

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 learners have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-Centre approach to maintaining high standards of behaviour that reflect the values of the Centre
- Outline the expectations and consequences of behaviour for learning
- Provide a consistent approach to behaviour management that is applied equally to all learners
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and guidance

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

- [Behaviour in Centres: advice for headteachers and Centre staff](#)
- [Searching, screening and confiscation: advice for Centres](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained Centres, academies and learner referral units in England, including learner movement](#)
- [Restrictive interventions, including the use of reasonable force, in Centres](#)
- [Supporting learners with medical conditions at Centre](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a Centre's duty to safeguard and promote the welfare of its learners
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires Centres to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives Centres the authority to confiscate learners' property
- Schedule 1 of the [Education \(Independent Centre Standards\) Regulations 2014](#); paragraph 7 outlines a Centre's duty to safeguard and promote the welfare of children, paragraph 9 requires the Centre to have a written behaviour policy, and paragraph 10 requires the Centre to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Repeated breaches of the Centre rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - 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, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- Misogyny/misandry
- 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 learner)
 - Using mobile phones and similar devices without consent

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: • 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)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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 our Centre's approach to preventing and addressing bullying are set out in our RBET Trust Anti-Bullying Policy

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

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

5.2 The Head of Centre

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the Centre's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the Centre environment encourages positive behaviour for learning
- Ensuring that staff deal effectively with poor behaviour for learning
- Monitoring that the policy is implemented by staff consistently with all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the Centre'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, 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 learners both sanctions and support when necessary

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

5.3 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 Centre'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 particular learners
- Recognising hidden stressors for vulnerable learners, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the Centre culture and how they can uphold Centre rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly on CPOMS
- Challenging learners to meet the Centre'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 Centre's behaviour for learning policy and reinforce it at home where appropriate
- Support their child in adhering to the Centre's behaviour for learning policy
- Inform the Centre of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the SENDCO promptly
- Take part in any pastoral work following unacceptable behaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the Centre directly, while continuing to work in partnership with the Centre
- Take part in the life of the Centre and its culture

The Centre will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the Centre's policy and working in collaboration with them to tackle behavioural issues.

5.5 Learners

Learners will be made aware of the following during their induction into Red Balloon culture:

- The expected standard of behaviour they should be displaying at Centre

- That they have a duty to follow the behaviour for learning policy
- The Centre's key rules and routines
- The pastoral support that is available to them to help them meet the behaviour for learning standards

Learners will be supported to develop an understanding of the Centre's behaviour for learning policy and wider 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 for learning policy.

Extra support and induction will be provided for learners who are mid-phase arrivals.

6. Centre core beliefs around behaviour for learning

Learners who come to Red Balloon Worthing experience, or have experienced, significant difficulties in managing their mental health. This commonly results from diagnosed conditions such as Autism, ADHD, and other associated emotional and clinical issues. Access to education has generally been affected by a reduced capacity to self-regulate, acute anxiety, manage environmental and social demands, and cope effectively with mainstream learning environments. Impact on academic progress and attendance has been considerable, and, in some cases, learners have not been in an education provision for several years. We recognise that many Social, Emotional and Mental Health (SEMH) conditions and Special Educational Needs and Disabilities (SEND) are linked to experiences of trauma. Our approach is therefore underpinned by trauma-informed practice, ensuring our environment is safe, nurturing, and supports recovery and learning. At Red Balloon Worthing, it is a core belief that behaviour in learners reflects their past experiences and how they have previously negotiated challenges in educational provisions. This can be demonstrated by disengagement with learning, high anxiety and significant demand avoidance. Often learners lack the capacity to self-regulate and look to the external environment and people around them to support them into more predictable regulated states. At Red Balloon Worthing, we look to develop behaviour from three perspectives to improve the attributes necessary for effective learning:

Emotional growth

- Being able to name and express a range of emotions in a reflective way
- Managing impulses and set patterns of behaviour in relation to learning

Social and relational resilience

- Being attentive to and being able to accept direction, guidance, support and feedback from trusted adults and peers
- Being able to focus on their learning and work well with others to improve their own learning
- Being able to accept incremental challenge and adapt to change
- Showing empathy and appreciate diversity and differences in others.

Cognitive development

- Being able to develop as an independent learner
- To be able to set goals and monitor own progress
- To be able to understand how they think and reflect on the impact of learning
- To talk purposefully with staff and peers and value the opinions of others.

Learners are expected to:

- Demonstrate unconditional positive regard
- Show respect to all members of the Red Balloon community
- Make it possible for all learners to learn
- Treat the Centre buildings and Centre property with respect

➤ 6.1 Mobile phones

Red Balloon Worthing is a phone-free environment. Mobile devices must be stored in accordance with the Trust Mobile Phone Policy.

Please refer to the Trust Mobile Phone Policy for guidance around ensuring Red Balloon is a mobile and phone-free environment.

7. Responding to behaviour

The Centre recognises that:

At Red Balloon Worthing, staff promote positive behaviour for learning by:

- setting clear boundaries and explaining the reasons for them
- giving options regarding how to approach work / an activity / social situation
- providing the best conditions for a learner to be successful while maintaining appropriate degrees of challenge to move learners forward
- the provision of sessions/work matched appropriately to the individual profile of the learner, taking into account learning needs
- modelling effective self-regulation, using language to show how this might be achieved
- providing space to reflect on feelings and thoughts within the context of a learning experience
- providing purposeful feedback regarding progress.

At admission, learners and families sign a Red Balloon Agreement that sets out the guidelines for behaviour for learning at Red Balloon Worthing. Learners are expected to:

- do their best to attend every day and each session on their timetable
- work towards making social and academic progress
- treat the other learners and staff with kindness and respect, regardless of similarities or differences.

7.1 Strategies for managing behaviour for learning

Red Balloon Worthing understands that behaviour is a form of communication and will work sensitively with each learner to ensure underlying needs are understood and met, and a suitable

learning environment is created and sustained. Staff are careful to separate the behaviour from the learner themselves so that each session may present a positive start and a fresh opportunity to re-engage with learning and others. When a learner's behaviour falls below that reasonably expected of them, staff will respond quickly in order to restore a calm and safe learning environment for that learner and any others with them.

Wellbeing check-ins: These are made by mentors or members of SLT and could be a face to face meeting, an email or a phone call. Mentors will call their mentees if a learner has been absent for more than one day. This may be followed up with an email or a home visit.

De-escalation: In instances of challenging behaviour, de-escalation techniques can be used to help prevent further issues. This may involve the use of containing language, the presentation of options to the learner and/or offering time out. This might be temporarily removing the learner from the learning session to create a 1:1 discussion space or allowing time for overwhelm to subside. The intention is to build learners' intrinsic motivation to learn and to contribute positively to the community. Staff will always let learners know when they have behaved in a manner that ignores the rights of another learner or a member of staff. If low-level responses fail to bring about the required outcome, it may be necessary to convene a more formal meeting between the pertinent parties. In such a meeting (led by a member of staff), both the member of the community who has concerns about the behaviour of another and the person about whom the concerns are being expressed have the opportunity to describe their respective points of view calmly. A mediated approach often leads to a resolution.

In the event of a serious breach of the behaviour for learning policy or if behaviour constitutes a criminal act there would follow the process as follows:

- The Head of Centre may consider suspension where necessary to safeguard learners, staff or others, maintain good order, or facilitate an investigation.
- Following an investigation by the Headteacher, the provision may be withdrawn or re-instated depending on risks to other learners, staff or the public.

Learners are expected to:

- Show respect to members of staff and each other
- Make it possible for all learners to learn
- Treat the Centre buildings and Centre property with respect

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum.

7.2 Classroom management

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

- Create and maintain an environment that encourages learners to be engaged
- Develop a positive relationship with learners, which may include:
- Greeting learners in the morning and saying goodbye at the end of the day
- Establishing clear routines of Communicating expectations of behaviour for learning in ways other than verbally
- Highlighting and promoting good behaviour for learning

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.3 Safeguarding

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

Where this may be the case, we will follow our Trust 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 RBET child protection and safeguarding policy for more information.

7.4 Responding to positive behaviour

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the Centre's culture and ethos. Positive reinforcements will be applied clearly and fairly to reinforce the routines, expectations and norms of the Centre's behaviour culture. Examples of positive reinforcements are:

- praise;
- recognition emails home;
- mentoring praise;
- certificates;
- attendance awards.

7.5 Responding to unacceptable behaviour

When a learner'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 unacceptable behaviour. 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 unacceptable behaviour will always be addressed. De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the learner will be taken into account when choosing responses, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.6 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a learner. It describes both physical and non-physical actions aimed to restrain learners in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Only appropriately trained staff will ordinarily use restrictive interventions, except in emergencies where immediate action is required to prevent harm

7.6.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain learners, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a learner from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among learners, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a learner in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the learner is on the ground. If a learner is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

Please see our restrictive intervention policy for more information.

7.6.2 Seclusion

Seclusion is a non-disciplinary intervention that keeps a learner confined to a place away from others and prevents them from leaving, for the safety of that learner and/or others. Seclusion will only be used where necessary to prevent immediate risk of harm and will be continuously monitored and recorded.

We only use seclusion as a safety measure when a learner is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- › The learner will be secluded in a safe place that does not feel threatening or intimidating to them e.g. wellbeing room, office, Music room
- › The learner will be supervised at all times, by at least 1 member of staff
- › As soon as the immediate risk of harm has reduced, the learner will be allowed to leave.

7.6.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- › Significant incidents involving force
- › Seclusion incidents
- › Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty.

7.7 Searching, screening and confiscation

Searching, screening 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 learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

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

Searching a learner

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Head of Centre, designated safeguarding lead (or deputy) or pastoral member of staff 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 Centre 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 Centre premises or where the member of staff has lawful control or charge of the learner, for example on a Centre 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 a member of SLT to try to determine why the learner is refusing to comply.

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

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

The 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, 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 learners’ possessions

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

- Desks
- Lockers
- Bags

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 Centre 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 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 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 Centre's safeguarding system.

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 Centre 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 Centre 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 Centre'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 Centre 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 Centre, staff will assess and balance the risk of a potential strip search on the learner'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 Centre premises, the decision on whether to conduct a strip search lies solely with them. The Centre will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner 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 learner's parents/carers to inform them that the police are going to strip search the learner, and ask them whether they would like to come into Centre to act as the learner's appropriate adult. If the Centre can't get in touch with the parents/carers, or they aren't able to come into Centre 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 learner's parents/carers will always be informed by a staff member once a strip search has taken place. The Centre will keep records of strip searches that have been conducted on Centre 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 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 2 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, entitlements and welfare of the learner
- Not be a police officer or otherwise associated with the police
- Not be the Head of Centre
- 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 Centre 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 Centre's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, 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 particular consideration, and staff will consider any preventative approaches that can be taken.

7.8 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for learners.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of learners hurting other learners will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.9 Off-site unacceptable behaviour

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

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

Sanctions may also be applied where a learner 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 Centre
- Poses a threat to another learner
- Could adversely affect the reputation of the Centre

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

7.10 Online unacceptable behaviour

The Centre can issue behaviour sanctions to learners for online unacceptable behaviour when:

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

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

7.11 Suspected criminal behaviour

If a learner is suspected of criminal behaviour, the Centre will make an initial assessment of whether to report the incident to the police. When establishing the facts, the Centre will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of Centre will make the report.

The Centre will not interfere with any police action taken. However, the Centre 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.

7.12 Zero-tolerance approach to sexual harassment and sexual violence

The Centre 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 Centre's response will be:

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

The Centre 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

7.13 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 Centre 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 Centre 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 Centre (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner 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 Centre will also consider the pastoral needs of staff and learners accused of misconduct.

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

8. Serious sanctions

8.3 Suspension and permanent exclusion

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

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

Please refer to our Exclusions policy for more information

9. Responding to unacceptable behaviour from learners with SEND

9.1 Recognising the impact of SEND on behaviour

The Centre recognises that learners' behaviour may be impacted by a special educational need or disability (SEND). Learners with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Learners who have difficulty communicating verbally might show their needs and discomfort through their actions.

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

When dealing with misbehaviour from learners with SEND, especially where their SEND affects their behaviour, the Centre will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled learner being caused by the Centre's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#))
- If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the Centre must co-operate with the local authority and other bodies

As part of meeting these duties, the Centre will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual learners with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the learner, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the learner concerned.

9.2 Adapting sanctions for learners with SEND

When considering a behavioural sanction for a learner with SEND, the Centre will consider whether:

- The learner was unable to understand the rule or instruction
- The learner was unable to act differently at the time as a result of their SEND
- The learner was likely to behave aggressively due to their particular SEND

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

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

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

The Centre's special educational needs co-ordinator (SENCO) may evaluate a learner 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 learner, 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 Learners with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the Centre will co-operate with the local authority and other bodies.

If the Centre has a concern about the behaviour of a learner with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the Centre may request an emergency review of the EHC plan.

10. Supporting learners following a sanction

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

- Reintegration meetings
- Daily contact with trusted adults
- Progress report

11. Learner transition

11.1 Inducting incoming learners

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

11.2 Preparing outgoing learners for transition

To ensure a smooth transition to the next year, learners 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 learner 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 safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the learners at the Centre
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The Centre will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the Centre behaviour culture for staff, learners, governors and other stakeholders (via anonymous surveys)

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

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

The Centre 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 Centre will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour for learning policy will be reviewed by the Head of Centre and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Restrictive interventions policy
- Mobile phone policy
- Anti-Bullying policy

Appendix 1: written statement of behaviour principles

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

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

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

Appendix 2: staff training log

[illegible]

Appendix 3: behaviour log

LEARNER'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE CENTRE, AFTER CENTRE, 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):	