King's Academy Bay House

Behaviour Policy & Statement of Behaviour Principles

2024-25

King's Group Academies

Approved by:	Bay House Governing Body	Date:	May 2024
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I: Aims

All our pupils have a right to fulfill their potential in a learning environment where all stakeholders are happy, successful and safe. Everything we do in school is motivated by our care for the individual. We know that it is often more difficult to hold our community to high expectations but it is part of our moral purpose to do this, even when it may be uncomfortable.

We recognise that there is a transactional nature to our schooling system: we aim to offer the highest quality of education but in exchange for access to this, individuals may need to accept some compromises- such as for example the wearing of uniform or adherence to specific requirements for behaviour in different contexts around the site. These compromises are necessary to maintain the good order and optimal function of the school.
We aim, wherever possible, to be explicit about what these requirements are and why they are needed.

As educators we know that young people learn quickly in feedback dense environments and so we have embedded systems to give both positive and negative feedback- delivered with kindness and support- into our daily routines. The adult world will also make demands and require compromises from our young people. We welcome the opportunity that school allows to support our young people to develop into adults who can work successfully alongside others to help make the world better. We want our stakeholders to work in collaboration with us, recognising that our ultimate aims are aligned.

This policy aims to:

- Develop a shared ownership and understanding of the school's values so that we can work in partnership with our stakeholders so that the school is Happy, Successful and Safe.
- Outline our understanding of the behaviours which make a constructive contribution to our community and those which have a destructive or unproductive impact.
- Outline how both constructive and misbehaviours are recorded, rewarded and sanctioned.
- Provide a clear overview for stakeholders so that we can work together in confidence that expectations are being asserted equitably.

2: Principles of Behaviour

Principles of strong practice	So that...
In the Classroom....	
a) Students are punctual to school and lessons.... b) Students have the necessary equipment that they need for learning.... c) Students are calm, focused and follow the classroom routines/rules consistently...	a) ...teachers are able to make a prompt start to lessons b) ... they are able to fully engage with their learning immediately c) ... everyone experiences a suitable learning environment to achieve their academic potential
Around the school....	
a) Students are wearing the correct uniform.... b) Students use respectful language to teachers and to one another.... c) Students Understand and follow the expectations of their conduct around school.... d) Students understand and take responsibility for their own conduct around school and accept the consequences for behaviour that falls short of the schools expectations.... e) Students understand that we are in an inclusive community where everyone will be treated equitably....	a) ...they have positive interactions with staff and they understand the importance of being part of a school community b) ...the school is calm and a dignified place where everyone feels safe c) ...the school is a safe, clean and tidy environment for all to enjoy and flourish d) ...the students are able to learn from their actions and improve their conduct and can rely and trust the system is consistent and supportive for all e) ... everyone's needs are met and their potential fulfilled
In the community...	
a) Students understand and follow the expectations of their conduct in and around their community (bus/walk/shops/trips).... b) Students understand and take responsibility for their own conduct in their community and accept the consequences for behaviour that is antisocial within the community .... c) Students understand that they are part of an inclusive community where everyone will be treated equitably....	a) ...everyone feels safe and happy where they live and has a positive impact on their local community. b) ...everyone upholds the laws and understands the importance of good choices c) ...everyone feels safe and is able to live freely.
For your Future ...	

a) Students are in school everyday and attend every lesson…. b) Students complete all work set by their teachers…. c) Students understand they are part of a school and a wider MAT community working together to be successful on a global stage…. d) Students understand and respect people in all walks of life ….	a) …they understand the importance of routine and responsibility. b) …they can reach their full potential and be successful adults c) …they have exciting opportunities in life and have high aspirations of themselves d) …they are valued members of society

3: Legislation, statutory requirements and statutory guidance

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

● Behaviour and discipline in schools: advice for Headteachers and school staff, 2016

● Behaviour in schools: advice for Headteachers and school staff 2022

● Searching, screening and confiscation at school 2018

● Searching, screening and confiscation: advice for schools 2022

● The Equality Act 2010

● Keeping Children Safe in Education 2022

● Exclusion from maintained schools, academies and student referral units in England 2017

● Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2022

● Use of reasonable force in schools

● Supporting students with medical conditions at school

● It is also based on the Special Educational Needs and Disability (SEND) Code of Practice. In addition, this policy is based on:

● Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

● DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

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

4: Definitions

4:1 Constructive Behaviours

We actively promote behaviours which help to support a Happy, Successful and Safe Community. We seek to reward these behaviours, recognising that our community is built on a shared investment in the work we do to realise the positive potential of our students.

We have codified the most basic of these expectations which constitute "Getting It Right" at Bay House;

- Turn up on time
- Take responsibility for your equipment
- Follow instructions
- Be polite and respectful to those around you

We believe that, with the appropriate support, everybody in our community can meet these expectations all the time.

We recognise that many of our learners exceed these basic expectations and we aim to recognise and celebrate this.

4:2 Misbehaviours

Some behaviours have the potential to be harmful to our ability to maintain a Happy, Successful and Safe community. These behaviours need to be addressed so that they do not undermine our aspirations for our community. Our systems for managing behaviour aim to give students opportunities to learn from their errors and develop their characters. We recognise that challenge can be uncomfortable but equally that is necessary if young people are to grow into reflective responsible adults.

We think of these behaviours at three levels.

The first level of behaviours can be addressed by courteous and mutually respectful interactions between staff and pupils. This would include:

- A first or second incidence of disruption to learning.
- A low level concern about behaviour in the corridor or at unstructured times in the school day- for example shouting or moving without due care for others.
- A first or second incidence of lateness.
- Lack of equipment or incorrect uniform.

A second level of behaviour would require the support of another adult to resolve this might include
- Disruption in lessons which persists beyond attempts to address it.
- Non completion of learning activities despite attempts to support their completion
- Unsafe behaviour in corridors or at unstructured times
- Concerns about uniform or equipment which persist despite attempts to support their resolution.
- Failure to follow reasonable instructions in a timely manner
- Inappropriate responses to staff
- Unkind behaviour to peers

The third level of behaviour represents a significant challenge to our ability to keep our community Happy, Successful and Safe. These behaviours need to be addressed as a concern for the Whole Community.

These include:

Behaviours which represent a serious safeguarding concern such as:

- Bullying of any kind
- Internal truancy
- Entering a toilet cubicle with another student
- Misuse of technology

4.3 Red Line Behaviours

- Violence
- Possession of weapons in school
- Abuse of staff
- Sexually inappropriate behaviour
- Derogatory Language or discriminatory behaviour
- Possession of prohibited objects into school- these include the following:
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Vapes
    - Fireworks
    - Pornographic images
    - High Caffeine/Energy Drinks
    - 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 student)
- Implacable defiance

4.4 *Implacable* Defiance?

We use the word Implacable to indicate that a refusal to follow instructions has persisted beyond reasonable attempts to remove obstacles to compliance.

5: Bullying

We do not tolerate unkind behaviour which is in conflict with our Happy, Successful, Safe ethos. Not all unkind behaviour is bullying.

We consider unkind behaviour to be Bullying if it is demonstrably:

- **Targeted** at a group or individual
- **Sustained**, often over a period of time
- **Persistent**, continuing despite efforts to stop it.

and can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, physical attention, comments about sexual reputation or performance, inappropriate touching, "upskirting" or making sexualise images of others
Physical	hitting, kicking, pushing, taking another's belongings, any use of violence
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
Prejudice-based and discriminatory: • racial • faith based • gendered (sexist) • homophobic / bi-phobic • transphobic (including non binary identities) • disability based • personal remarks including about appearance or family members	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg gender, race, sexuality.) Being unfriendly, excluding or tormenting.

Anti-Bullying Strategy

Details of Bay House's approaches to preventing and addressing bullying are set out in our anti-bullying strategy.

6: Roles and responsibilities across the Bay House

6:1 Staff:

We want Bay House School to be a place where pupils recognise that staff have their best interests at heart. This would mean that when we ask them to do something they know it will be because we are trying to do what is best for them.
To support this we expect our staff to:
- Build relationships founded in mutual respect
- Model courtesy and compassion in all their interactions
- Have high expectations for positive behaviour at all times
- Avail themselves of every opportunity to recognise and reward constructive behaviour both in the classroom and beyond it.
- Support and challenge students in order for them to meet expectations
- Remain curious about factors that may inform behaviour and look out for patterns that may indicate a safeguarding concern or other unmet need.
- Have clear rules and routines for behaviour in classrooms
- (for teachers) managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Engaging parents and carers to share positives, and to work in partnership to address concerns
- Record both constructive and misbehaviour as appropriate
- Ask for help with misbehaviour which needs the support of another adult if it is to be addressed effectively

6:2 Tutors:

Tutors are the first point of contact for most parents and carers and a daily presence in the lives of their tutees. Highly effective Tutors have a significant impact on their tutees' school experience and learning, and mitigate a number of the risks of negative outcomes. In addition to the expectations described above for all staff we would expect tutors to:

- build excellent relationships with each of their tutees and their family
- create and sustain a tutor group environment that is friendly, inclusive and kind.
- support each tutee in their positive engagement with all aspects of school - this includes monitoring their tutee's learning and progress through to their well-being, happiness, uniform, punctuality and phone

- maintain strong relationships with home being the person in school where parents share successes and worries, and any factors that may impact their child's learning and behaviour.
- liaise with teaching staff to share insight into the contextual factors that may impact the learning and behaviour of tutees.

6:3 School Leaders:

School Leaders are responsible for the monitoring of the impact of this policy, and contributing to its ongoing review and improvement. Serious breaches of our behaviour policy are rare but when they do occur our systems are designed so that all the most serious incidents are reviewed by the school's senior leadership daily. This means that leaders have direct oversight of these cases ensuring that the response is proportionate and impactful.

We expect the school's leaders to:

- Support staff to promote the school's Happy Successful, Safe ethos ensuring that misbehaviour is addressed in line with this policy
- monitor the implementation of this policy to ensure rewards and sanctions are applied consistently to all groups of students;
- ensure induction of new staff is rigorous and thorough so that all staff have access to the information they need to be effective Bay House teachers.
- ensure every colleague has a line manager who supports and enables them in building positive relationship, effective behaviour management and de-escalation, and ensure their line manager has access to appropriate training in behaviour management, the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour
- ensure this policy works alongside the safeguarding policy to offer students appropriate support including reward and sanction sa necessary
- Ensure data is regularly reviewed and monitored to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1).
- Provide ongoing support and challenge for colleagues through reflective dialogue for learning and development.
- Ensure that decisions are made with due reference to the need to balance between the needs of the individual young person and the wellbeing of the wider school community.

6:4 Governors

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Schools Executive to account for its implementation.

6.5 Parents and carers

We always want to work in partnership with parents to support their children to be Happy, Successful and Safe at school. There may be times when parents disagree with decisions made within the context of this policy- or even with the underlying principles of the policy itself. We welcome constructive

dialogue with parents and acknowledge that parental feedback can be very useful in exposing areas for improvement in our practice. We know that young people find it confusing when- having chosen to send their children to Bay House- their parents are not supportive of the routines and ethos of the school. We hold our staff to the highest standards of professional courtesy and we would expect parents to engage with them in the same spirit of collaboration, with the best interest of the child at the heart of everything we do,

We would ask that parents

- support their child in building positive relationships with staff and pupils in school
- acquaint themselves with the school's expectations and support their child to meet them
- inform the school of any changes in circumstances that may affect their child's behaviour
- ● discuss any behavioural concerns with the class teacher or tutor promptly
- Use the school's official processes to discuss concerns, refraining from sharing details of school matters on social media

6.6 Children and students

We expect all young people at Bay House to be active participants in the school's Happy, Successful, Safe ethos. We value the diversity of our school community and we are committed to making school a place where every young person feels recognised and valued.

We expect all young people at Bay House to:
- Behave kindly and respectfully towards each other
- Understand the school's expectations and do their best to meet them
- Work in partnership with adults in the school asking for support to resolve concerns when they need it
- Be an active and intentional participant in their own learning and character development

7: Rewards and Sanctions

7.1 Bay House School's behaviour curriculum

We know that not all our learners will come to school with the same understanding of how we work together to build a happy, successful, safe community. It is our job as educators to address this through ensuring that there are lots of opportunities for young people to receive feedback about their behaviour. Subject and Tutor time provides space for students to reflect and develop their understanding of our school's character values of Kindness, Resilience and Self Regulation. In addition, regular assemblies and drop down sessions offer explicit guidance to students about our expectations.

7.2 Earning Rewards

Getting it Right Points: Each lesson, students are awarded a "Getting it Right" point for demonstrating the following expectations:
* Arriving on time
* Bringing the correct equipment and uniform
* Following instructions
* Being kind and polite

Star of the Lesson Award: One student per lesson is chosen for exceptional performance or demonstrating positive character traits such as kindness.

Excellence Award: Awarded weekly to recognize students who demonstrate outstanding academic performance or exemplary character. Parents are notified by card.

Examples of rewards that can be awarded in school include:

- Positive behaviour will be rewarded with:
- Praise
- Positive points
- Positive postcards and letters home
- Recognition in year assemblies
- Phone calls home to parents
- End of term/year rewards
- Reward trips/days
- Hot Chocolate Friday

7.3 Sanctions: Responding to Misbehaviour

Whilst we aim to make the routines of the classroom as predictable as possible, situations often arise where it is reasonable for a member of staff to exercise their professional judgment about the appropriate response. We aim to support our staff to feel that they can do what they feel is best for the young people in their class.

The school utilizes a consistent approach called the Reminder-Warning-Consequence (RWC) routine:

Reminder: A gentle reminder to redirect student behaviour without escalating the situation.

Warning: If misbehaviour continues, a clearer warning is given to help students understand the need to change.

Consequence: If the misbehaviour persists after a warning, a fair and appropriate consequence is applied, which may include:
* Change of seating within the classroom
* Change of task
* Short time-out

If the R/W/C routine is ineffective, the following procedures may be implemented:

- **Relocation:** Students who continue not to meet expectations may be relocated to another classroom. Parents are informed of such relocations.
- **Detention:** A 30-minute detention can be assigned for serious disruptions in the classroom.
- **I-room:** In some cases, students may be withdrawn from lessons and spend time in a designated reflection area (I-room) to refocus.

We ask staff to remove a Getting it Right point when a student has got to the *Warning*

There may be a situation where it is not appropriate to work through all the stages of RWC and a staff member may move straight to the implementation of a consequence.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending students home to change their uniform
- A verbal reprimand
- Removal to another lesson (This is arranged in department areas and is often the closet classroom)
- Expecting work to be completed at home or at break/lunchtime
- Withdrawal of privileges
- Confiscation of items
- A restorative conversation - break, lunch or after school
- A restorative conversation after school following parental contact
- Referring the student to a line manager
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Community service (where possible, related to the behaviours that have gone wrong)
- Agreeing a report card
- Agreeing a behaviour support plan
- Agreeing a behaviour contract
- Internal inclusion (I-Room)
- Managed respite at another school
- Suspension from school
- Permanent exclusion from school (considered as an absolute last resort)

Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion.
This includes but is not limited to:

- Persistent breaches of the school's behaviour policy
- Threats and/or assaults on a member of the school community
- Possession of an offensive weapon such as a knife
- Possession of drugs
- Racist, sexist, homophobic or discriminatory behaviour

- Criminal or alleged criminal behaviour
- Vandalism of school property
- Bringing the school into disrepute
- Sexual harassment and sexual violence, which is any unwanted sexual behaviour that causes humiliation, degradation, pain, fear or intimidation. In the event of a serious sexual assault incident, the school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other students and adults in the school this is explained in 'Sexual violence and sexual harassment between children in school and colleges' - September 2021

7.5 Violence and Physical Aggression Between Students

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

The school has a zero tolerance of any form of violence or aggression.

We are committed to ensuring that Bay House School is always a safe place to learn, where all students are able to grow up understanding that fighting, assaults and physical bullying of any kind are unacceptable behaviours in school and society.

7.6 Verbal abuse, Sexism and Sexual harassment

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments we will:
- Ask students to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour- this may take place in the I-room or a detention after school
- Inform the pupil's guardians about the incident where appropriate
- Monitor the behaviour for any recurrence

Our PSHRE curriculum covers what healthy and respectful behaviour towards one another looks like.

7.7 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the School.

Under the (Education and Inspections Act 2006) schools have the statutory power to discipline students for misbehaving outside the school premises. The school will respond to any incidents of students misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

Examples of unacceptable behaviour outside the school may include when a student is:
- Taking part in any school organised or school related activity
- Traveling to and from school
- Wearing school uniform
- Lingering in the local area that surrounds the school 30 minutes after their school day finishes whilst in school uniform

Further examples also include:
- In extreme cases (such as bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school
- Criminal or alleged criminal behaviour that demonstrates risk to other students and/or the good order of the school
- In rare cases, the school may decide to educate a student elsewhere

7.8 Internal Inclusion (I-Room)

We may use the i-room (internal inclusion) in response to serious or persistent breaches of this policy. Students who refuse to be relocated to another classroom (section 7.3) may be sent to their Year teams who may place them in the I-Room for the rest of the day where they will be expected to complete the same work as they would have in class.
Students who do not attend a given 60-minute detention may also be referred to the I-Room by their Head of Year.

7.9 Managed Respite

A managed respite means that a student will complete their set work in the inclusion room at a partner school (for example, Brune Park) This room will be staffed by a member of staff at all times. They will also not be permitted to be in the playground at break or lunch times for this sanction. This sanction is used by the Headteacher when there has been repeated disruptive behaviour or a serious breach of the school's behaviour policy.

7.10 Suspensions

The letter, which is issued when a student is suspended, explains clearly the responsibility that the student should not be in a public place during the period of the suspension. For suspension beyond 5 days, the local school will provide suitable alternative provisions. For permanent exclusion, it is the responsibility of the local authority to provide education for the excluded student after a period of 5 days. If a student is present in a public place during school hours during a suspension they

may receive a Penalty Notice from the local authority unless there is reasonable justification for doing so.

7.10.1 Procedures

If an incident is deemed serious enough to involve a suspension, the school will endeavour to contact the parents on the day of the incident
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them
- Work will always be provided on Google Classroom for the length of the suspension.
- Parents will be requested to meet with a member of the year team and potentially a member of the senior leadership team or the Headteacher on the day the student returns to school to ensure such events do not reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter.

7.11 Direction to off-site provision

In certain circumstances, and at the discretion of the Headteacher, students may also be directed to off-site provision. Parents must ensure that their child attends the placement otherwise they will be registered as an unauthorised absence. Poor attendance could result in a penalty notice (fine) or a court order for poor attendance

7.12 Managed moves

The Local Authority operates a protocol for managed moves. The school will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the structures laid down in the managed move protocol.

7.13 Resources and support

The school, where necessary, will ensure effective early identification and integration of interventions and services (where necessary) to meet the needs of children and families, including (but not exhaustive):
- Subject, Tutor or HoY report card
- Internal mentoring
- Senior student mentor
- Counselling (various)
- Assignment of a key worker
- Behaviour support plan
- RAG timetable
- SEND referral
- PALS support
- Bereavement counselling
- Risk assessment

- Augmented timetable
- Early Help Hub
- Team around the family
- Parental classes/workshops
- Work experience
- Youth offending service
- Police liaison
- Alternative provision

7.13 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8: Behaviour Management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom:

They will:
- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with a student, which may include o Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally o 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

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 reports to parents (see appendix 3)

8.3 Mobile phones and other electronic devices

There is a wide body of evidence which speaks of the bad impact that mobile phones have on young people's progress and ability to form positive relationships in school. Mobile phones should be switched off in bags from the time when young people come on to the school site until they leave at the end of the day.
- Phones should not be in pockets or otherwise carried about the person.
- Students are not permitted to walk around the site with a phone in their hand or headphones in.
- Phones must be switched off and not put on silent mode
- If mobile phones or other electronic devices are seen by a staff member they will be confiscated and taken to the reception. There they will be labeled and kept in the school safe.
- A detention will be set and this will escalate in response to repeated breaches of this rule.
- Confiscated items can be collected after school by the student.
- There may be occasions when teachers will allow students to use mobile devices and/or headphones in lessons with their explicit permission.
- Internet enabled devices, such as watches, will also be confiscated if they are a distraction to learning, and/or being used to communicate or listen to music. Students are permitted to take out and use their phones once they have left the classroom following their last lesson of the day.

8.4 Confiscation

Banned items brought into school by students may be confiscated by a member of staff and returned at a later time to the student or parent/carer at a time convenient to the school. Banned items include;
- Items that are considered to be unhealthy food, drink and chewing gum
- Lighters and matches
- Items that are non-school uniforms such as hoodies
- Mobile phones and other electronic devices that are seen/heard

From time to time, certain items not listed here may be deemed to be banned by the Headteacher if they reasonably pose a threat to the safety and well-being of students or the good order of the school.

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.
   Prohibited items include:
   - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes and vaping devices
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

In the case of confiscation of a weapon or other illegal items, the police will be informed and the item released only to them.

8.4 Searching students

Students may be searched, in the presence of a male and female member of staff if the school has reasonable grounds to believe that a child is in possession of a prohibited or banned item. Reasonable grounds can be defined as:

- Information from another student or member of staff that a child was seen with the item or had said that they had it
- Information from a member of the public, parent or professional as seen with the item or had said that they had it
- CCTV evidence that the child had the prohibited or banned item.
- A child has brought in the item previously and therefore regular searches are part of their reintegration into school
- Smells, sounds or visible signs that the child may have a prohibited or banned item such as the smell of cannabis, a ring tone for a mobile phone or smoke from a vape or cigarette
- If multiple students are found in the same toilet cubicle together.

If a child refuses a search with reasonable grounds, the behaviour policy will be applied.

A child can permit a search without reasonable grounds.
Anyone who is authorised by the Headteacher can conduct a search. Searching and screening students is conducted in line with the DfE's latest guidance on searching screening and confiscation.

9: Student Support

9.1 Duty of the school

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Whilst all pupils identified with SEND are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers, in order to take full advantage of the educational opportunities available to all pupils. Adapted approaches will be used for pupils whose SEND causes them to display challenging behaviour.

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

Parents/carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the child/children.

9.2 Student Transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10: Training, learning and development

The induction process provides staff new to the Bay House and/or new to roles in the Bay House specific training, learning and development linked to this policy.

All Bay House staff have a line manager who is responsible for supporting and signposting their ongoing learning and development through directed time (teachers) and a suite of learning opportunities including:

- Positive behaviour management
- Creating positive learning cultures
- Being an emotionally available adult
- The appropriate use of physical intervention
- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- The impact of trauma

- Restorative conversation
- De-escalation

11: Monitoring arrangements

Bay House school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed each term by the school's leadership. The data will be analyzed from a variety of perspectives including:
- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

12: Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and The Local 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 Director of Schooling

13: Links with other policies

This behaviour policy is linked to the following policies
- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-bullying policy