BENTON PARK SCHOOL

TOGETHER WE BELONG, DEVELOP CHARACTER AND ACHIEVE EXCELLENCE

Benton Park School

Behaviour for Learning Policy and Procedures

Approved by:	Full Governing Body	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

Contents

Purpose of Policy and Guiding Principles

- The Governors and staff are Benton Park School are committed to providing a positive climate for learning which will support all children and young people in our care.

- Benton Park School has very high expectations of our students. We believe that all students, of all abilities, backgrounds and needs, have the capacity to achieve their full potential, and that it is our responsibility to ensure that the environment that we provide is conducive to great learning and great success.

- The Benton Park Behaviour for Learning Policy reflects our school's vision: Together we belong, develop character and achieve excellence. This is underpinned by our school values of kindness, resilience and responsibility. Staff model the school's vision and values in their discussions and interactions with students.

- Benton Park believes that students should be encouraged to adopt positive behaviours which support their learning and promote positive relationships within school, both with staff and their peers. Poor behaviour and low-level disruption negatively impact the rights of all students to a high-quality education in which they can succeed and thrive.

- This policy seeks to encourage students to make positive choices and supports those good decisions throughout their education with a meaningful and effective rewards system. This rewards system is based on identifying positive, learning-enhancing behaviours, which are promoted through the school's values.

- This policy outlines our behaviour for learning expectations, the consequences for students not meeting those expectations and describes the steps taken by the school in managing students' behaviour.

- For some students with special educational needs and disabilities, reasonable adjustments will be made to ensure that they reach their full potential and are able to positively engage in all aspects of school life.

1. Aims

The aims of this policy are to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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 students

- 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 and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and student referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Poor student behaviour is defined as:

- Failure to meet the school expectations, both in lessons and around school, including during unstructured times, between lessons and beyond the school day
- Displaying a poor attitude to learning which hinders their own learning or that of others
- Non-completion of classwork or homework
- Incorrect uniform

Serious student misbehaviour is defined as:

- 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, or sharing of unwanted explicit content

- 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 student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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

TYPE OF BULLYING	DEFINITION
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, 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

Bullying can be physical, verbal or psychological and takes many forms. It can be short term or continue for a longer period of time. Behaviour which includes the illegitimate use of power, in order to hurt others, is considered to be bullying behaviour. This includes:

- Name-calling, taunting and mocking;
- Making offensive comments;
- Making threats;
- Pressuring to hand over money or possessions;
- Hitting, kicking and pushing;
- Damaging or taking possessions;
- Spreading hurtful or untruthful rumours;
- Excluding or isolating;
- Producing offensive graffiti;
- Gossiping;
- Cyberbullying.

What is cyberbullying?

"Cyberbullying is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles." (Anti-Bullying Alliance, London)

It includes:
- Harassment
- Impersonation
- The creation of websites
- The sharing of images/video-clips and/or video shaming
- Chat room bullying either verbally or through instant messaging

Hate Incidents

At Benton Park School, we have a commitment to ensure that all members of our school community are free from bullying and harassment because of their ethnicity, faith, gender, sexuality, disability or socio-economic background. Educating our students on these issues throughout our curriculum plays a key role in reducing such behaviours. Racism is most commonly tackled through RSP and PSHCE lessons. Students take part in discussions designed to raise awareness and address prejudice.

We adopt a 'zero tolerance' approach to all hate incidents. These are incidents motivated by prejudice, where the perpetrator targets a victim based on their membership, or perceived membership, of a social group or race. Although this is not an exhaustive list, most hate incidents can be categorised into one of the following areas.

- Ethnicity / Race
- Sexual orientation
- Religious / Belief
- Gender identity
- Disability / Health

In the event of a 'hate incident' occurring in school, a range of interventions may occur to support the victim and also the perpetrator, to minimise the likelihood of repeated behaviour. Depending on the severity of the incident, support may include:

- Involve / discussion with parent
- Restorative conversation
- Targeted provision
- Safer Schools Officer input
- Cluster or Targeted Services referral

Hate incidents in school are reported to Governors at least three times a year.

Peer on Peer Abuse

Peer on Peer Abuse includes physical, emotional, sexual and/or financial abuse, and/or coercive control, within young people's relationships. This may or may not be enabled by age differences between young people. Other contextual factors, such as gender, social status within peer groups, intellectual ability, economic wealth or social marginalization, may contribute to the situation and enable abuse.

While young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relationships with other peers who may be encouraging their behaviour or in their home lives where they may be experiencing abuse. Peer on Peer Abuse can manifest itself in many different ways, including on-line bullying, sexting, initiation / hazing and inappropriate / harmful sexualised behaviours.

Staff are trained to identify early indicators where abuse may be taking place, with a focus not only on issuing the appropriate sanction and intervention, but also identifying the root cause of this behaviour.

Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist will be completed and contact made with Children's Social Work Service, if appropriate.

Good practice dictates that there should be a co-ordinated multi-agency approach through a Risk Assessment Management Plan (RAMP) to respond to their needs, which will include parent/carers, youth justice (where appropriate), children's social work service and health. Further support and advice on undertaking a RAMP can be obtained from the Education and Early Years Safeguarding Team on 0113 3789685.

We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims. Children and young people who abuse others will be responded to in a way that meets their needs, as well as protecting others within the school community through a multi-agency risk assessment.

Sexual Harassment (see Appendix 3)

Sexual harassment is 'unwanted conduct of a sexual nature'. It can occur online and/or offline. Sexual harassment may violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment may include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be stand-alone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    o non-consensual sharing of sexual images and videos;
    o sexualised online bullying;
    o unwanted sexual comments and messages, including, on social media;
    o sexual exploitation; coercion and threats.

Sexual harassment is not acceptable, will never be tolerated by school and is not an inevitable part of growing up. Staff in school will challenge sexist language or inappropriate behaviour in school, as dismissing or tolerating such behaviours risks normalising them.

In the event of an incident occurring between students, a range of interventions may occur to support the victim and also the perpetrator, to minimise the likelihood of repeated behaviour. Depending on the severity of the incident support may include:
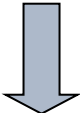
- Involve / discussion with parent
- Restorative conversation
- Targeted provision
- Safer Schools Officer input
- Cluster or Targeted Services referral

Anti-Bullying: Action Flow Chart

Alleged bullying incident

Referred to

Pastoral Team: is the incident bullying?

Bullying behaviour:

- deliberately causes hurt (either physically or emotionally)
- is usually repetitive
- involves an imbalance of power (the person or people on the receiving end feel like they cannot defend themselves)

Bullying behaviour:

- *is not* teasing between friends, without intention to cause hurt
- *is not* falling out between friends after a quarrel or disagreement
- *does not* include activities that all parties have consented to and enjoy
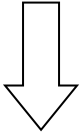
Incident dealt with:

Levelled approach
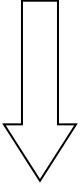
Recorded on Arbor by Pastoral Team.

Level 1:

Recorded on database; counselling by pastoral team

Level 2:

School detention

Level 3:

RESET

Level 4:

Multiple days in RESET

Excluded to another school

Suspension / Permanent Exclusion (at the discretion of the Headteacher)

Parental meeting with a Senior Leader

Incident dealt with and recorded in accordance with standard school procedure.

Next steps meeting with Key Stage Leader / referral considered
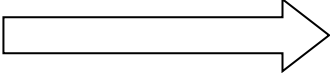
Monitoring

- KSL to generate reports of bullying incidents as required
- SLT to monitor bullying incidents every half term

4. Measures in place to prevent all forms of bullying, including cyber-bullying, prejudice-based and discriminatory bullying:

School Ethos:

- Create a positive ethos where everyone feels safe
- Provide a safe environment where victims feel confident to report any incidents of bullying
- Create an anti-bullying ethos across all aspects of school life, including through our Personal Development Curriculum
- Ensure that all students know how to report any incidents of bullying and feel confident to do so

School Environment:

- Create a safe environment where students feel safe both in school and beyond the school day
- Ensure that staff supervision is visible, high profile and proactive during social times and between lessons

Creating a Positive Attitude to Learning:

- Ensure that there are effective systems in place which react swiftly and effectively to any incidents of bullying
- Ensure that there are robust sanctions in place to respond to any instances of bullying
- Use a clear and robust system of recording and reporting all incidents of bullying through the school's data management systems

Supporting Students Proactively:

- Ensure that all students are effectively supported in school and work effectively with parents/carers to support all young people in school
- Engage the support of external agencies where appropriate, to support both victims and perpetrators of bullying, with the aim of reaching a positive resolution

Implementation of strategies to modify behaviours:

- Provide strategies for modifying the behaviour of students engage in bullying behaviours
- Collaborate with parents/carers to enable them to support their child's behaviour modification
- Engage the support of external agencies where appropriate

Raise Awareness:

- Ensure that all students are effectively educated through our Personal Development curriculum about the consequences of bullying behaviour
- Raise awareness of bullying and its consequences through our Personal Development Curriculum and national and regional events, including National Anti-Bullying Week

Create a Climate of Mutual Respect:

- Model positive relationships which promote mutual respect and value all similarities and differences
- Provide training for all staff to make clear their role and responsibility in modelling respectful behaviour

- Provide additional training for new staff and ITT colleagues, to ensure they understand their role in upholding the school's anti-bullying work, and in ensuring that all procedures are followed fully

Responding to incidents of bullying

All allegations of bullying will be investigated and dealt with firmly and fairly. Initially, we will speak to the suspected victim and bully, as well as any witnesses to the incident(s).

Our priorities are to:
- Make sure that the victim is safe;
- Work to stop the bullying happening again;
- Support the victim;
- Take action to ensure that the person doing the bullying learns not to harm others.

Support for victims of bullying may include:
- Counselling and building confidence;
- Informing parents/carers, so that they can give support;
- Where appropriate, establishing a 'buddy system' to support the victim;
- Where appropriate, involving external agencies;
- Monitoring the situation to make sure there is no further bullying.

Sanctions for bullying

Level 1	Minor incidents of name-calling, gossip, spreading rumours, negative texting, teasing, pushing	• Counselling through pastoral team • Mutual discussion. Resolve amicably, where possible and/or appropriate • Incident recorded on CPOMS
Level 2	Repetition, escalation or a more serious incident.	• School Detention • Communication with parents/carers • Incidents recorded on CPOMS
Level 3	Continuation or a more serious incident.	• One day in RESET • 'Next steps' meeting with Key Stage Leader • External agencies may also become involved • Incidents recorded on CPOMS
Level 4	Persistent bullying or a serious incident, including unprovoked physical assault.	• Multiple days in RESET • Excluded to another school • Suspension / Permanent Exclusion (at the discretion of the Headteacher) • Parental meeting with a Senior Leader • All details recorded on CPOMS

* At any stage, a serious incident of bullying can lead directly to Level 4.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for:

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

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- 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 students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students 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 students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly and accurately
- Challenging students 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
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the appropriate member of the pastoral team
- Collaborate with staff in any pastoral work following instance of poor behaviour
- Raise any concerns about the management of behaviour with the school with the most appropriate member of staff, whilst continuing to work in partnership with the school
- Engage in the life of the school and its culture and ethos

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 any behavioural issues.

5.5 Students

Students will be made aware of the following information throughout the school year:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy and the consequences of not doing so
- The school's rules and routines
- The rewards they can earn for meeting the required 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 school's behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated updates wherever appropriate.

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

Students will be invited to give feedback on their experience of the behaviour culture across school, to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who arrive during the school year or for those requiring additional, individual support.

6. School Behaviour Expectations

All students at Benton Park School are expected to:

- Take pride in their work, their school and their personal appearance

- Attend school every day, arriving on time

- Attend all lessons each day promptly, ready and equipped to learn

- Move around the school in a calm and purposeful manner

- Have the correct equipment with them at all times

- Wear the correct school uniform at all times

- Follow all Benton Park routines consistently, engaging fully in all aspects of school life

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

- Follow all school expectations, both in and beyond the classroom, to enable all students to achieve what they are capable of

Students are not allowed to use their mobile phones anywhere on the school site. Any mobile phones seen on site will be confiscated and will be returned to a parent at the end of the school day.

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

6.1 Mobile phones

Electronic devices, such as mobile phones, smart phones, MP3 devices, speakers, headphones etc should not be seen, heard or used on the school site. Students will be fully focused on their learning in lessons, enjoying the varied experiences and opportunities that Benton Park has to offer. We recognise the use of these devices when a student is travelling to and from school, but if a student chooses to bring a device into school, it is their responsibility and at their own risk.

Parents/carers and students should be aware of the following points:
- If a student is seen using any device on the school site, it will be confiscated immediately
- Parents/carers will be required to pick up the confiscated device from the school reception after the end of the school day.

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.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged in all aspects of their learning

- Reinforce the school's behaviour expectations in classrooms and around school

- Develop a positive relationship with students, including the following:

  - Greeting students in the morning and at the start of lessons

- Establishing clear routines and expectations of all students

- Consistently communicating clear expectations of behaviour

- Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh

- Following the school's Behaviour for Learning Policy for dealing with low-level disruption and any breach of the school's rules

- Using positive reinforcement to celebrate successes and promote rewards

7.2 Safeguarding

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

We will consider whether a student'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.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a student'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 through a range of methods, including:

- Verbal communication with students highlighting positive behaviours seen

- Stamps awarded, based on our school values of Kindness, Resilience and Responsibility

- Communicating praise to parents via a phone call or through written correspondence

- Certificates, rewards assemblies and rewards evenings

- Class or year group celebrations, including rewards events, rewards trips and the Year 11 Prom

7.4 Responding to misbehaviour

When a student'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 any misbehaviour.

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

De-escalation techniques may be used to help prevent further behaviour issues arising, using consistent language where appropriate to support clarity for students of what is expected of them.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Reasonable adjustments may be made where appropriate to support the success of all students in school.

When giving behaviour sanctions, staff will also consider what support could be offered to a student 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:

- A verbal reprimand and reminder of the expectations of a student's behaviour
- A written warning, logged on the school's data management systems, and which serves as a record of the misdemeanour
- Removal of the student from the classroom, if the poor behaviour is not swiftly modified
- Expecting outstanding or incomplete work to be completed beyond the classroom
- Detention at break or lunchtime, or after school
- Referring the student to a member of the pastoral team or a senior member of staff
- Letter or phone call home to parents
- Time spent in the school's RESET room
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in specific circumstances.

Further information is held within our Care and Control Policy.

7.6 Confiscation, searches, screening

At Benton Park, we are very clear with our students about how we expect them to conduct themselves in and around school and this includes what items are acceptable to be brought to school. Occasionally it is necessary to search students if it is our belief that they are in possession of a prohibited item. If such an item was found this would be confiscated.

The stance of Benton Park on this is constantly reviewed and is drawn up taking cognisance of the latest DfE guidelines (Searching, screening and confiscation advice for headteachers, school staff and governing bodies January 2018).

In brief here are the key points:

Searching

School staff can search a student for any item if the student agrees.

The Headteacher and members of staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Also included is any article that a member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the student)
- The Headteacher and authorised staff can also search for any item brought into the school with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion, will cause disruption to the school or be detrimental to school practice. As a result, the school is able to search students for these items.

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 student, 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 student 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 student; 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 pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search will entail – 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 student the opportunity to ask questions
- Seek the student's co-operation

If the student 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 appropriate pastoral lead to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a student'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 students' possessions

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

- Desks
- Bags
- Personal belongings

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

Where appropriate, hand-held search wands may be used to help identify if a student is carrying a prohibited item. Wands enable staff to screen for metal items in a non-evasive manner.

An authorised member of staff can search a student's possessions when the student 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.

Logging the search

The staff member who carried out the search should log details of the search on CPOMS without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items, 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 for a prohibited item. 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 student 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 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.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Confiscated items

Benton Park's general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. If a vape is confiscated from a student, in the first instance, this will be returned to the student's parent or carer at their discretion. However, repeated incidents involving the same student will result in the vape being disposed of. Persistent possession or use of vapes may also lead to further sanctions in accordance with our behaviour policy.

In extreme cases where weapons, controlled drugs and stolen items are confiscated, the school must pass these onto the Police. If a member of staff finds a pornographic image they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence, in which case it must be (or the device it is stored on) delivered to the Police as soon as reasonably practical.

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity or trip

- Travelling to or from school

- Wearing school uniform

- In any other way identifiable as a student of our school

Sanctions may also be applied where a student 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 student

- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

- It poses a threat or causes harm to another student

- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school

- The student is identifiable as a member of the school

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

7.9 Suspected criminal behaviour

If a student 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 or delegated member of staff will make the report. The school may use the services of the Safer Schools Officer to support students and their families.

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 Lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

Students 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

  - Report to the police

Please refer to our child protection and safeguarding policy for further information.

7.11 Malicious allegations

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students accused of misconduct.

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

8. Sanctions

8.1 In School Sanctions

Benton Park encourages students to take responsibility for their own behaviour, both in and outside the classroom. Systems and processes support our students to make positive choices, leading ultimately to them being able to achieve their potential and open the doors to their next steps in education, employment or training. In order to support this, staff will consistently adopt the following steps to maintain positive behaviour in and around school. Teachers will give gentle reminders to students of what is expected from them, including both verbal and non-verbal communication, to support them in managing their own behaviours. However, on occasion, if a student is unable to modify their behaviour following these reminders, staff will engage the following measures to prevent any further infringements:

- If a student disrupts their learning or that of other students, they will receive a verbal warning from the member of staff.

- If a student fails to modify their behaviour following a verbal warning, they will be issued with a written warning, which will be logged on Arbor and addressed with the student by a member of the pastoral team.

- If, despite the verbal warning and the written warning, a student continues to disrupt their own learning or that of others, they will be removed from the classroom to continue their learning in a relocation classroom. A same-day detention will be issued and parents informed of what has happened.

- In rare instances where a student disrupts the learning in the relocation room, they will be placed into RESET for six periods. During that time, they will be engaged in a range of learning activities, as directed by the member of staff supervising the room.

- If a student is removed from a classroom twice in one day, this will result in them spending six periods in RESET and completing a same-day detention at the end of the school day.

- When a student is placed in RESET, this will be communicated to parents via email, outlining briefly the reason why the student is in there and the expectations whilst they are in RESET.

In cases of persistent disruption, parents/carers will be invited in for a meeting with a member of the pastoral team to discuss next steps and possible solutions to the issues arising. In cases of a serious incident occurring at any point during a lesson or around school, or if a student's behaviour is highly inappropriate and may have an adverse effect on the learning and/or safety of others or themselves, the pastoral team or a member of the Senior Leadership Team may accelerate to the most appropriate point in the behaviour sanction system.

8.1 Detention

Students may be issued with detentions during or after the school day. Same-day detentions will be issued for the following breaches of the school's expectations:

- Lateness to school
- Lateness to two or more lessons

- On-call removal from a lesson
- Lack of PE kit

Detentions will begin immediately at the end of the school day, and will be supervised by pastoral staff, members of the Extended and Senior Leadership Team and supporting teaching staff. Where possible, parents/carers will be informed of their child's detention and the reason it has been issued. Under DfE guidelines, schools do not have to inform or require consent from a parent/carer for a student to complete a detention. Please refer to the DfE's Behaviour and Discipline in Schools Guidance for further information.

8.2 Removal from the classroom

In response to serious or persistent breaches of this policy, the school may remove the student from their usual classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from their usual classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom may spend time in a different classroom, or in Reset. The length of time that they will spend away from their usual classroom will depend on the reason for which they were initially removed. However, students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Wherever possible, students who have been removed from a classroom will be supported by a member of the pastoral team to understand what has led to the removal and to ensure they are prepared to re-enter mainstream lessons as soon as possible.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour. However, if a student continues to display unacceptable behaviour, they may be issued with a suspension and parents/carers required to attend a reintegration meeting with pastoral staff or a member of the Senior Leadership Team.

Parents will be informed that their child is removed from the classroom. The school will put in place reasonable adjustments if appropriate to support all students in being able to reintegrate swiftly and effectively back into their usual timetabled lessons.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on the school's data management systems.

8.3 Suspension and permanent exclusions

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 will only be used as a last resort.

Suspensions

Benton Park will suspend a student if their behaviour seriously and negatively impacts the learning and/or safety of other students. Suspensions may also be issued when the good order and/or reputation of the school is threatened and/or if student behaviour could potentially damage the reputation of the school.

The Headteacher (and the Senior Leadership Team, at the discretion of the Headteacher) may suspend a student for the following reasons:

- Serious breach of the school rules

- Repeated breaches of the school rules

- Refusal to engage or disruption when removed from mainstream lessons

The Headteacher retains full authority to vary the length of any exclusion at any time, however no student will receive greater than 15 days' exclusion in any one term or 45 days' exclusion in any one academic year, without being permanently excluded for persistent disruption and defiance. Please note that the Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance, even if they have not reached 45 days. In addition, the Headteacher retains the right to permanently exclude those students who persistently cause disruption to the learning of others.

After every removal suspension, a meeting will take place between the student, parents/carers, pastoral staff and/or a member of the Senior Leadership Team, where any previous issues will be discussed and targets for improvement set. Upon their return, students will spend time in the school's Reset room, to ensure they are ready to return to the mainstream classroom.

In order to prevent a suspension being imposed, the school may arrange for a student to spend time at an alternative local school, rather than be suspended. This may depend on the student's individual circumstances, the reason for the removal from mainstream learning and the provision available at other local schools. Where a student has accrued numerous suspensions, a Governor Panel will be convened to identify next steps.

Permanent Exclusion

According to the DfE's Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2017, 'a decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school'

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff.
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an illegal drug with intent to supply
- Carrying an offensive weapon
- Making a malicious and serious false allegation against a member of staff

- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The Headteacher may also permanently exclude a student for:
- Persistent disruption and defiance including bullying
- Repeated possession and/or use of an illegal drug or drug paraphernalia on the school premises
- Any serious incident which the school deems to be of an extremist nature
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community

While the school will always work with external partners, such as the school's Safer Schools Officer, the Local Authority and Area Inclusion Partnership(s) to prevent Permanent Exclusion. Each case will be considered on its individual merits and the needs of an individual may need to be considered against the needs of the wider school community including staff and other students.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their individual needs. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 student caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

- If a student 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 student concerned.

9.2 Adapting sanctions for students with SEND

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

- Whether the student was unable to understand the rule or instruction

- Whether the student was unable to act differently at the time as a result of their SEND

- Whether the student is likely to behave aggressively due to their particular SEND

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, to support the student in being successful.

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

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

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

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

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. Pastoral staff will collaborate with the student and their parents/carers to identify short-term targets and strategies to support the student in being successful in school.

Following any suspension, a meeting will be arranged between a member of the pastoral staff, the student and their parents/carers to discuss concerns and to identify next steps. Regular check-ins with the pastoral member of staff will enable the student to raise any concerns they may have on a day-to-day basis, as well as enable the member of staff to check in on progress made, praise positive improvements and put any additional support in place as required.

11. Student transition

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process with a member of the pastoral team to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing students for transition

To ensure a smooth transition to the next academic year, reminders will be delivered to students of the school's expectations and potential consequences of not meeting them. At the end of each academic year, key information is shared between teaching staff to support a smooth transition to any new teachers for the student.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff throughout the year.

12. Training

As part of our ongoing professional development, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of our Behaviour for Learning policy
- The individual needs of the students at the school
- Embedding consistent routines in and out of the classroom
- Building, maintaining and repairing relationships
- How SEND and mental health needs impact behaviour
- Using positive language and non-verbal signals to support positive relationships

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including detentions and removals from the classroom
- Attendance, permanent exclusion and suspension data
- Use of alternative provisions, off-site directions and managed moves
- All incidents of bullying, including cyberbullying, HATE incidents, sexual harassment and sexual violence
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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

- At whole 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 students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this Policy

This behaviour policy will be reviewed by the Headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

Appendix 1: Written Statement of Behaviour Principles

Behaviour Principles:

The Governing Body of the school has laid out for the Headteacher and staff of the school the following general principles which are designed to inform the Behaviour for Learning Policy

These principles are that all students, staff, parents, governors, and other members of the Benton Park School community will adhere to the following:

• Be courteous and respectful to each other

• Fully support the Behaviour Policy at all times

• Respond to any behaviour incidents in a consistent and fair manner

• Be committed to supporting a positive attitude to learning for all our students and to developing positive relationships with students. To ensure student outcomes are maximised - this is a particularly relevant and key action for members of school staff to adhere to.

Our Behaviour for Learning Policy is revisited regularly with students, staff and parents. It is also available on our school website for other members of the school community to access at any time. This ensures clarity of understanding of our expectations and the application of these across the school.

Key messages and reminders are shared with staff in the Weekly Bulletin. Behaviour for Learning expectations are displayed across school.

Approved by the Full Governing Body and to be regularly reviewed in line with the Behaviour for Learning Policy.

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

This written statement of behaviour principles is reviewed and approved by the Governing Body annually

Appendix 2: Benton Park Uniform Expectations

White shirt	With collar, fastened top button with school tie to the top. Shirt should be tucked in.
School tie	Worn to cover the shirt buttons.
Blazer	With the Benton Park badge.
School jumper	Optional – with the Benton Park badge. The Benton Park PE jumper is not a substitute for the Benton Park jumper and should not be worn on non-PE days.
Trousers	Black, full length trousers which reach the socks. No leggings. Shorts should only be worn for PE and sporting activities. Leggings are not permitted.
Skirt	Black, pleated and must meet the knee.
Shoes	Plain black flat shoes or trainers. Boots are not allowed. There should be no coloured markings or logos on the shoes or trainers.
Jewellery	Small stud earrings only, to be removed for PE. One small nose-stud permitted, however, this must be removed for PE. No other facial piercings allowed.
Make-Up	Any make-up worn must be discreet. Fake eyelashes are not allowed. Nail extensions, including acrylic nails, are not allowed. Discreet nail varnish (nude or pale pastel colours only) may be worn. Nails should be trimmed short for safety reasons.
Religious Wear	Must be black or navy and only one colour.
Hair	Must be of a natural colour. Long hair must be tied up for Science, Technology, and PE lessons.
Outdoor Wear	No outdoor wear, such as coats, hoodies, hats or scarves to be worn in the building.
PE Kit	**PE shirt** – With Benton Park badge. **Bottoms** – Navy blue mid-length shorts (or white, if already owned), navy sports leggings, or navy tracksuit bottoms. Legs must be covered. **Socks** – White socks or dark blue football socks (no badge). **Footwear** – Sports trainers suitable for Astro turf use. Converse-style pumps are not permitted. **Optional PE Items:** - Benton Park badge navy blue sweatshirt (only to be worn on PE days) - Benton Park badge navy blue tracksuit top (only to be worn on PE days) - Benton Park badge navy blue tracksuit bottoms - Benton Park badge leggings - Benton Park badge raincoat

Where an explanation has been provided by a parent/carer, Benton Park staff will work in conjunction with the family to find a solution as quickly as possible. Appropriate action will be taken if it is not possible to reach a suitable solution.

Regular reminders of uniform expectations will be communicated with parents/carers and we encourage families to contact school if they have any queries, so we can work together to avoid sanction. If a family is struggling to provide the correct uniform for a child, school will endeavour to provide support to resolve this issue.

Appendix 3: Sexual Violence and Sexual Harassment

Benton Park has a zero-tolerance approach to sexual violence and sexual harassment and is clear that neither are acceptable and will not be tolerated.

Sexual violence and sexual harassment can occur between two children of any gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and/or sexual harassment is not acceptable, and will never be tolerated. We will always challenge behaviour or language that's seeks to normalise sexual harassment or violence in school.

What is sexual violence?

Sexual violence is the general term we use to describe any kind of unwanted sexual act or activity, including rape, sexual assault, sexual abuse, and other offences.

What is sexual harassment?

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Whilst not intended to be an exhaustive list, sexual harassment can include:
> • sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised name;
> • sexual "jokes" or taunting
> • physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
> • online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos
> • inappropriate sexual comments on social media; exploitation; coercion and threats

Any reports that sexual violence and sexual harassment has or may have taken place will be taken seriously. The Pastoral Teams will normally take the lead in investigating any instances of sexual harassment in the first instance whether it took place in or out of school. and log these with the Safeguarding Team. Where inappropriate behaviour and/or language has taken place appropriate sanctions and support will be put in place to discourage any re-occurrence. Where inappropriate behaviour continues sanctions will escalate in line with our behaviour policy alongside any additional support or intervention required.

The Safeguarding Team will take the leading role in gathering information regarding any alleged incident of sexual violence whether it took place in or out of school. The Safeguarding Team will take into account the wishes and feelings of the student, however, where an incident of sexual violence is alleged to have occurred in most cases contact will be made with parents/carers, Police and Social Care.

Where a student has engaged in sexually harmful behaviour involving another young person we work with the Local Authority Safeguarding Team to put in place an appropriate risk assessment with the aim of the student being able to continue to engage with their education.

Children who are victims of sexual violence and/or sexual harassment may find the experience stressful and distressing. Benton Park School will aim is to support these students to continue to access their education and, where appropriate, access additional specialist support.

Appendix 4: Extremism and Radicalisation

At Benton Park School, we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

Benton Park School is committed to providing a secure environment for our students where young people feel safe and are kept safe. Preventing Extremism and Radicalisation forms part of our overall safeguarding arrangements.

We will provide a broad and balanced curriculum that encourages tolerance of difference and diversity and promotes British Values.

As a school, we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, visitors and/or speakers who we engage to provide such learning opportunities or experiences for our students. Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to, the school's values and ethos.

There is no place for extremist views of any kind in our school whether from internal or external sources. Extremism and exposure to extremist materials and influences will be addressed as a safeguarding concern and reported to designated staff. All staff in school receive information and training on recognising indicators of Extremism and Radicalisation and we will work with the Local Authority Prevent Coordinator using local and national Prevent strategies to address any concerns.

This appendix should be read in conjunction with the Child Protection and Safeguarding Policy. A full copy of this policy is available on request and on our website.