:
  - Assess whether the search is urgent.

- Consider whether not searching would put others at risk.
- Consider any safeguarding risks to the pupil.
- Explain to the pupil why the search is happening.
- Explain what the search involves (e.g. “Please turn out your pockets”).
- Say where it will take place (in private, away from other pupils if possible).
- Give the pupil the chance to ask questions.
- Seek the pupil’s cooperation.

#### **If the pupil refuses**

- VI. Staff may apply a behaviour sanction.
- VII. If refusal continues, the Headteacher, DSL, or pastoral lead will be contacted to explore the reasons for refusal.
- VIII. The authorised staff member may then decide whether to use *reasonable force*, but only to search for prohibited items (not items banned only under school rules).
- IX. A metal detector may be used to assist.

#### **Where searches can take place**

- On school premises, or
- Anywhere the staff member has lawful control of the pupil (e.g. on a school trip).

#### **What can be searched**

- Outer clothing (e.g. jackets, jumpers, hats, scarves, shoes).
- Pockets.
- Possessions such as bags, desks, or lockers.

#### **Consent and prohibited items**

- X. Pupils’ possessions may be searched for any item if the pupil agrees.
- XI. Without consent, staff may only search for prohibited items (listed in in this policy) and items specifically banned by school rules.

#### **Safeguarding and recording**

- XII. The staff member must inform the DSL of:
  - Any search carried out for prohibited items, whether or not anything was found.
  - Any safeguarding concerns raised by the search.
- XIII. All such searches will be recorded in the school’s safeguarding system.

#### **Informing parents/carers**

- XIV. Parents/carers will be told as soon as reasonably possible about any search for prohibited items, including:
  - What happened.
  - What was found or confiscated.
  - What action or sanction has been taken.

#### **Support after a search**

- XV. Regardless of the outcome, staff will consider whether the pupil needs support as a result of the incident, the reasons for the search, or the outcome.
- XVI. The DSL will decide whether pastoral support, early help, or a referral to children’s social care is appropriate.

#### **Strip Searches**

- I. Staff **cannot** carry out strip searches (removing more than outer clothing). Only police officers may conduct them, under *PACE Code C (1984)*.
- II. Before calling police, staff must weigh up:
  - The risks to the pupil’s wellbeing if a strip search goes ahead.
  - The risks of not recovering the item.
- III. Strip searches should only be considered if all other approaches have been exhausted.
- IV. Once police are called, the decision to conduct a strip search rests with them.

- V. Staff must continue to safeguard the pupil's welfare and advocate for them throughout.

#### **Parental involvement**

- VI. Unless there is an immediate risk of serious harm, parents/carers will be contacted before the search to inform them and ask if they wish to attend.
- VII. If parents cannot attend, a staff member can act as the pupil's "appropriate adult."
- VIII. Parents/carers will always be informed afterwards if a strip search has taken place.

#### **Who must be present**

- IX. At least two adults, in addition to the pupil, must be present during a strip search that involves exposure of intimate body parts (except in urgent cases).
- X. One must be the "appropriate adult," who:
- Safeguards the rights and welfare of the pupil.
  - Is not a police officer or the Headteacher.
  - Is normally of the same sex as the pupil (unless the pupil specifically requests otherwise).
- XI. No more than two adults (plus the appropriate adult) will normally be present, except in exceptional circumstances.
- XII. If a pupil refuses to have an appropriate adult present, and the adult agrees, this must be recorded and signed.

#### **After a strip search**

- XIII. The pupil will always be offered appropriate support.
- XIV. They will be asked to share their views about the search and its impact.
- XV. Staff will consider whether the pupil may be at risk of harm and follow safeguarding procedures, including early help or referral to social care if appropriate.
- XVI. Particular attention will be given to pupils strip-searched more than once, or groups more likely to be subject to strip searches, to identify preventative measures.

### **APPENDIX C**

#### **Restraint and Use of Reasonable Force**

- I. Under the **Education and Inspections Act 2006 (s.93)** and Department for Education guidance (2011), school staff are allowed to use *reasonable force* in certain circumstances.
- II. **Reasonable force may be used to prevent a pupil from:**
- Committing an offence (or what would be an offence if they were over the age of criminal responsibility).
  - Causing injury to themselves or others, or damaging property.
  - Seriously disrupting the good order and discipline of the school.
- III. **Who can use reasonable force**
- IV. All teachers and support staff have the legal power to use reasonable force.
- V. This power may also extend temporarily to volunteers or parents/carers who have been authorised by the Headteacher during school activities.
- VI. Reasonable force will **never** be used as a punishment – this is unlawful.
- VII. The school recognises its duty to make *reasonable adjustments* when considering the use of force for disabled pupils.
- VIII. **Recording and reporting incidents**
- IX. Any serious incident requiring physical intervention must be recorded and reported to the Headteacher (Paula Tucker).
- X. Parents/carers will be informed as soon as possible.
- XI. All injuries will be recorded in line with the Health and Safety Policy.
- XII. **Training and risk management**
- XIII. Four members of staff have completed specific training in the use of restraint

- XIV. The risk of needing restraint is considered low, and ReFocus works to reduce these situations by:
- Maintaining a positive, orderly environment.
  - Helping pupils learn strategies to manage conflict and emotions without escalation.
  - Building positive relationships based on respect and trust.
  - Ensuring pupils know they can seek help from mentors or staff before situations escalate.
  - Planning ahead for pupils who may present challenges and sharing strategies with staff.
- XV. **Critical incident protocol**
- XVI. All staff are issued with a Critical Incident Protocol, including emergency procedures and contact details for senior staff.
- XVII. If a member of staff believes they are at risk of serious injury, they should not intervene without support, and should call the emergency services if needed.
- XVIII. **Decision-making when considering force**
- XIX. Before using force, staff should consider:
- Whether not intervening could result in injury, damage, or serious disorder.
  - Whether the situation could be resolved safely by other means.
  - The relative risks of intervention versus non-intervention.
- XX. Wherever possible, staff should:
- Tell the pupil to stop the behaviour.
  - Communicate calmly and clearly.
  - Explain that force will stop as soon as it is no longer necessary.
- XXI. Force must never be used in anger, frustration, or in a way that could be seen as sexually inappropriate.
- XXII. **Examples of when reasonable force may be justified include:**
- Preventing a pupil from running into a busy road.
  - Stopping a pupil threatening another with a dangerous object.
  - Breaking up a fight where pupils are at risk of injury.
  - Preventing damage to property.
  - Stopping rough play or misuse of objects likely to cause harm.
  - Preventing a pupil from absconding where their safety, or the safety of others, would be at risk. (*Absconding alone is not sufficient reason for force.*)
- XXIII. **Types of intervention**
- XXIV. Passive contact, e.g. standing between pupils or blocking a path.
- XXV. Active contact, e.g. guiding a pupil by the arm, ushering them away with a hand on the shoulder or back, or, in rare cases, using an appropriate restrictive hold.
- XXVI. **After an incident**  
ReFocus will:
- Investigate the incident and record it in line with Health & Safety and Safeguarding Policies.
  - Prioritise the physical wellbeing of all involved and arrange medical care if needed.
  - Provide emotional or psychological support to staff and pupils where necessary.
  - Apply appropriate sanctions in line with the Behaviour Policy.
- XXVII. **Complaints and investigations**
- XXVIII. All complaints about the use of force will be investigated promptly and thoroughly under the Complaints Policy.
- XXIX. If staff have acted within the law, DfE guidance states that the burden of proof lies with the complainant, not the staff member.
- XXX. Suspension of staff will not be an automatic response; decisions will be made case by case.



XXXI. If suspension does occur, ReFocus will provide pastoral care and a named contact to support the colleague during the investigation.

## APPENDIX D

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

## APPENDIX E

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

## APPENDIX F

### First behaviour letter

Dear [insert parent/carer name],

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

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

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

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

Yours sincerely,

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

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

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

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### Behaviour letter – return slip

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

Name of child: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

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

### Second behaviour letter

Dear [insert parent/carer name],

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

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

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

Yours sincerely,

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

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

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