



Campion School

The best in everyone™

Part of United Learning

Behaviour Policy

Date of Last Review – January 2025

Review Frequency – Annually

Review Date – 1st February 2025

Person responsible for the Policy – Mrs K Bradley-Smith, Interim Principal

Ratified by Governors – 11th February 2025

Campion Behaviour Policy

Document Control	
Summary of Changes from Previous Version:	Updated to reflect changes to DFE guidance and changes to previous Behaviour Policy
Name of Originator/Author (including job title):	P Hammond Headteacher
Review By Date:	December 2024
Date Issued after ratification by Governors:	1 st January 2025
Date of next review:	1 st September 2025

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Campion Behaviour Policy

1. Expectations

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the behaviour systems and follow them to bring about consistency of practice throughout Campion School. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands the choices and the consequences of their decisions. The policy also outlines the rewards that help make the system effective as we recognise that rewards play a vital role in the process of developing and maintaining outstanding behaviour.

Our key purpose is to ensure the safety, well-being and success of all our students. To ensure success for all, we have in place a range of interventions to support students, develop positive relationships and focus on learning.

At Campion School, we resist endless discussions around behaviour and spend our energy in returning students to learning. Poor conduct has consequences for learning and achievement. High expectations of staff and students make a positive contribution in our mission of 'Creating Brilliant Futures'.

Our Policy is built around our school values; **Respect, Integrity, Resilience and Ambition** and is aimed at supporting our students to exhibit the values that define our Campion Way.

The following adjustments are examples of what is available for all students;

- Time out pass
- Additional 'warning' in the classroom
- Additional 'warning' in unstructured time
- Use of fidget toys
- Specific seating position within the classroom
- Toilet/Medical pass

In applying this Policy, the school takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also takes into account the needs of students with special educational needs (SEND). The school will also have regard to its safeguarding policy where appropriate.

Students with identified SEND may have additional adjustments put in place to be agreed with the parents, carers and student. See appendix A for more details on Reasonable Adjustments.

2. Policy Implementation

Everyone has a right to feel secure and to be treated with respect. Harassment and bullying in any form will not be tolerated, including online and outside of school. Furthermore, Campion School is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and uses its best endeavours to make appropriate reasonable adjustments for students with disabilities (see Appendix A for further guidance on this).

All staff explicitly teach students how to behave well. All staff are to implement the School Policy consistently and fairly by setting the standards required to promote positive behaviour. Any adjustment to the approaches outlined in this policy will be made as a result of-part of the *assess, plan, do, review* process outlined in the Code of Practice (2015), for children and young people as having SEND that may impact their behaviour (see Appendix A for further guidance on this).

The Senior Leadership Team's responsibility is to ensure all staff receive regular training in implementing the Behaviour Policy. Also to implement effective systems for keeping records of all reported incidents, reporting to governors and parents and carers when required. Senior Leaders are highly visible and engage with all stakeholders in setting, modelling and maintaining a positive behaviour culture.

Parents and Carers are responsible for supporting the school and our Behaviour Policy. We encourage Parents and Carers to get to know our policy and take part in the life of the school and its culture.

Campion School understands the benefit of working closely with Parents and Carers. We encourage Parents and Carers to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects Parents and Carers to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and home learning.

In the event of any behaviour management issues, we will liaise with Parents and Carers and, if relevant, other local or national support agencies.

Students are expected to follow our Campion Way including travel to and from school, residential trips and other school activities. They are responsible for contributing to an atmosphere of mutual respect in which all members of our school community can flourish. All students are responsible for certain expectations in classrooms and in corridors. These expectations are underpinned by the school's values of **Respect, Integrity, Resilience and Ambition**.

Around the school

Calm and sensible movement around Campion School and safe, polite behaviour is always essential. Students and staff are expected to observe the one-way systems in place around the school site.

No food should be eaten when moving around the school buildings.

In the case of a fire alarm sounding, all students must make their way in a calm and sensible manner to the fire assembly point before lining up in their tutor group and adopting silence.

Catering areas (internal/external)

- Students are expected to wait in line calmly and in single file
- Environments should be respected and all litter put into bins

Toilets

- There are seven opportunities for students to use the toilets outside of lesson times. Students will be discouraged from using the toilet during lessons unless it is an emergency or they have a medical/temporary toilet pass
- Students will be discouraged from using the toilets during lessons 1, 3 and 5 in particular, as these follow a long period of time where students are able to use the toilets
- Students who have been found to have damaged the toilets may be charged and will be sanctioned in accordance with the school policy. They have not shown **respect** to our school environment.

3. Behaviour expectations

We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to **disruption free learning**.

Our key classroom expectations are simple and are tied into the school character values:

- We show **respect** to all adults and students.
- We follow all instructions at the first time of asking as this is a sign of **respect**.
- We **respect** our environment. We make sure all litter goes into the bin and we **respect** all facilities.
- We **respect** our uniform and are proud to be Champion School.
- We show **respect** by listening carefully, giving people our full attention.
- We show **integrity** by being truthful at all times. We apologise when we are wrong.
- We show **resilience** at all times and never give up on a task, even when it is hard.
- We show **ambition** by having high expectations of ourselves and others.

4. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and victim. Bullying will not be tolerated at Champion School. We have a telling school ethos, where every allegation of bullying will be fully investigated. We do not accept name calling or inappropriate language as 'banter'.

Please see our Anti Bullying Policy on the website for specific details.

5. Contextual Safeguarding

The context and motive of a student's misbehaviour will always be considered and where the behaviour raises concerns for the welfare of the student or it is felt that the student may be at risk of significant harm, staff will report to the DSL or Deputy DSL and follow procedures set out in the Safeguarding Policy without delay.

6. Rewards

Champion School rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation in and around the school. This Policy is designed to promote good behaviour and encourages students to support the school's values.

The reward system aims to create a clear, simple and recognisable structure that students and staff can use consistently, enabling students to feel more committed to school life and our values. Our reward system revolves around showing good character in and around the school.

At any time throughout the day a member of staff can award a praise point on Arbor for those students who have shown our school values; **Respect, Integrity, Ambition and Resilience**.

Staff also praise and reward students for good behaviour in a variety of ways (this is not an exhaustive list):

Teachers congratulate children
Teachers call home to inform the Parents and Carers
Nominated for an award in termly awards assemblies
Nominated for an award from the Headteacher
Rewarded for sharing excellent work through our Proud Table
Letters of praise from SLT
Postcards sent home
Reward trips/events
Queue jump passes for canteen
Canteen rewards vouchers

Cluster Character Awards
Best in Everyone Awards
Throughout the lesson the teacher can also award a praise point on Arbor for those students who have had an outstanding lesson and gone above and beyond.
Students will also be awarded with praise points for having expected attendance, attending enrichment activities and taking part in leadership and community events.

7. A guide to a Graduated Approach (Responding to behaviour - Preventing recurrence of misbehaviour)

Wave	Trigger	Internal Support	Success criteria	External support
Wave 1a- universal support	3 behaviour points in a week	Form Tutor report	Targets agreed (with measurable outcome)	Parents and Carers alerted
Wave 1b Guided support	Failure of 1a Wave targets OR 2 removals or higher in a week or 1 day FTS or I.R	Head of Year report 2 support strategies initiated* Review meeting with Parents and Carers/carer after 2 weeks Review SEND status/diagnostics	targets agreed (with measurable outcome)	Parents and Carers alerted
Wave 2 targeted support	Failure of Wave 1b targets 5 days+ (multiple) FTS or I.R	SLT report At least 2 support strategies used* Review meeting with Parents and Carers/carer (after 2 and 4 weeks)	targets agreed (with measurable outcome)	Parents and Carers alerted and possible Early Help
Wave 3 specialist support	Failure of Wave 2 targets 8 days FTS (multiple) or I.R	SLT report At least 2 additional support strategies explored* Review meeting with Parents and Carers/carer and other internal and external agencies e.g. SENDCo (after 3 and 6 weeks)	targets agreed (with measurable outcome)	Notify LA via monthly SASS meeting of a student who could be at risk
Wave 4 intensive support	Failure of Wave 3 targets 10 days (multiple) FTS or IR	Continued SLT report Review meeting with Parents and Carers/carer and HeadTeacher and other internal and external agencies e.g. SENDCo. Intensive review of all strategies and paperwork carried out with relevant staff and professionals to identify provision so far and any gaps in provision	targets agreed (with measurable outcome) Actions any outcomes arising from intensive planning meeting	Formal discussion with SASS (LA) on ways to avoid a Permanent Exclusion
Wave 5 placement review	Failure of Wave 4 targets and intervention	AHT Pastoral and HT review meeting and other internal and external agencies e.g. SENDCo - have all options been exhausted?	Notify LA Alert Parents and Carers/carer to risk of permanent exclusion	Exploring all alternatives to Permanent Exclusions

Support/Intervention is always put in place on a case by case basis, considering any specific needs with a view to improve behaviour. Support is reviewed regularly.

*Possible Permanent suspension***

**Please note that alternative provision/offsite direction may be considered immediately for a serious incident and may also form part of a previous wave strategy if this is the best support for the student and all relevant parties are in agreement with this.*

***Permanent Suspension can be the result of a serious breach of our school's rules or Behaviour Policy. Each incident is investigated on an individual basis. The Headteacher will make the final decision regarding permanent suspension.*

8. Sanctions

If a student fails to adhere to the rules and expectations set out by the school in the classroom we operate a simple and structured system of **'Warn', 'Remove'**:

Warn (logged on Arbor, no behaviour points): If a student does not meet expectations, teachers will clearly communicate a verbal warning to the student. Students will only be warned once.

Remove (one behaviour point logged on Arbor): If students fail to meet expectations for a second time, they will be sent immediately to the remove room for the remainder of the lesson. This is logged onto Arbor by the teacher or supervising member of staff. A student will be given three minutes to arrive to the remove room.

If a student walks out of a lesson, without permission from a member of staff, this will be logged as a remove and on-call alerted who will collect the student and take them to the remove room. If a student chooses to go to the remove room instead of their timetabled lesson an attempt will be made to get them to their lesson. If they refuse they spend the remainder of the day in the Internal Reflection Room.

NOTE: we apply reasonable adjustments for **Warn** and **Remove** where appropriate **see Appendix A for adjustment to Policy for students with SEND.**

Internal Reflection (logged on Arbor, no further behaviour points)

This may be an alternative to avoid a fixed term suspension (FTS) and is used as an area in which students are isolated from the rest of the school for serious or persistent breaches of our Behaviour Policy. Internal Reflection is used for the following escalations (note: this is not an exhaustive list):

- **Failure to get to the removal room within 3 minutes** – one full day in the Internal Reflection room.
- **Failure of removal room** – one full day in the Internal Reflection room.
- **Refusal to enter removal room** – one full day in the Internal Reflection room.
- **Walking out of removal room** – one full day in the Internal Reflection room
- **Two removals in a day** - two full days in Internal Reflection and Parents and Carers will be called in for a meeting.
- **Two removals in a week** – one full day in Internal Reflection. **If this continues for more than two consecutive weeks Parents and Carers will be called in for a meeting**
- **Persistent breaches of the uniform policy** – students will always be given the option to borrow uniform from our uniform room
- **Persistent breaches of the Behaviour Policy**
- **Following a successful reintegration meeting after a suspension** - one full day Internal Reflection
- **Racist/homophobic/transphobic/misogynistic language**
- **Refusal to hand phone over (when seen or heard in school)**

If a student fails the expectations as set out below then they fail the day and repeat it. If a student has had no strikes during the day and completed a substantial amount of work the sanction will be considered as successful. Students will be provided with their lunch and have access to water throughout the day. A toilet is always available for students to use, however, this will be discouraged during lesson time as per our Behaviour Policy.

Upon entering Internal Reflection, students will; sign in on the register, place their phone in a locker, sit in a designated seat in the room, and they are expected to work in silence throughout the day.

Expectations in the Remove Room, Internal Reflection and Break and Friday after school detentions:

Students

- Arrive on time
- Bags and coats under the chairs
- Face towards the front
- Do not communicate with other students or make a noise
- Follow all instructions at the first time of asking
- Complete all learning and reflection activities

Detentions

Break Time 20 minute detentions (one behaviour point logged on Arbor)

Reasons (this is not an exhaustive list)

- Failing to follow instructions – not respecting staff (for example – refusing to pick up litter)
- Late to school
- Late to lesson
- Uniform infringement
- Failure to follow the one-way system (F Block)
- Chewing Gum
- Littering
- Vandalism (minor)
- Inappropriate body language/gestures
- Putting hands on another student without permission (with exception of playing contact sports e.g. football/basketball/rugby)

Late Detentions:

Morning

All students enter through the school gates and must be on school site by 8:35am.

Any student arriving after 8.35am will be classed as late unless:

- School transport is late.
- Parents and Carers has contacted the school to explain that the reason is out of the student's control.

Students will be placed in a 20 minute same day break time detention.

Lesson Lates

If a student is more than 4 minutes late to a lesson this will be a 20 minute next day break time detention. If a student is purposely delaying their arrival to lesson, they will be placed in Internal Reflection.

45 minute SLT detention (Fridays) logged on Arbor (2 behaviour points)

(This is not an exhaustive list);

- Persistent breaches of the Behaviour Policy as per behaviours in the above list
- Two 20 minute break time detentions in a week

See expectations as set out earlier in section 8

Escalation:

If a student does not attend the break time detention or fails it, then they will be placed in SLT 45 minute detention on a Friday after school. The same system as in-class behaviour will be in place – ‘Warn, remove’.

If a student does not attend the detention or fails it, then they will be placed in Internal Reflection for the following day.

Malicious accusations against staff

These can be very damaging for a member of staff’s welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student(s) will be sanctioned with a suspension or day in Internal Reflection. The length of suspension and whether this is internal or external will be treated on a case by case basis.

The power to discipline beyond the school gate

The Behaviour Policy can extend to activities outside the school day and off the school premises when the student is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a student at the school;

Even where the four conditions above do not apply, the Behaviour Policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public, or could adversely affect the reputation of the school. This will include any instances of cyberbullying or mis-use of social media.

DfE guidelines state: ‘Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction’

9. Supporting students following a sanction**Bridge/SEND base:**

Some of our students require additional support and the implementation of sanctions alone is not appropriate. The Bridge or SEND base are areas where there is an opportunity for extra help for these students, both academic and in terms of their ‘well-being’, to ensure that we are meeting their individual needs. This may involve time in normal lessons as well as time spent within the Bridge according to need. Following successful intervention, the students are reintegrated into a ‘normal’ timetable again with support.

Pastoral review meetings determine whether it is appropriate for a student to access any of our additional support measures.

This meeting is a multi-agency style meeting with the following staff present as appropriate:

- Head of Year
- A member of SLT
- SENDCO
- Designated Safeguarding Lead or Deputy
- Member of Wellbeing team (Counsellor)

These meetings are held approximately every two weeks to determine additional interventions for students and may be based on:

Risk of Permanent Suspension (PX) e.g persistent disruptive behaviour.
Persistent poor behaviour.
Identified as vulnerable e.g. LAC/SEN/PP/Young carer.
Specific SEND that prevents engagement in mainstream lessons.
Attendance issues to include truancy.
Reintegration from alternative provision, excluded from another school, managed move or returning from extended absence.

Poor conduct is only one criterion for referral as students may require additional intervention for a wide variety of reasons. The Assistant Headteacher for Pastoral will normally chair these meetings. Minutes are taken at every meeting and actions are reviewed fortnightly.

Report Cards

As part of our graduated approach students can be placed on a report card intervention as a supportive measure. Students on report will have up to 3 measurable targets. Classroom teachers and Parents and Carers will be made aware via Arbor that the student is on report. The student will have a weekly review meeting with the member of staff e.g. Form Tutor, Head of Year, SLT to look at the targets for that week.

Alternative provision

To re-focus students and meet their educational needs they may follow an alternative curriculum e.g. CE Academy, NSTC or Progress Schools. The school also accesses more bespoke provisions through SEND where these are more suitable. In this case they will be educated off-site for a period that will be reviewed at regular intervals – this is done every 6 weeks. This will only be put in place if it is agreed by all parties that this is in the best interest of the child. The provider that the school uses will always be Ofsted registered if they are there for a greater time than 16 hours/week.

In addition, the school will work with other schools, where possible, to support off-site direction where these are an option.

10. Use of reasonable force

We always follow the Department of Education advice [‘Use of Reasonable Force - advice for school leaders, staff and governing bodies’](#).

Members of staff authorised by the Headteacher have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the student elsewhere (e.g., on a school trip or other authorised out of school activity). At Campion School all staff are authorised to use reasonable force by the Headteacher but will be used as a last resort.

The use of ‘reasonable force’ means using no more force than needed and will always depend on the circumstances of the case.

Where the use of force, i.e. restrictive physical intervention has been used once with a particular child there is a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used once with a particular child, the school will complete the Recording Physical Intervention Form. Parents and Carers will always be told when it has been necessary to use physical restraint on their child.

We externally train Pastoral and Senior staff on the use of reasonable force to allow them to reach a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the student concerned. We also advise all staff it should be used as a last resort.

Every member of staff will inform the Headteacher immediately after they have needed to restrain a student physically.

11. Prohibited items and searches

Mobile phones and Electronic Devices

Any student who uses a mobile phone or electronic device without permission or whose mobile phone goes off in school will have it confiscated by the member of staff. The phone will be held in a secure environment until the student collects it at the end of the day. The school follows **'See it, Hear it, Take it'**.

The school recognises the increased use and importance of mobile phones in society and realises that Parents and Carers may wish their children to carry mobile phones for reasons of safety and convenience in communication on route to and from school.

Procedure:

- We will operate a **'See it, Hear it, Take it'** policy. This will simply mean that the phone will be confiscated if it is seen or heard in school grounds*. The phone will be stored in a secure place until it is collected.
- If a phone is confiscated it will be returned to the student after school and a sanction will be logged on Arbor by the member of staff. The students will be required to attend a 20 minute detention at breaktime the following day.
- The restriction is in place at all times while the students is in the grounds of the school, this includes when students arrive and leave at the end of the day. It is also in place during enrichment after school.
- Phones should be put away before students enter the school gates and not accessed until they have left the site.
- Students will be able to contact home by approaching HOY/staff on duty/staff running clubs if they require to speak with their Parents and Carers.
- We will ensure that any important messages are relayed to your child throughout the day if you leave a message at reception.
- Students who refuse to hand the phone over to a member of staff will be placed in Internal Reflection for the rest of the day and the phone will be confiscated. Refusal to go into Reflection will result in a Fixed Term Suspension. Contact will then be made with the Parents and Carers of the student to arrange a time to collect the phone.
- If a student's phone has been confiscated more than once in a half term then the phone will be confiscated until the Parents and Carers is able to collect it.

Sixth Form

Sixth Form students are permitted to use mobile phones including headphones **ONLY** when they are in the Sixth Form Centre and in no other areas around the school.

The school appreciates the support of Parents and Carers in upholding the Mobile Phone Policy. We ask that Parents and Carers do not contact their child directly during the school day. We will ensure that any important messages are relayed to your child throughout the day if you leave a message at reception.

Use of social media

The policy applies to all forms of social media and applies to the use of social media for both school purposes and personal use that may affect the school, students or staff in any way.

Misuse of social media include **(this is not an exhaustive list)**:

Damaging the school or its reputation, even indirectly.
Use that may defame school staff or any third party.
Use that may harass, bully or unlawfully discriminate against staff, other students or third parties.
False or misleading accounts.
Use that impersonates staff, other students or third parties.
Expressing opinions of the school's behalf
Using school logos or trademarks

Students can report misuse of social media to any member of staff in the school. This should be logged on CPOMS under E-safety concern and a member of staff (varies depending on seriousness) will investigate and sanction. Any incident relating to safeguarding will be handled by a member of the safeguarding team.

In line with Government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Keywords are picked up by Sensco software and usage is tracked and sanctions applied where applicable.

Social media usage can be incredibly useful when used correctly and responsible use of social media is promoted. However, breach of the policy on the use of social media will result in sanctions. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Banned Items

All our students must be safe and have high standards of dress at all times. For these reasons, the following items are not permitted and should not be worn or brought to school. All staff will confiscate such items consistently.

Jewellery should not be worn to school, including facial piercings of any kind (e.g. lip/ nose / tongue/eyebrow etc), bracelets. Students are permitted one ring, hidden necklace and one pair of stud earrings
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Hairstyles should be sensible. No 'pattern cuts' or excessively coloured hair
No different coloured extensions are allowed (either braided or dyed) and must be close in colour to the natural hair colour of the students
Hoodies
Denim jackets
Coats with inappropriate logos
Any type of hat or caps
Bandanas
Only minimal makeup
Long, nails (health and safety/sport)
Fake eyes lashes
Tattoos
Chewing gum
Energy drinks
Alcohol
Drinks in glass bottles
Laser pens
In possession of weapons or any article that could cause personal injury ; or damage to the property of the school or any person.
Illegal drugs (inc. Edibles) / drugs paraphernalia (inc. grinders)
E-Cigarettes / Vapes / Tobacco (inc. Snus) or smoking paraphernalia (inc. cigarette papers, lighter)
Fireworks or fun snaps
Pornographic images

Other Confiscated Items

Items taken from students during the school day are usually returned at the end of the day (other than items such as vapes/energy drinks etc which will be disposed of). However, where a student persistently brings/uses other confiscated items during school hours, Parents and Carers may be requested to come to collect. Unclaimed items are sent to lost property in the reception area at each half term. These items are then periodically given away to charity shops if left unclaimed.

The law relating to searches

Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for schools – July 2022. This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" ("Specific Banned Items").

It may also be necessary to undertake a search of a student's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. Any banned item in this section listed above can be searched for.

Only the Headteacher or a member of school staff authorised by the Headteacher, can undertake the search of a student and there must be a witness (also a staff member). At the school the Headteacher also gives authorisation to any members of the Pastoral Team and Senior Team to carry out searches.

The person carrying out the search should be the same sex as the student being searched. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness), only where the Headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately. Or where it is not reasonably practicable to summon another member of staff.

Any searches of a student's own person or of their possessions must be carried out with due consideration for the student's personal dignity, health and safety, the school's Safeguarding Policy, United Learning staff-student relations guidance, and the school's own Equal Opportunities Policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

If we suspect that students are in possession of the following banned items, students may be searched for them without their consent and without the consent of their Parents and Carers:

Knives or weapons
Alcohol
Illegal drugs
Stolen items
Tobacco, vape devices/material and cigarette papers
Fireworks
Pornographic images
Any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the student)

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vape material, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Headteacher may carry out searches without consent. These will be the most appropriate members of staff.

Where an item prohibited by this Behaviour Policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it

contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Please note - the school will notify Parents and Carers when a search has taken place regardless if items are found or not.

Searches with consent

The School may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The person conducting the search may not require the student to remove any clothing other than outer clothing.

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual Complaints Policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation – advice for headteachers, staff and governing bodies' - www.gov.uk/government/publications/searching-screening-and-confiscation in deciding what to do with confiscated items.

Refusal by a student to be searched as per our behaviour policy could result in a sanction.

12. Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school takes into account guidance issued by the Department for Education. The school will monitor and deal with any drug issues promptly and be proactive in trying to prevent any future drug incidents. Students

will receive drugs education as part of the PSHCE programme and the school will also involve outside agencies such as drugs education charities where applicable.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the school's Behaviour Policy. The sanction is likely to be, except in exceptional circumstances, permanent suspension from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent suspension.

Using illegal drugs will, except in exceptional circumstances, lead to permanent suspension. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. Any incidents will be reported to the governors for their consideration.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested.

Similarly, any drugs-related paraphernalia such as needles will be disposed of. The school may carry out searches for drugs in accordance with this policy.

Parents and Carers involvement

The school will inform Parents and Carers when their child has been found to be involved in drugs unless in exceptional circumstances where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform Parents and Carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

13. Removal from classroom

A decision to remove a student from classroom will be in line with our Behaviour Policy. Students will continue to access their curriculum in a supervised area, for example Remove Room, Internal Reflection Room.

See Appendix A for reasonable adjustments to SEND students.

14. Suspensions and Permanent Exclusions

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them.

Suspension is a very serious sanction and not taken lightly. The decision to suspend a student from the school is made only by the Headteacher (or 'Acting' Head if the Headteacher is not available. The Senior Deputy Headteacher is designated as 'Acting' in this instance). Parents and Carers will be informed by telephone, email and by letter if their child is suspended.

Parents and Carers are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period and the school is responsible for providing school work for the first five days. Parents and Carers are expected to attend a reintegration meeting with a member of the pastoral or senior team on return from any suspension. See Exclusions Policy for more detail.

Reasons for a likely Fixed Term Suspension are listed below (**please note this is not an exhaustive list**). Reasonable adjustments will always be used where applicable.

Persistent breach of the Behaviour Policy
Deliberately risking the health and safety of others in the school
Deliberately spitting towards somebody else

Walking around the site without permission
Fighting (Primary fighter – Suspension, Secondary fighter – at discretion of Headteacher). If responsibility is mutual then at the discretion of the Headteacher
Refusing/failure of Reflection room
Swearing or using abusive language in the presence of others
Setting off fire alarm/extinguishers
Damage to school property including graffiti
Continued Bullying
Intimidation or aggressive behaviour towards other students
Repeated non-cooperation with a member of staff
In possession of a banned item
Using lighters matches or cigarettes which endanger the safety of the building. *repeated vaping or being present with other people vaping
Sexist, racist or homophobic behaviour
Sexual misconduct
Breaching school ICT security
Bringing fireworks into school
Bringing alcohol into school or being under the influence of alcohol or other substances
Malicious allegations against staff
Theft
Harassment or intimidation of a member of staff or student at school or off site
Bringing the school into disrepute (including travelling to and from the school)
Refusal to hand phone over for breaking the school phone rule
Refusal to be searched
<i>N.B. Please note this is not an exhaustive list of reasons for Suspensions</i>

Permanent Exclusions

Permanent Exclusion -will be used as a last resort

- in response to a serious breach OR persistent breaches of the school's Behaviour Policy; AND
- where allowing the student to remain in the school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Examples of reasons for permanent exclusion may include: **this is not an exhaustive list**):

- a serious breach of safety requirements likely to endanger other people or yourself;
- use or possession of or supply of alcohol or illegal drugs within the school premises or during school organised activities;
- removal or damage of school property;
- stealing from the school, employees of the school, or from students;
- intentional damage to property;
- abuse of the school's computer system and of the internet;
- sexual misconduct, abuse or assault;
- serious actual or threatened violence or physical assault against another student, member of staff or worker in the school;

- carrying an offensive weapon (defined as any item made or adapted for causing injury);
- bullying and/or harassment including racial, sexual or homophobic harassment;
- wilful defiance of the properly exercised authority of the school and its staff;
- bringing the school into disrepute or acting in a manner deliberately to undermine the school's principles or ethos.

In exceptional circumstances Campion School will automatically consider a Permanent Exclusion for students who commit a first or one off offence.

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010.

Sanctions are applied fairly, reasonably and proportionately and after due investigative action has taken place.

Exclusion Policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; work experience placement; over the telephone or online (such as on social media) etc.

The Investigation

Serious Incidents that require investigation

If there is an incident that requires an investigation, then this should be overseen by a senior member of staff. If no senior staff are available, then a senior Pastoral leader should carry out the investigation.

- Student (s) involved should be isolated immediately in Internal Reflection (or any other area that they can be isolated) and given the opportunity to write an initial account. It must be made clear to them to state where it happened, when it happened, which individual(s) were there and full details of what occurred. They are not to discuss the situation with anybody before completing the account.
- Phones should be taken from the students (s) and they are to be supervised whilst completing the account. The member of staff who supervises this should sign the account also. (The student may need support in writing the account).
- The student (s) will remain in isolation until the investigation is complete.
- Any member(s) of staff who were witness should email the member of staff overseeing the investigation with a full account as soon as possible.
- Any student (s) who were witnesses should complete an account whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing the account.
- The member of staff leading the investigation will speak with the witnesses regarding the accounts made to ensure that all relevant information is collected and then ensure that the accounts are signed.
- The member of staff leading the investigation will speak with the student (s) regarding the accounts made to ensure that all relevant information is collected and then ensure that the accounts are signed.

Reasonable adjustments for SEND students will be implemented to ensure they are fully supported through any investigations.

The member of staff leading the investigation will then discuss with the Headteacher the sanction to apply if they are at risk of suspension or permanent exclusion. The decision to exclude will be made, by the Headteacher, after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

If a decision to suspend has been made, Parents and Carers will be contacted at the earliest possible opportunity, by telephone if possible. The suspension or permanent exclusion will be confirmed (without

delay) by a letter signed by the Headteacher outlining the reasons. If a student has a social worker, or if a student is looked-after, the headteacher will also, without delay after their decision, notify the social worker and/or virtual schools, as applicable. The school will also notify the local authority, without delay.

N.B if a search of a student or belongings (i.e. mobile phone/bag/jacket) is required then there must be at least 2 members of staff present. There should always be at least 1 member of the same sex as the student.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the student is actually being excluded for);
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The school's Behaviour Policy, Special Educational Needs Policy and Equality Law obligations.

15. Monitoring and review

Campion School will monitor behavioural issues and evaluate the effectiveness of the behaviour policy regularly. This will help the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide an appropriate course of action, which may include more staff training, incorporating learning points into student's PSHCE/RSE lessons, or amending the policy.

Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale: Campion School is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with Parents and Carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies that may be used:
Increased use of praise
Time out card
Attendance to homework club
Seating Plan adjustment
Short and repeated instructions
Use of a visual checklist on student expectations
Private notification of warnings, including post it notes on desks
Chunked tasks

Examples of adjustments to the Behaviour Policy that may be used:
Pre-warning given
Shorter length of detention
Access to keyworker support in the Reflection room, when required
Time out card in the Reflection room
Shorter time spent in the Reflection room
Reflection room time does not roll over to the following day

Access to a laptop in the Reflection room
Restorative discussion with the teacher to take place immediately, rather than the end of the day

Please note the above are examples; strategies and adjustments that may be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.

Implementing Visual Timetables: Help students maintain positive behaviour by providing structure and predictability through visual timetables, aiding in smooth transitions and managing changes in their routine.

Cognition and Learning

- **Differentiated Behavioural Expectations:** Tailor expectations based on the student's cognitive abilities and learning profile.
- **Positive Reinforcement:** Use frequent and specific praise to encourage positive behaviour, highlighting successes and efforts.
- **Additional Support:** Provide one-to-one or small group support to help students understand and adhere to behavioural expectations.

Social, Emotional, and Mental Health

- **Tactical ignoring:** A behaviour management technique where attention is deliberately withheld from inappropriate behaviour to reduce its occurrence and reinforce positive behaviour.
- **Redirection:** A behaviour management technique where attention is shifted from inappropriate behaviour to a more appropriate and positive activity or behaviour.
- **Calm and Safe Spaces:** Create designated areas where students can go to calm down and self-regulate during periods of distress.
- **Emotional Regulation Support:** Teach and reinforce emotional regulation strategies, such as deep breathing, mindfulness, and relaxation techniques.
- **Consistent Routines:** Establish predictable and consistent routines to provide a sense of security and reduce anxiety.

Sensory and/or Physical Needs

- **Regular Sensory Breaks:** Schedule regular breaks for sensory activities to help students manage their sensory needs and stay focused.
- **Flexible Seating Arrangements:** Allow students to choose seating that meets their sensory and physical needs, such as standing desks or quiet corners.
- For children with more severe needs, as bespoke approach to reasonable adjustments may require extensive planning and further positive behaviour management strategies.
- write me a set of positive behaviour management strategies for children and young people with more significant social, emotional and mental health needs:

Positive Behaviour Management Strategies

- **Building Strong Relationships**
 - **Consistent, Trusting Relationships:** Establish stable, trusting relationships with a consistent adult or mentor.
 - **Empathy and Understanding:** Show empathy and take the time to understand the child's perspective and experiences.
- **Clear Expectations and Routine**
 - **Structured Environment:** Provide a predictable and structured environment with clear, consistent routines.
 - **Clear Rules and Expectations:** Communicate rules and expectations clearly, using visual aids if necessary.
- **Positive Reinforcement**
 - **Reward Systems:** Use reward systems such as token economies, praise, or certificates to reinforce positive behaviour.
 - **Specific Praise:** Give specific, positive feedback when the child demonstrates desirable behaviour.
- **Emotional Regulation Support**
 - **Teach Coping Strategies:** Teach and practice coping strategies such as deep breathing, mindfulness, and relaxation techniques.
 - **Emotion Coaching:** Help children identify their emotions and develop strategies to manage them effectively.
- **Social Skills Training**
 - **Role-Playing and Social Stories:** Use role-playing and social stories to teach appropriate social interactions and responses.
 - **Peer Support:** Foster peer support and buddy systems to help children build positive relationships.
- **Individualised Behaviour Plans**
 - **Tailored Interventions:** Develop individualised behaviour plans that address specific needs and triggers.
 - **SMART Goals:** Set Specific, Measurable, Achievable, Relevant, and Time-bound goals to guide behaviour improvements.
- **Calm and Safe Spaces**
 - **Designated Calm Areas:** Provide access to calm, safe spaces where children can retreat to self-regulate.
 - **Sensory Breaks:** Offer regular sensory breaks to help children manage sensory overload and stay focused.
- **Positive Role Models**
 - **Model Appropriate Behaviour:** Demonstrate positive behaviour and social interactions through adult role models.
 - **Mentoring:** Pair children with positive role models or mentors who can provide guidance and support.
- **Engaging Activities**
 - **Interest-Based Learning:** Plan activities based on the child's interests to increase engagement and motivation.
 - **Hands-On Activities:** Use hands-on, interactive activities to keep children engaged and involved.
- **Consistent Communication**
 - **Regular Check-Ins:** Hold regular check-ins with the child to discuss progress, challenges, and feelings.
 - **Open Dialogue with Parents and Carers:** Maintain open and consistent communication with Parents and Carers to ensure a coordinated approach.

These reasonable adjustments, which if employed for all children, may compromise the consistency of applying the behaviour policy. Therefore, such reasonable adjustments, will be agreed on a case-by-case basis and documented in a Pastoral Support Plan and/or a Behaviour Support Plan. These plans will be drawn up, in consultation with Parents and Carers, and where appropriate, in consultation with external agencies with specialism in social, emotional & mental health.

Where a child or young person is presenting with severe needs, that are not met through these reasonable adjustments, the Pastoral Support Plan and/or Behaviour Support Plan, will be reviewed in consultation with the Head Teacher.