



The Olympus Academy Trust Secondary Behaviour Policy

Document Summary

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*This policy has initially been created by the document owner and approved as a model by the Trust Improvement Committee. Schools have then adapted relevant sections to reflect their own individual settings and final approval for this has been provided by the School Improvement Committee as the table above.

Amendment History

Version	Amendment Date	Author	Amendment Summary
1.0	February 2023	Trust Director for SEND, Inclusion and Safeguarding	New model policy to be reviewed by Board of Trustees
1.1	9 th February 2023	Policy Coordinator	Policy approved by Trust Board
2.0	22 nd January 2024	Trust Director for SEND, Inclusion	Updates made – see v2.0 for details (shows tracked

		and Safeguarding	changes).
2.1	23 rd January 2024	Policy Coordinator	Final updates made for approval process. Change approval committee to Trust Improvement Committee. Sent for approval.
2.2	15 th February 2024	Policy Coordinator	Approved by Trust Improvement Committee. Sent to schools to make their updates to highlighted sections. These sections need to be approved by the School Improvement Committee.
3.1	11 th February 2025	Policy Coordinator	Policy approved by TIC. Sent to schools for their additions.
4.0	February 2026	Trust Director for SEND, Inclusion and Safeguarding	Updates made. See version 4.0 for tracked changes.
4.1	February 2026	Director of Governance	Clean copy for approval

Policy Introduction

We want all our learners to feel valued, included and part of our school community and, by being so, develop a strong sense of belonging to our school. The positive relationships between our staff and learners form the foundation for us to build an inclusive environment that offers support and encouragement where behaviour falls below our expected standard, whilst ensuring that we have a calm and safe school environment for all learners and staff.

Learners learn best in an ordered environment, and we achieve this when expectations of learning and behaviour are high; all members of our community have a right to feel safe in our classrooms and corridors. We expect behaviour to be of a high standard throughout the school day, when travelling to and from school and whilst participating on trips and visits.

Poor or unacceptable behaviour that disrupts learning, or negatively impacts on other learners and staff will have a response that is fair, proportionate and takes any additional needs into account. Our responses to behaviour are relationally informed, recognising that some learners require reasonable adjustments and additional support to thrive and succeed.

Creating a culture of excellent behaviour is a team effort and every member of staff within the school has a role to play to maintain high standards. What we permit, we promote. What we allow, we encourage.

1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- > [Behaviour in schools: advice for headteachers and school staff 2024](#)
- > [Searching, screening and confiscation: advice for schools 2022](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education](#)
- > [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- > [Supporting pupils with medical conditions at school](#)
- > [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- > [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- > https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_intervention_s_including_use_of_reasonable_force_in_schools.pdf 2026

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.

3. Definitions

Misbehaviour can include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes (unstructured times)
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour can include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
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- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)

- Banned items from school:
 - Electric scooters

4. Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy [[Anti-bullying Policy - January 2026.pdf](#)].

You may wish to consider the following points when developing your anti-bullying measures/strategy:

- How the school will prevent bullying
- How learners, parents/carers and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online

- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, making reference to sections 7 and 8 of this policy, where applicable
- How the school supports learners who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

The school uses the Olympus Academy Trust guidance on managing incidents of bullying and unkind behaviour .

5. Roles and responsibilities

5.1. The School Improvement Committee

Are responsible for monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation. The School Improvement Committee will regularly review the school's use of withdrawal from class, off-site direction use, suspension data, internal suspension, significant use of force, incidents of seclusion and incidents of non-force related restraint. This will include monitoring this data against protected characteristics.

5.2. The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this Behaviour Policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding and Child Protection Policy to offer learners both consequences and support when necessary
- Ensuring that the data from Arbor is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy (see section 13.1)

5.3. Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for learners
- Establishing and maintaining clear boundaries of acceptable learner behaviour
- Implementing the Behaviour Policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular learners
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging learners to meet the school's expectations

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

5.4. Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Encourage their child to show respect and support the school's authority to discipline its students.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or other staff promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5. Learners

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Behaviour Policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

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

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

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

5.6. Trust School Improvement Team

The Director for SEND, Inclusion and Vulnerable Groups has strategic responsibility for the Trust in relation to behaviour and exclusions and is responsible for:

- Monitoring school behaviour and exclusion data; providing challenge and support as required
- Working with school leaders to support improvement in both learner behaviour as well as developing positive whole school culture
- Monitoring each school's effective implementation of the Trust inclusion Phases
- Working with school leaders to secure an ethos of social inclusion
- Supporting leaders through research and collaborative-led approaches

- Ensuring we follow national and local processes where challenging behaviour leads to a suspension or exclusion from school – more information on exclusion is within the Suspensions and Exclusions Policy

6. School behaviour curriculum

Here, explain your school's approach to creating a culture that promotes excellent behaviour. Use agreed Behaviour Curriculum template as Appendix 1

Learners are expected to:

- Work hard, take part and be kind
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all learners to learn
- Move quietly around the school using the left-hand side movement system
- Treat the school buildings and school property with respect
- Always Wear the correct uniform (unless authorised to do differently)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1. Mobile phones

- Learners are allowed to have mobile phones with them on-site but must be switched off and out of sight in bags or lockers from entering the building to leaving the building
- There will be exceptions to the rules for medical or personal reasons agreed by SLT
- Parent/carers permission will need to be provided for exemptions
- Mobiles phones are the responsibility of the pupil/parent when brought onto school site
- If seen all staff have the authority to confiscate the phone and hand into reception. Sanctions are in place as per the mobile phone policy.

7. Responding to behaviour

7.1. Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with learners, which include:
 - Greeting learners in the morning/at the start of lessons on thresholds
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption- using the red card procedure
 - Using positive reinforcement

7.2. Safeguarding

The school recognises that changes in behaviour may be an indicator that a learner is in need of help or protection.

We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Our Designated Safeguarding Lead will work closely with staff and we will have a safeguarding first approach for learners whose behaviour is a concern.

Please refer to our Child Protection and Safeguarding Policy for more information [[Safeguarding and Child Protection Policy.pdf](#)].

7.3. Responding to good behaviour

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- ARBOR positive log
- Golden tickets
- Communicating praise to parents/carers via a phone call or written correspondence
- Weekly tutor rewards
- Certificates and reward assembly at the end of each 2 terms (Term 2, Term 4 and term 6)
- Whole-class or year group rewards, such as a popular activity, selected by students

7.4. Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of emotions coaching and personalised scripts.

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

When giving behaviour consequences, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future.

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

- Sending the learner out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the learner to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a learner 'on report'
- Removal of the learner from the classroom.
- An adjusted school day for a limited period of time

Serious Sanctions

Detention

SLT, HOYs and CTLs are authorised to set detentions.

Learners can be issued with detentions during break, after school or on weekends during term time under statutory guidance issued by the DfE.

We will always inform parents/carers in advance of detentions, unless it is a same day short threshold conversation/detention.

Our staff are encouraged to work in partnership with parents/carers at all times and our Arbor behaviour management system allows parents/carers the opportunity to monitor their child's behaviour in real time.

Arbor also allows the school to send automated detention messages to parents/carers from school staff.

When imposing a detention, the school will consider whether doing so would:

- Compromise the learner's safety
- Conflict with a medical appointment
- Prevent the learner from getting home safely
- Interrupt the learner's caring responsibilities

Internal suspension

An internal suspension is when a learner is removed from their usual classroom for a short period but remains in school. It may be used where behaviour is disruptive or escalating but does not meet the threshold for sending a learner home.

Instead of being sent home, the learner works in a separate, supervised space. They continue with their schoolwork and are supported to reflect on their behaviour before returning to lessons.

Internal suspensions are intended to:

- reinforce clear behaviour expectations
- keep them learning

- reduce disruption for other children
- avoid the risks that can come with being sent home

Internal suspension is:

- supervised
- structured
- time-limited
- focused on learning and reintegration

This is a short-term measure, not a long-term placement.

Internal suspension is not the same as isolation or seclusion.

Parents/carers will be informed on the same day that their child is removed from the classroom or will be placed into internal suspension moving forward as a response to serious behaviour.

Learners who have been removed from the classroom are supervised by SLT/HOY and will be removed for a maximum of 2 periods and 20 minutes unstructured time.

Learners will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Learners will be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help them successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for learners who are frequently removed from class, such as:

- Meetings with pastoral staff
- Use of teaching assistants where there is capacity to do so
- Targeted intervention such as the HUB (within the Inclusion phase guidelines)
- Short-term behaviour report cards
- Integrated Learner Support Plans
- Multi-agency assessment and referrals
- EHAP
- OSD for intensive work with student

Implementation of the Trust Inclusion Framework will form part of the school response.

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any **protected characteristics of the learner**.

Alternative to Suspension (ATS)

- The School and Trust are committed to reducing the impact of missed learning and may use an alternative to suspension with parental agreement. An ATS means that the learner will attend another Trust school's internal suspension facility. When a learner is vulnerable either due to safeguarding, from a low-income family, has high absence levels or a SEN, the ATS option will be considered

Headteachers will always have a right to suspend a learner for serious or violent behaviour and this decision rests with them.

Off-site direction

Following the DfE's statutory suspensions and exclusions guidance, we may direct a learner off-site for a period of time to improve their behaviour.

Parental consent is not required to direct a learner off-site to improve their behaviour

Off-site direction is a temporary move (i.e. a time-limited placement).

During the period of off-site direction:

- The learner might be in alternative provision (AP) on a part-time schedule with continued mainstream schooling, or full-time for a limited period
- Moved to another school on an intervention move. An intervention move requires the learner to be dual registered and to attend lessons within this school for a period of at least one term
- Placed into the Olympus Development Hub for support and intervention

Where a parent refuses to send their child to an alternative provider as detailed above for an off-site direction placement, absence will be recorded in line with the appropriate codes as set out in chapter 8 of the DfE's statutory guidance on Working together to improve school attendance. Unauthorised absence will be responded to in line with our Attendance Policy.

Any off-site direction placement must be kept under regular review with all parties involved including the parents, and this may involve shortening or extending the length of the placement if appropriate in the circumstances.

Suspension and permanent exclusion

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

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

Please refer to our [exclusions policy](#) for more information.

Responding to misbehaviour from learners with SEND Recognising the impact of SEND on behaviour

The school recognises that learners' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled learner caused by the school's policies or practices ([Equality Act 2010](#))

- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#))
- If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

- Short, planned movement breaks for a learner with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a learner with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a learner with sensory issues or who has severe eczema this must be authorised by SENDCO only
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where learners can regulate their emotions during a moment of sensory overload
- Discussion with SENDO before issuing sanctions

9.1. Adapting sanctions for learners with SEND

When considering a behavioural sanction for a learner with SEND, the school will take into account:

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

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

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

9.2. Considering whether a learner displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDCO) may evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

9.3. Learners with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. The LA has responsibility for ensuring provision needs can be met.

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

10. Supporting learners following a consequence

Following a consequence, the school will consider strategies to help learners to understand how to improve their behaviour and meet the expectations of the school.

- All learners will complete a reflection 'fix it' ticket after their time period in the inclusion room. These will be shared with HOY and CTL to discuss with staff and student
- Reintegration meetings are held after all suspensions and ATS placement and the school record these meetings using a Trust template
- Daily contact with the tutor/HOY as appropriate to inclusion phase
- A report card with personalised behaviour goals
- Inclusion phase checklist completed and support offered within the correct phase
- Meeting with parents
- Discussion at the pastoral team meeting to ensure all key staff are informed and have input

Personal circumstances of the learner will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5. Restrictive interventions, including use of reasonable force

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the learner, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a learner from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

The Olympus Trust Physical Intervention Policy provides the detail of the school's approach to managing incidents, recording and reporting incidents and the risk reduction plans used. This follows the DfE guidance issued to schools.

7.6. Searching, screening and confiscation and the use of reasonable force to search learners

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.7. Confiscation

Any prohibited items (listed in section 3) found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

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

7.8. Searching a learner

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the learner the opportunity to ask questions
- Seek the learner's co-operation

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the [Headteacher / deputy headteacher/ designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the learner is refusing to comply.

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

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

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a learner's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

7.9. Searching learners' possessions

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

- Desks
- Lockers
- Bags

A learner's possessions can be searched for any item if they agree to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

7.10. Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system, CPOMS.

7.11. Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

7.12. Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Safeguarding and Child Protection Policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.13. Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item.

Requesting that the Police come into school to conduct a strip-search would be rare in any school.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and will advocate for them at all times.

The school will follow the guidance set out in Searching, Screening and Confiscation 2023 at all times.

7.14. Off-site misbehaviour

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

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

Consequences may also be applied where a learner has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another learner
- Could adversely affect the reputation of the school

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

7.15. Online misbehaviour

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

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

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

7.16. Suspected criminal behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher / member of the senior leadership team / pastoral team or safeguarding team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.17.Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care, ART or Bristol services
- Report to the police

Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

The school follows the guidance set out in KCSIE 2025 and guidance on managing incidents of sexual harassment and sexual violence issued by the Trust.

7.18.Malicious allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and learners accused of misconduct.

Please refer to our [Child Protection and Safeguarding Policy](#) and [Allegations of Abuse Against Staff Policy](#) for more information on responding to allegations of abuse against staff or other learners.

11. Learner transition

11.1. Inducting incoming learners

The school will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy, the behaviour curriculum and the wider school culture.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

Termly update for staff and behaviour profiles shared with capture of student voice

Year team meetings alternate with behaviour focus on week B

The proper use of restrictive interventions

The needs of the learners at the school

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys of staff, learners, governors, trustees and other stakeholders about their perceptions and experiences of the school behaviour culture

The data will be analysed every term by [Sophie Williams- Assistant Headteacher Behaviour and Culture].

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

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, the school will review its policies to tackle it.

Data will be used by the Olympus Trust to monitor trends across the MAT.

13.2. Monitoring this policy

This Behaviour Policy is a Trust Model Policy that will be reviewed annually by the Trust Director for SEND, Inclusion and Safeguarding. It will then be updated by the Headteacher to provide the personalisation needed for their school setting and then approved by the School Improvement Committee.

14. Links with other policies

This Behaviour Policy is linked to the following policies:

- Suspensions and Exclusion Policy
- Safeguarding and Child Policy
- Physical Intervention Policy
- Anti-Bullying Policy
- Online Safety Policy