



Behaviour Policy

Reviewed by:	James Cleverly, Assistant Principal – Behaviour, and Welfare
Date:	1 September 2026
Last reviewed on:	1 April 2026
Next review due by:	31 August 2027
Version control:	6
Approved by:	Tracey Storey, CEO

Aims

TLC The Learning Centre operates a school designed for learners who have experienced significant difficulties in mainstream school. At TLC The Learning Centre we recognise the importance of positive and effective behaviour support strategies in promoting young learners' welfare, learning, and enjoyment. We are committed to providing an environment where all people can feel safe, happy, accepted, and integrated.

In order for this to happen, it is important that an orderly framework exists within which effective teaching and learning can take place. Boundaries are extremely important to ensure that our learners feel safe, protected and cared for.

We understand that behaviour is a form of communication and a learner's dysregulated behaviour is often a way of communicating that there is something happening in their life or that they are experiencing, or have experienced, trauma.

Many of our learners have complex needs and can present their own challenges, however, we will provide stability, consistency, and care which will allow them to develop and thrive in safety. We recognise how learners' trauma and previous lived experiences will influence their behaviour and responses to situations in school.

Staff recognise the difficulties that our learners face, and will act with compassion, integrity, and understanding in all interactions, following the principles of 'unconditional positive regard' for all learners.

Staff will ensure they implement effective support of behaviour and learning. Where responses are necessary, they will be issued consistently and fairly, with the reason for the response explained to the learner along with the future expectation.

The intention of the policy is to clearly explain the expectations of acceptable behaviour that learners should aim for and what behaviour is unacceptable for learners to display. It presents the behaviour levels, and the responses associated with each one and the possible rewards for positive behaviour.

Positive behaviour is central to achieving the school's vision of enabling every learner to feel safe, valued, and successful. We believe that positive relationships, high expectations and consistent support enable learners to develop confidence, resilience, independence, and respect for others. Our behaviour culture is designed to help every learner flourish both academically and personally, regardless of their starting point.

This policy aims to enable us 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 teaching and maintaining high standards of behaviour that reflect the values of the school.
- Define the expectations of and responses to behaviour choices and learners' responsibility for working towards behaviour goals.
- Provide a consistent approach to behaviour support that is applied equitably to all learners.
- Give clear definitions of unacceptable behaviour, including bullying and discrimination. This policy sets out the aim that behaviour is a whole school responsibility, and all members of TLC The Learning Centre are respected, with the rights and responsibilities below.

All members of TLC The Learning Centre will:

- Treat themselves and others with respect and dignity.
- Work safely and productively in a co-operative manner.
- Share information, skills learned, and concepts grasped – without distraction or disruption.

- Receive recognition and reward for successes and efforts.
- Have their self-esteem enhanced.
- Have equal opportunity to succeed irrespective of race, gender, religion, sexuality, ability, or disability.
- Have the opportunity to reflect on situations and find a way to learn from mistakes.

Legislation and Statutory Requirements

This policy takes account of:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation at School
- Equality Act 2010
- Keeping Children Safe in Education (current edition)
- Supporting Learners with Medical Conditions at School
- SEND Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014
- Restrictive Interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026)

It ensures compliance with ISS Part 3 (Welfare, health, and safety) and Part 8 (Leadership and management).

Standards of Behaviour

TLC The Learning Centre recognises that our learners have all had varying experiences of school environments and, as such, face their own challenges in navigating the school day.

We recognise our role in supporting learners' social and moral development alongside their academic achievements. The school sets out clear and explicit behaviour expectations in the school expectations to give learners a clear understanding of how they should aim to behave in school and amongst the wider community.

These behaviour expectations support learners in accessing our curriculum and making academic progress throughout their journey with us. Our behaviour expectations are based on the principles of honesty, respect, consideration, and responsibility.

Our teaching and support staff all play a critical role in supporting learners in meeting these expectations by aiming to:

- Create an environment that teaches, encourages, and reinforces positive behaviour.
- Promote learners' self-esteem, positive relationships, and responsibility for their own choices and actions.
- Ensure the school's behaviour expectations are clearly known and understood.
- Encourage the involvement of learners, home, and school in the implementation of this policy.
- Respond to learners' behaviour needs consistently with empathy and compassion.
- Commit to supporting learners to re-regulate before addressing behaviour incidents.

Expected behaviours are explicitly taught, modelled, and reinforced through daily routines, restorative conversations, tutor time, PSHE, assemblies and positive relationships with trusted adults. Staff recognise that behaviour is a learned skill and provide regular opportunities for learners to practise self-regulation, communication, problem-solving, and respectful interactions.

Definitions of Behaviour for Recording and Sanctions/Rewards

At TLC The Learning Centre we use a colour coding system to define levels of behaviour. The levels are used to monitor and record the seriousness of the behaviour and acts as a guide to

suitable responses and rewards, as these are individualised to learners according to their needs.

Definitions of Behaviour Categories

The colour codes we use are:

Colour	Sub-Category	Response
Yellow	Non-engagement	Behaviour monitoring Restorative conversation Discussion with member of staff outside of classroom
	Off task/ignoring instructions	
	Disrupting peers	
	Low-level peer conflict	
	Briefly leaving lesson without permission	
	Swearing (non-directed)	
	Uniform issues	
Orange	Repeated ignoring of instructions	Time out of lesson with staff Completing work out of lesson Restorative conversation with staff Increased input from Behaviour Lead Input from SLT Prolonged staff support
	Escalated peer conflict	
	Rudeness/verbal aggression	
	Minor unsafe behaviour	
	Minor property damage	
	Not entering lesson/leaving a lesson	
	Swearing or inappropriate language (directed)	
	Targeted behaviour towards peer	
Red	Physical aggression	Meeting with parents Internal suspension Suspension Parents called to pick up learner Safeguarding procedures followed Liaise with external partners
	Serious property damage	
	Theft	
	Threatening behaviour	
	Leaving site	
	Bullying	
	Discriminatory behaviour or language	
	Serious threats to safety	

We believe that positive behaviour is an integral part of the learning process. Individual learners have the right to work and develop in an atmosphere of respect, trust, security, honesty, and openness – where positive relationships are valued within the school and the wider community. The key elements in this philosophy are:

Colour	Description	Level
Green	Positive behaviour	1
Yellow	Low-level behaviour	2
Orange	Moderate behaviour	3
Red	High-level behaviour	4

Clear, shared learning goals and expectations regarding behaviour.

- Creation of a safe and caring environment.
- Enabling, recognising, and celebrating individual achievement.
- Tolerance and understanding of others.
- Availability of an emotionally available adult for all learners

Positive relationships between learners, their peers, and adults are integral to the effective implementation of this policy. An effective partnership between home and school is key to success.

Bullying

TLC The Learning Centre has a separate Anti-Bullying Policy which corresponds with this Behaviour Policy.

Bullying is not tolerated at TLC The Learning Centre and is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

We also understand that many of our learners have communication and interaction difficulties which can lead to behaviours which at the first instance may be interpreted as bullying, when it is in fact a trait of the learners' special educational need. Considering that, a clear definition has been required.

At TLC The Learning Centre, the definition of bullying is, therefore:

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

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/bi-phobic/transphobic • Ableist	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality). At TLC The Learning Centre we refer to the 9 protected characteristics outlined in the Equality Act 2010.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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, or gaming sites.

Roles and Responsibilities

At TLC we believe that behaviour is the responsibility of all parties. Staff, learners, and families all play a part in role modelling and promoting positive behaviour.

The Directors

The Directors are responsible for monitoring this policy and its delivery and holding the Principal to account.

The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the Assistant Principal for Behaviour and Welfare, and then the wider SLT.
- Ensuring that the school environment encourages positive behaviour.

- Ensuring that staff deal effectively with behaviours that challenge.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of learners (within the boundaries of their needs to ensure equity).
- 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, including trauma informed practices, 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 sanctions and support when necessary.
- Ensuring that the data from the MIS behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy.

Assistant Principal – Behaviour and wellbeing

The assistant Principal is responsible for:

- Leading staff in creating a calm, safe, supporting environment for learners.
- Training staff to support learners in school with their behavioural and wellbeing needs, including being an emotionally available adult, de-escalation, and specific behaviour strategies.
- Advising staff in supporting behaviour incidents, including taking responsibility when needed.
- Keeping staff aware of any issues that may affect the behaviour of one or more learners.
- Leading whole school initiatives to promote positive behaviour, including assemblies and rewards systems.
- Monitoring and managing reward systems in school.
- Overseeing reporting of behaviour monitoring to ensure it is clear and effective.
- Staying up to date with training and awareness of local contextual trends and concerns regarding behaviour.
- Communicating with parents to support learners, including in the case of suspension.

Behaviour Lead

The school's Behaviour Lead is responsible for:

- Leading on a consistent implementation of the behaviour policy across the day to day running of the school.
- Contributing to whole-school behaviour strategy and support.
- Analysing behavioural data.
- Co-ordinating and monitoring behaviour support plans.
- Assisting staff responding to behaviour.
- Identifying safeguarding concerns in learner behaviour.
- Leading staff training in behaviour strategies.
- Communicating with parents to support learners .

Teachers and Staff

Staff are responsible for:

- Creating a calm, safe and supportive environment for learners.
- Establishing and maintaining clear boundaries of acceptable learner behaviour.
- Implementing the Behaviour Policy consistently.
- Teaching and modelling expected behaviour and positive relationships.
- Communicating and maintaining the school's expectations rules and values throughout the school day with an awareness of their own behaviour and actions.

- Responding to learners' behavioural needs with empathy and an understanding of their individual needs.
- Utilising de-escalation strategies to support dysregulated learners.
- Encouraging learners to meet the school's expectations
- Recording behaviour incidents on CPOMS.
- Communicating with parents when necessary, with regard to learner's behaviours both positive and negative.

The Senior Leadership Team will support staff in responding to behaviour incidents. The Senior Leadership Team will monitor the consistent implementation of this policy through induction, coaching, learning walks, behaviour reviews, professional discussion, and regular analysis of behaviour data. This ensures that expectations remain consistent across the school whilst responding appropriately to individual learner needs.

Parents

Parents, where possible, should:

- Get to know the school's Behaviour policy and reinforce it at home, where appropriate.
- Support their child in adhering to the school's policies.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with school promptly.
- Take part in any pastoral work following negative behaviours or behaviours that challenge/put themselves or others at risk (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 by keeping them informed about developments in their child's behaviour and the school's policy and by working in collaboration with them to tackle behavioural issues.

Learners

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

- The behaviour expectations that they should be working towards in the school.
- The school rules and routines.
- The rewards they earn for meeting the expected behaviour standards and possible responses if they repeatedly do not meet them.
- The pastoral support available to them to help them meet behaviour expectations.
- Their responsibility in working towards the school's behaviour expectations.

Learners will be supported to meet the behaviour expectations through staff interventions, personalised support, and consistent reinforcement of the school rules.

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-year arrivals. Learners contribute to the ongoing development of the school's behaviour culture through pupil voice activities, restorative discussions, surveys, and review meetings. Their views help inform improvements to behaviour systems, rewards, and support strategies.

Mobile Phones and Electronic Devices

We are a phone free school. All learners are expected to hand in mobile phones and electronic devices on entry to the school. All staff are expected to leave their personal mobile phones and devices in the school office.

Classroom Management

Senior Leaders, teachers, and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged.
- Make use of visual resources to help learners know what is happening and what is going to happen.
- Display the school expectations in the classroom.
- Make the school points system an integral part of the lesson and discuss with learners.
- Develop a positive relationship with learners, which may include:
 - Greeting learners in the morning/at the start of lessons.
 - 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 positive reinforcement.
 - Following the principles of Restorative Justice.
 - Understanding that behaviour is a form of communication and treating it as such.
 - Using trauma informed practice in their daily work.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a learner needs help or protection. Staff are trained to identify behavioural cues that may indicate a safeguarding concern.

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

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

Rewards

At TLC The Learning Centre we seek to reward learner's positive behaviour choices through a variety of ways. We operate a points-based system to track learner behaviour. Learners can earn up to 3 points each lesson for both work and behaviour up to 6 maximum.

These should be discussed with learners at the end of the lesson when they are logged on to the MIS. When a learner's behaviour goes above or beyond the expected behaviour standard, staff will recognise it immediately, and reward when appropriate. 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, but not limited to:

- Immediate, specific verbal praise.

- Points on school MIS.
- Recognised on the WOW moment display.
- Learner's choice in lesson.
- Weekly prizes.
- Phone calls home.
- Reward lesson/activity for whole class.
- At the end of the week rewards assembly, good efforts, attendance, and kindness is celebrated with certificates and prizes.

Award	Reason Given
100% Attendance	Learners with 100% attendance of agreed timetable over a week, not including unavoidable absences e.g. medical appointments, college interviews etc.
Legend of the week	Learners who have gone the extra mile or achieved something exceptional for them.
Kindness award	Learners nominated by teachers or other learners for exceptional acts of kindness
Points rewards	Learner from each form who has got the most points in their form during the previous week.
WOW moments	

Responding to Dysregulated Behaviour

When a learner's behaviour does not meet the expectations that we have of all members of TLC The Learning Centre, staff will respond in order to restore a calm and safe learning environment to help the learner re-engage with the learning, by preventing a recurrence of any behaviours that disrupts learning.

Staff will endeavour to create a consistent environment, by always addressing behaviour that does not meet school expectations in a fair and proportionate manner, so that learners know with certainty that challenging behaviour will always be addressed. It is essential that staff record all incidents of behaviour that challenges and disrupts learning in the classroom on the MIS.

All TLC The Learning Centre staff are trained in PROACT-SCIPr behaviour support and have knowledge of Trauma-Informed practices. Every learner has a proactive support plan, which is available to all members of staff. These include proactive ways to support learners to help ensure that they feel comfortable and secure in the school environment. They also describe effective methods for assisting learners when they begin to or become dysregulated, so that all staff are more confident in assisting them.

All learners will be treated equitably under the policy, with any factors contributing to the behaviour identified and considered when determining an appropriate response. The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments where appropriate to ensure that behaviour expectations do not disadvantage learners with SEND, disabilities, or other protected characteristics. High expectations remain for all learners; however, responses will always take account of individual needs, vulnerabilities, developmental stage, and identified support strategies.

When responding to behaviours that challenge, staff will consider what support can be offered to the learner to help them meet behaviour expectations in future lessons. This could include 1-2-1 support, movement breaks, or a restorative conversation.

Responses that the schools uses include:

- Verbal warning.
- Low points on Engage.
- Work 1-2-1 outside of lesson.
- Discussion during break or lunch time.

- Discussion with member of staff around behaviour expectations.
- Parental contact including meeting.
- Behaviour contract.
- Fixed term suspension.

The level of response should be reasonable in comparison to the incident. The behaviour chart contains examples. The individual context of each learner will be considered when responding to their behaviour. Decisions around response and actions are made on an individual basis, with regard to perceived fairness and the school's responsibility to safeguard all learners.

All responses used are fair, open, and honest, treating all participants with respect. Fixed term suspensions are a last resort as a response and are only authorised by the Principal, where it is decided that a period of reflection away from school and follow up re-admittance meeting are beneficial for all learners.

Learners who are presenting consistent dysregulated behaviour should go to a space away from other learners, with a member of staff, for a period of time for a 1-2-1 conversation, following their proactive support plan. The decision to remove a learner from the lesson should be led by the staff member leading the lesson, but any member of staff can make the decision. After the learner is calmed and regulated after a period of reflection they may return to the lesson, at the discretion of staff. Learners will be given work to complete outside of the lesson.

The purposes and aims of removing learners from lessons are:

- To give learners the opportunity to regulate and discuss the situation with a staff member.
- To allow learners time to reflect on what led to their removal.
- To encourage learners to recognise what alternative strategies they could use.
- To allow other learners the opportunity to learn without distraction.

Learners who exhibit more serious behaviour or are consistently disrupting the learning of others will be removed from the lesson to work with a member of the Senior Leadership Team. After any response, a restorative conversation should take place as soon as possible.

Support for Learners

Some learners will need additional support to manage dysregulated behaviour.

The school supports these learners and proactively works to pre-empt escalating behaviours and put in place proactive interventions, as described in their proactive plan.

If a learner is struggling and dysregulated behaviours are starting to show, they may be asked by the teacher if they would like to take some time out. This time out of the class to talk to a trusted member of the staff team, or time out to have fresh air, or time talking to a member of the Senior Leadership Team/preferred adult is sometimes what learners need. They can calm down, discuss what is bothering them, and preventing them from engaging in learning. We work with the learners and fully support them when they are in this position and praise them for taking responsibility for their own feelings and behaviour. We believe that prevention is better than cure.

Staff will use trauma informed practices to support learners who are dysregulated and will commit to supporting them in re-regulating before addressing any behavioural issues to ensure that learners are able to reflect on their behaviour and the circumstances around it.

Appropriate Physical Contact with Learners

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with learners which does not give rise to any question over the use of reasonable force or other restrictive interventions. Examples include:

- Providing first aid to a learner.
- Guiding or escorting a learner through the school building or on a school trip by holding their hand.
- Comforting a learner who is upset.
- Offering congratulations or praise, such as with a pat on the back or handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's Safeguarding and Child Protection Policy.
- The specific circumstances, such as whether there are other adults present.

Factors including, but not limited to:

- The learner's age.
- Any known vulnerabilities, including whether the learner has special educational needs and/or disabilities (SEND).
- Whether any alternative strategies that don't involve physical contact can be used.

Reasonable Force

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances. Examples of the use of reasonable force could include:

- A staff member guiding a learner to safety.
- Staff breaking up a fight between learners.
- A staff member restraining a learner to prevent injury to the learner, or others.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment or to enforce a search of a learner.
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions. Every effort will be made to use preventative and de-escalation strategies before any restrictive intervention is considered.

Searching, Screening, and Confiscation

Searching, screening, and confiscation, is conducted in line with the DfE's latest guidance on searching, screening, and confiscation.

Confiscation

Any prohibited items found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner. Prohibited items include mobile phones, electronics, cigarettes, vapes, lighters, drugs, alcohol, drug paraphernalia, pornography, sharps, weapons, or items that could be used as weapons. This list is not exhaustive.

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.

Searching a Learner

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

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 the search to be necessary, but is not required urgently, they will seek the advice of the Principal, Designated Safeguarding and Prevent Lead (or deputy DSL), 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

Principal/Designated Safeguarding and Prevent Lead (or deputy DSL), to try and determine why the learner is refusing to comply.

We will not use any form of reasonable force to search learners. 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.

An 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

Searching Learner's Possessions

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

- Pencil cases.
- Lockers.
- Bags and coats.

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

Informing the Designated Safeguarding and Prevent Lead (DSPL)

The staff member who carried out the search should inform the DSPL 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.

Informing Parents

Parents will always be informed of any search (best practice is before it takes place) 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.

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 and Prevent Lead (DSPL). The DSPL will consider if pastoral support, an early help intervention, or a referral to children's social care is appropriate.

Strip Searches

At TLC The Learning Centre we will endeavour to ensure no strip searches take place on the property.

We will always insist, should a strip search be deemed necessary by the authorities, that the child be taken to a police station with an appropriate adult. 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 will not be allowed to take place on school premises even if being carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

The school will always advocate for the safety and wellbeing of learners involved. Staff retain a duty of care to the learner involved and should advocate for learner wellbeing at all times. TLC The Learning Centre does not believe a strip search on school premises is in the best interests of any child and will, therefore, not advocate one.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parents to inform them that the police are going to strip search the learner before a strip search takes place and ask them if they would like to come attend the police station to act as the learner's appropriate adult.

If the school can't contact the parents, or they aren't able to get to the location (police station) to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The school will keep records of strip searches that have occurred and monitor them for any trends that emerge.

Who Will Be Present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

One of these must be the appropriate adult, except if:

- The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees. If this is the case, a record will be made of the learner's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement, and welfare of the learner.
- Not be a police officer or otherwise associated with the police.
- Not be the Principal.
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex.
- Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.

Care After a Strip Search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the Safeguarding and Child Protection Policy and speak to the Designated Safeguarding and Prevent Lead (DSPL). The DSPL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any learners who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-Site Dysregulated Behaviour

A response may be required where a learner has demonstrated dysregulated behaviour off-site when representing the school.

This means behaviour that challenges 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.

Responses may also be required where a learner has presented with behaviours that challenge off-site, at any time, whether or not the conditions above apply, if the behaviours:

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

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

Online Behaviour

The school may respond to learners' online behaviour when:

- Behaviours pose a threat or cause harm to another learner.
- Behaviours affect a learner's ability to attend or engage in school.
- Behaviours adversely affect the reputation of the school.
- The learner is identifiable as a member of the school.

Learner's online behaviour is the responsibility of their parent/carer, and the school will not intervene unless the above conditions are met. The school advises parents and carers who are supporting their child with their online behaviour or issues online with others, to follow the reporting functions of the specific social media they are using, or to contact the Police.

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 Principal or Deputy Principal 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 sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding and Prevent Lead (DSPL) will make a tandem report to children's social care, if appropriate.

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police Please refer to the Safeguarding and Child Protection Policy for more information.

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 Safeguarding and Child Protection Policy and our Allegations Against Staff guidance for more information on responding to allegations of abuse against staff or other learners.

Suspensions

The school may choose to use suspension 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 will be made by the principal and only as a last resort. Please refer to our Exclusions Policy for more information.

Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.

- Attendance, permanent exclusion, and suspension.
- Offsite provision.
- Incidents of searching, screening, and confiscation.
- Annual surveys for staff, learners, professional partners, and parents on their perceptions and experiences of the school behaviour culture.

The data will be analysed by the Assistant Principal - Behaviour and Welfare. Behaviour data is reviewed regularly to identify emerging patterns, evaluate the effectiveness of interventions and ensure that no group of learners is disproportionately affected by behaviour systems. Findings inform staff training, policy review, and the ongoing development of the school's behaviour 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.

Implementation

The successful implementation of this policy relies upon all staff consistently applying the school's agreed approaches through positive relationships, restorative practice, and trauma-informed principles. Leaders monitor implementation through lesson visits, behaviour reviews, staff supervision, safeguarding monitoring, and analysis of behaviour data. Regular professional development ensures staff remain confident in applying behaviour strategies consistently and effectively.

Monitoring this Policy

This Behaviour Policy will be reviewed by the Principal and Senior Leadership Team when required.

Links with Other Documentation

This Policy is linked to the following:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Exclusions Policy
- Mobile Phone Policy
- Use of Restrictive Interventions Policy