THE DIOCESE OF GLOUCESTER ACADEMIES TRUST
unlocking potential

Behaviour Policy

St James' C of E Primary

Our vision is to enable all to flourish.

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1.0 Aims

1.1 The aims of this policy are to:

- create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential
- create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour
- actively promote and safeguard the welfare of pupils at the school and to protect all who come into contact with the school from harm
- ensure, so far as possible, that every pupil in the school is able to benefit from and make their full contribution to the life of the school
- set out a clear and fair process for the proper investigations of allegations of poor behaviour and/or breaches of discipline
- encourage pupils to accept responsibility for their behaviour
- consider how negative behaviours can be prevented or prevented from recurring
  enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence
- set out the sanctions in the event of pupil misbehaviour
- help promote a whole school culture of safety, equality, inclusion and protection

Aims

To ensure that the strategies outlined in this policy are effective, it is important that all working/attending our school adhere to the following principles:

- To provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy in line with this policy. Everyone has an equal voice and is respected.
- To collectively support the school values and maintain positive attitudes as well as the importance of knowledge and skills and refer to these values when talking about behaviour.
- To keep to the legal framework and school guidelines, requiring these to be applied consistently.
- To work in partnership with pupil's parents. Parents should be regularly informed about their child's behaviour by the class teacher so that we can share positive comments about behaviour and also work with parents to address any recurring behaviours, attempting to support the child/family in problem solving.
- To aim for high levels of talk, collaboration and thinking in all that we do.

Our school values and vision

- All aspects of behaviour management are linked to our Christian values. Our values and vision were drawn up in consultation with children, staff and other members of our school community. We have also condensed these into our three school rules which are easy for the children to remember when they feel angry or upset.

Value	Vision
Friendship	We show care, courtesy and consideration towards others at all times
Respect	We treat others as we would want to be treated and take care of property and the environment

Courage	We try our hardest and we are brave even when we find things difficult
Trust	We can be relied upon to carry out all tasks properly and to support one another
Honesty	We always tell the truth
Co-operation	We share and co-operate with others in learning and play
Perseverance	We keep trying our hardest even when things are difficult
Humility	We are willing to take advice and always help others
Love	We all matter
Responsibility	We are responsible for one another as well as ourselves
Forgiveness	We learn from everything
Generosity	We willingly give our time and talents to help others
Our School Values Led Rules **READY** **We are ready to learn** **RESPECTFUL** **We show respect to all that God created including ourselves** **SAFE** **We are all safe**	
Our School Vision Inspiring and Growing for Fullness of Life John 10:10 'I have come that they may have life and have it to the full.'	

1.2 This policy forms part of the school's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the school. This is to ensure that the best interests of pupils underpins all decisions, systems, processes and policies.

1.3 Although this policy is necessarily detailed, it is important that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. We welcome feedback on how we can continue to improve our policies.

2.0 Scope and application

2.1 This policy applies to the whole school including the Early Years Foundation Stage (EYFS).

2.2 This policy, together with the Anti Bullying Policy applies at all times when a pupil is:

- in or at the school (to include any period of remote education).
- representing the school or wearing school uniform.
- travelling to or from the school.
- on school organised trips.
- associated with the school at any time.

2.3 This policy applies to online behaviour occurring both during and outside school hours. Failing to apply this policy may:

- affect the health, safety or wellbeing of a member of the school's community or a member of the public
- have repercussions for the orderly running of the school; or
- bring the school into disrepute

3.0 Legislation

3.1 This policy has been prepared to meet the school's responsibilities under the relevant legislation, guidance and advice. This can be found at Appendix 7.

4.0 Publication and availability

4.1 This policy is published on the school's website and is available in hard copy on request.

4.2 A copy of the policy is available from the school office during the school day. Parents will be reminded of this on an annual basis. A copy of the policy is also available for inspection from the school office during the school day.

4.3 This policy can be made available in large print or another accessible format if required.

5.0 Definitions

5.1 Within this policy references to Parent or Parents means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. foster carer / legal guardian)

5.2 References to school days mean Monday to Friday when the school is open to pupils during term time. The dates of terms are published on the school's website.

6.0 Responsibility statement and allocation of tasks

6.1 The Trust Board has overall responsibility for all matters which are the subject of this policy and will review the policy annually.

6.2 The Trust Board will review the effectiveness of the policy through reports from the DCEO.

6.3 The Trust Board is aware of its duties under the section 149 of the Equality Act 2010 and the requirement to meet the Public Sector Equality Duty. This means in carrying out its functions, the Trust Board is required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act.
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.4 Any sanction imposed on a pupil will be reasonable, legal and proportionate and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.5 School leaders will:

- Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture.
- Create an environment where everyone feels safe and supported in line with the school's unique Christian vision.
- Play a crucial role in making sure all staff understand and maintain the school's behaviour approach and the expectations of the school.
- Make sure all new staff are thoroughly inducted into the school's behaviour culture.
- Ensure staff have adequate training to enable them to meet their duties within this policy for example on matters such as how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour.
- Encourage engagement with experts e.g. educational psychologists, advisory teachers and mental health support teams to positively support the behaviour culture.

6.6 School staff will:

- play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour.
- uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and feel confident to ask for help when needed.
- challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts.
- communicate school expectations, routines, values and standards (set out in 0) both explicitly through teaching behaviour and in every interaction with pupils.
- consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations alongside the Trust's Code of Conduct.

6.7 Specific and individual responsibilities are set out below:

Task	**Allocated to**	**When/frequency of review**
Reviewing induction and ongoing training for staff	Headteacher	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Headteacher and Governors	As a minimum annually, ideally termly, and as required
Seeking input from interested groups (such as pupils, staff, parents)	SLT Team	As a minimum annually, ideally termly, and as required

Task	Allocated to	When/frequency of review
to consider improvements to the school's processes under the policy		

7.0 Promoting high expectations of good behaviour

7.1 Pupils learn about good behaviour through the operation of the school's curriculum, PSHE, (relationships education/relationships and sex education] programme/s) and the school's pastoral support systems. Pupils are encouraged to act responsibly and to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). The school's approach to teaching the behaviour curriculum is set out in 0. This will also include induction to school systems and routines on joining the school and re-induction after removal from the classroom, time spent at off-site provision or in pupil support units and following suspension.

7.2 The school understands that rewards can be more effective than sanctions in motivating pupils. The ways in which we reward good behaviour are set out in 0.

7.3 The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods rather than sanctions may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes.

7.4 Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

8.0 Responding to unacceptable behaviour

8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with this policy and the agreed school's approach.

8.2 The first priority will be to ensure the safety of pupils. De-escalation techniques can be used to prevent further behaviour issues arising.

8.3 The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

9.0 Minor breaches of behaviour expectations

9.1 The school adopts a culture of openness and transparency and, where there are parental concerns regarding breaches of behaviour expectation, parents should contact the school at the earliest opportunity. All concerns will be treated seriously.

9.2 The school has a range of systems, including pastoral support, to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the school's policies on behaviour, (see Appendix 3 for details of possible sanctions).

9.3 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.

9.4 Allegations, complaints or rumours of minor breaches of behaviour expectation are dealt with by staff as they occur. Staff may carry out fact finding including interviews with the pupils involved. Low level sanctions may be given following such processes (see 0 for details of possible sanctions).

9.5 A minor breach of behaviour expectation may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following fact finding.

9.6 When deciding on an appropriate sanction, consideration will be given to the risks that a pupil's behaviour poses to their own welfare and, where relevant, to the welfare of other pupils and the wider school community. This includes reflecting on how any action, sanction, or lack of action may affect those involved.

10.0 Serious and / or persistent breaches of behaviour expectation

10.1 Allegations, complaints or rumours of serious and / or persistent breaches of behaviour expectation should be referred to the headteacher.

10.2 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.

10.3 The main categories of poor behaviour which are likely to be considered to be serious breaches of discipline include, but are not limited to:

- physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling
- physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter".)
- behaviour which may constitute a criminal offence, such as:
  - possession or use of firearms, knives or other weapons.
  - vandalism, defacement and / or destruction of school property.
- persistent breaches of behaviour expectation, attitudes or behaviour which are inconsistent with the school's ethos.
- actual or attempted theft, blackmail, intimidation, cyber-based bullying or prejudice-based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator.
- behaviour in contravention of the school's policies on the acceptable use of technologies or online safety.
- other misconduct which affects the welfare of a member or members of the school's community, or which brings the school into disrepute (single or repeated episodes) on or off the school's premises.

10.4 The school aims to operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach and / or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.

10.5 An allegation, complaint or rumour of a serious breach of behaviour expectations will be investigated in accordance with the procedures set out in 0.

10.6 Complainants will be taken seriously, and the school has a duty of care to both complainants and those pupil(s) accused. The school encourages reporting concerns. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in 0.

10.8 00 sets out a non-exhaustive list of possible sanctions which may be imposed for serious and / or persistent breaches of discipline / this policy.

11.0 Suspected criminal behaviour

11.1 Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed, and whether or not this needs to be reported to the Police.

11.2 The school will carry out only the investigations needed to understand the situation. Before making any decision, it will consider its safeguarding duties and balance the impact of reporting the matter to the Police on the mental health and wellbeing of the pupils involved (including any victims or alleged perpetrators) against the risks of not reporting it.

11.3 Where a report is made to the Police, the school will not act in a way which could prejudice a criminal investigation or tip off anyone who may be involved. The school will keep in mind that any records created (including witness statements) may be requested by the Police for use within criminal proceedings, with potential disclosure to other parties.

11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the school may decide to continue its investigation and impose sanctions.

11.5 The school will follow its Safeguarding and Child Protection Policy and procedures at all times. When a report is made to the Police, it may also be appropriate to notify Children's Social Care. Leaders will follow the local referral routes set out in the school's Child Protection and Safeguarding Policy.

12.0 Removal from the classroom

12.1 This section must be read alongside below.

12.2 The school will only remove a pupil from the classroom for serious disciplinary reasons, as a formal sanction under this policy. Removal from the classroom is

different to the use of separate spaces (for example, sensory / nurture rooms used for non-disciplinary reasons to meet a pupil's needs).

12.3 Removal from the classroom will only happen for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- to enable dysregulated pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regulate in a safe space.

12.4 The school will consider whether removal from the classroom is proportionate and will consider the circumstances of each individual case, with parents being notified on the same day.

12.5 The school will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal once the pupil is regulated and in a safe place to do so.

12.6 The headteacher will maintain overall strategic oversight of the use of removal from the classroom.

13.0 Intervention, support and reintegration

13.1 The school will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The school has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.

13.2 The range of intervention strategies that the school will put in place include as appropriate, but are not limited to:

- frequent and open engagement with parents.
- providing mentoring and coaching.
- short-term behaviour report cards or longer-term behaviour plans.
- the use of Alternative Provision
- engaging with local partners and agencies to address specific challenges such as managing anger, a lack of resilience and difficulties with peer relationships and social skills.

13.3 Where the school has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate. If a pupil has an Education, Care and Health Plan (EHCP), whether an emergency review is appropriate and / or whether a multi-agency assessment is appropriate. If the child currently has a social worker, the appointed person will be informed.

13.4 Following a sanction, the school will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the school. As far as reasonably practicable, appropriately trained designated staff will deliver this support.

13.5 The school will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom. This may include but is not restricted to time at an alternative site under an off-site direction or suspension.

13.6 The school will not use informal or unofficial exclusions and will not engage in off rolling.

14.0 The role of Parents

14.1 The school seeks to work in partnership with parents and carers on matters of behaviour, helping to develop and maintain good conduct within the school community. It is part of parents' responsibilities to support the school's behaviour policies.

14.2 The school will ensure that the Behaviour Policy is clearly communicated to all members of the school community, including parents and carers, as this is essential to building and maintaining the school's culture.

14.3 Where a parent/carer has a concern about the management of behaviour, they should raise this directly with the school whilst continuing to work in partnership with them.

14.4 Parents will normally be informed as soon as reasonably practicable of any concern that their child has been involved in serious misbehaviour but may be prevented from doing so immediately e.g. by the police if they are involved.

14.5 Parents will be notified of sanctions:

- imposed for significant minor breaches of behaviour expectations (persistent minor breaches such as repeated disruptive behaviour); and
- those imposed for serious breaches of behaviour expectations and any rights of review as required (for example suspension and exclusion).

14.6 Parents will be consulted about their child's behaviour and the application of this policy to their child,

14.7 Whenever the headteacher excludes a pupil, they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

15.0 The role of pupils

15.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to rewards and sanctions. Pupils will be taught they must follow the school behaviour policy and uphold the school rules and should positively contribute to the school culture.

15.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to understand and achieve the behaviour expectations.

16.0 Children with additional needs

16.1 Where the school has concerns about the behaviour, or the risk of exclusion, of a child with additional needs, a pupil with an EHCP or a looked after child this should be undertaken in partnership with others (including the local authority where required). Any appropriate additional support or alternative provision should be considered. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHCP, the school should consider

requesting an early annual review or interim / emergency review.

16.2 The school will, as far as possible, try to anticipate likely triggers of misbehaviour and put support in place to prevent these. Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

16.3 The headteacher and Trust Board must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.

16.4 Whilst an exclusion may still be an appropriate sanction, the headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it becomes known that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

16.5 The school will ensure that, for any pupil who has a disability as defined by the Equality Act 2010, leaders make reasonable adjustments to this policy and its implementation in order to avoid substantial disadvantage to that pupil. In making such adjustments, the school will have regard to the following:

- whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities.
- whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration.
- whether the action to be taken under this policy is a proportionate means of achieving one or more of the school's legitimate aims, which include:
  - ensuring the health and safety of pupils and staff
  - ensuring that education, benefits, facilities and services are targeted at those who most need them
  - the fair exercise of powers
  - maintaining academic and behaviour standards
  - ensuring the well-being and dignity of pupils.

16.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other need, advice should be sought from the headteacher / SENDCO. Further action in accordance with the school's special educational needs and disability policy will be considered.

17.0 Safeguarding and child-on-child abuse

17.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The school will adopt a zero-tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- bullying (including cyber-bullying, prejudiced-based and discriminatory-based bullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse).

17.2 In line with the school's aims, culture of openness and encouragement to report, the school's policy and procedures with regard to child-on-child abuse are set out

in the school's safeguarding and child protection policy and procedures. If behaviour matters give rise to a safeguarding concern, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and Child Protection Policy will take priority.

17.3 Where there are safeguarding concerns, including allegations of harm between pupils, the school may require the temporary separation of pupils whilst enquires are undertaken. Any such arrangement will be proportionate, time-limited, reviewed regularly, overseen by the designated safeguarding lead and headteacher and managed in accordance with statutory guidance. Such separation will not be treated or recorded as a disciplinary suspension or exclusion.

18.0 Malicious allegations

18.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil needs help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The headteacher will also consider whether to take disciplinary action against the pupil in accordance with this policy.

18.1 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

18.2 The school will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

19.0 Use of restrictive practices and reasonable force

19.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in 0 and the school's safeguarding and child protection policy. More detailed guidance about the use of reasonable force is provided to staff in the staff code of conduct and the DfE guidance. All significant incidents that include use of restrictive practices and reasonable force will be recorded using the schools online electronic system.

20.0 Searching pupils

20.1 School staff may search a pupil and their possessions for any item prohibited by law without the pupil's consent. Parental consent may be sought for items banned by school rules. . Force cannot be used to search for school-banned items but refusal by a pupil may lead to sanctions. The member of staff must ensure the parent understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched.

20.2 The school will always follow its Safeguarding and Child Protection Policy if a safeguarding concern arising as a result of any actions connected with a search of a pupil.

20.3 If a pupil is not willing to co-operate with the search, the school will consider why this is. If a search is necessary but not required urgently, the staff member will seek

advice from the DSL or headteacher.

20.4 If a pupil refuses to co-operate with a search, the headteacher and staff authorised by the headteacher, may use reasonable force to search a pupils' possessions where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see Appendix 6). Reasonable force cannot be used to search for items that are banned by the school. The decision to use reasonable force will be made on a case-by-case basis.

20.5 If a pupil continues to refuse to co-operate, they may be sanctioned in line with this policy, where this appropriate, in a consistent, fair and proportionate way.

21.0 Staff training

21.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:

- how staff can support pupils in meeting high standards of behaviour
- how staff will ensure that pupils understand the expectations of the behaviour in the school.
- how staff can ensure that this policy and its sanctions are applied in a way that is consistent, fair, proportionate and predictable, where applicable, to reflect the need of particular pupils.

21.2 The level and frequency of training depend on the role of the individual member of staff.

21.3 The school maintains written records of all staff training.

22.0 Risk assessment

22.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

22.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (including EHCPs or behaviour plans). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.

22.3 The headteacher has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.

22.4 Day to day responsibility to carry out risk assessments under this policy will be undertaken or signed off by the headteacher

23.0 Record keeping

23.1 All records created in accordance with this policy are managed in accordance with Trust policies on the retention and destruction of records.

23.2 The school will maintain an effective, online system for recording behaviour incidents. Information in the system will be regularly reviewed and analysed by the senior leadership team to identify patterns or trends.

23.3 The school will keep a record of any search by a member of staff for a "prohibited item" and any searches conducted by police officers. This will be recorded in the school's safeguarding reporting system.

23.4 The school will keep a separate record of sanctions imposed for serious misbehaviour. The record will include:

- the name and year group of the pupil concerned.
- the nature and date of the incident.
- the sanction imposed and reason for it
- the name of the person imposing the sanction

23.5 This record will be reviewed regularly by the headteacher so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way the school has handled a case.

23.6 Headteachers must share an overview of behaviour incidents with their Local Governing Board so that the board can review the data, meet its obligations under this policy, and identify any trends (for example, within socio-economic groups or groups with protected characteristics).

23.7 The records created in accordance with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published on its website privacy notices which explain how the school will use personal data.

Appendix 1

School behaviour expectations and routines

School behaviour expectations and routines

We strongly believe that in order for children to grow, they need to be taught the importance of choosing responsible behaviours and recognise the impact that this has on themselves and others. To do this they need to be equipped with an understanding of the school's core Christian values and the school's three simple rules and how these relate to situations.
It is our aim that children leave our school being able to do the following:

- **Self-management – managing own emotions**
- **Self-awareness – recognising own emotions**
- **Social-awareness – having understanding and empathy for others**
- **Relationship skills – managing conflict and forming positive relationships**
- **Decision making skills – making good decisions and choices**

Our role is to ensure that all children are aware of what is expected of them to ensure that they flourish as human beings. Our behaviour systems are based on POSITIVE support and most importantly developing the understanding that children need to be able to communicate their feelings in a constructive way and take responsibility for their actions and understand that there are natural consequences.

Our Rules

Our rules are simple and easy for the children to remember; they transcend all that we do and are used to support and explain the importance of positive behaviour. Children are reminded regularly of the rules as they form part of our daily dialogue. They are also displayed around our school.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Appendix 2

Removal from the classroom

1. Removal of a pupil from the classroom is a formal sanction imposed for serious behaviour reasons, which allows for the continuation of the pupil's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.

2. Removal from the classroom will only be used for the following reasons:

    - to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
    - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
    - to allow the pupil to regain calm in a safe space.

3. The school's arrangements for removal from the classroom are

    - A short period of time (max 15 mins) in another classroom (normally the parallel class). This gives the pupil *time* to reflect on the rules and values and their importance. At this stage it is important that either the staff member who sent them or the one that receives them talks to them quietly for a few minutes to help them understand the impact of their behaviour and help them to plan their return to class. They should return when they are ready, it is imperative that they are calm upon return.

    - If a child is removed from the classroom for a prolonged period of time this should be in agreement of the headteacher. This will be called an 'internal suspension' and will take place in one of the following locations and will be supervised by a member of staff:

        - Headteacher and deputy headteachers' office
        - Pastoral Room
        - Table outside of the classroom

The pupil will be set the work that is taking place in the classroom if they are ready to access it. If not ready to access learning, the pupil will be supported in regulating. Before returning to the class as part of our reintegration strategy that offers pupils a fresh start, helps them understand the impact of their behaviour on them self and others, teaches them how to meet our high behaviour expectations, fosters a renewed sense of belonging and builds engagement with learning.

4. It will be the responsibility of the headteacher to maintain overall strategic oversight of the school's arrangements for any removals.

5. The school will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.

6. When dealing with the removal of a pupil from the classroom each case will be dealt with on its own individual facts and circumstances. The headteacher and teachers will:

- consider whether any assessment of underlying factors of dysregulated behaviour is needed
- inform parents of the removal from the classroom on the same day
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future
- ensure that pupils are never locked in the room of their removal except in limited exceptional situations
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Appendix 3

Rewards and sanctions

1.0 Introduction

1.1 Examples of the rewards and sanctions the school ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and sanctions may be used insofar as they comply with good education practice and promote good behaviour.

1.2 Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and sanctions imposed.

1.3 Where a particular reward or sanction is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different sanction imposed, where it is appropriate to do so.

2.0 Rewards

Praise

We aim to praise for growth. This means that we give children feedback by describing or acknowledging what they have done specifically and/or describing how it makes them feel. We praise them for what they have accomplished through our values, practice and study. We ask them about their work in a way that admires and appreciates their efforts and choices; we talk about the impact of learning on all of us and we talk about feelings. We do not offer praise that 'judges' their intelligence or talent or implies we are proud of them because of their intelligence or talent or sets out to control their behaviour. We support growth mindset theory- intelligence and talent just do not exist as hard and fast items- they are elastic and can grow and change as they grow and change. We try not to talk about or think about children in a way that puts a ceiling on our aspirations for them or their life chances.

Our intention is that children feel rewarded by their personal efforts and achievements rather than extrinsic rewards, particularly as the children move through the school towards Key Stage 3. However, we will continue to nurture and develop children through class-based rewards that acknowledge the abilities of all children and the differences that exist (we differentiate in approach, teaching and expectation for both their learning and behaviour needs)

Rewards are as follows:

Values Award

Children are selected through secret voting, for demonstrating the school's values during the term. They are presented with a special 'Values' certificate in the whole school Celebration Worship, the special part of this is the voice of the child with comments from their peers selected and written on their certificate.

Inspire and Grow Awards

Handed out during the Celebration Worship each week to two children via a random selection process, recognising something that the child has achieved well, completed, or a value they have demonstrated that week.

Class rewards

Children receive rewards linked to their approach to behaviour and attitude to school life and learning; even those with large milestones to tackle. Class rewards are many and varied and are developed and used by individuals to make them unique. They could include: stickers, certificates, praise notes home, a verbal 'well done', comments to the parents, lottery tickets, warm and fuzzies and even a dance with Mr Chilli the giant cuddly chilli. Their uniqueness makes them fun and interesting and highlights differences in all of us, including staff.

House Points

Children can earn house points for their house throughout the week. Weekly totals are celebrated during Celebration Worship, which is led by the house captains. At the end of each term, the house with the highest total number of points receives a reward, such as extra break time.

Lunchtime Awards

Mid-Day Supervisors identify children each week who demonstrate our school values whilst on the playground. Children will receive a special 'lunchtime award' certificate in our Friday celebration worship.

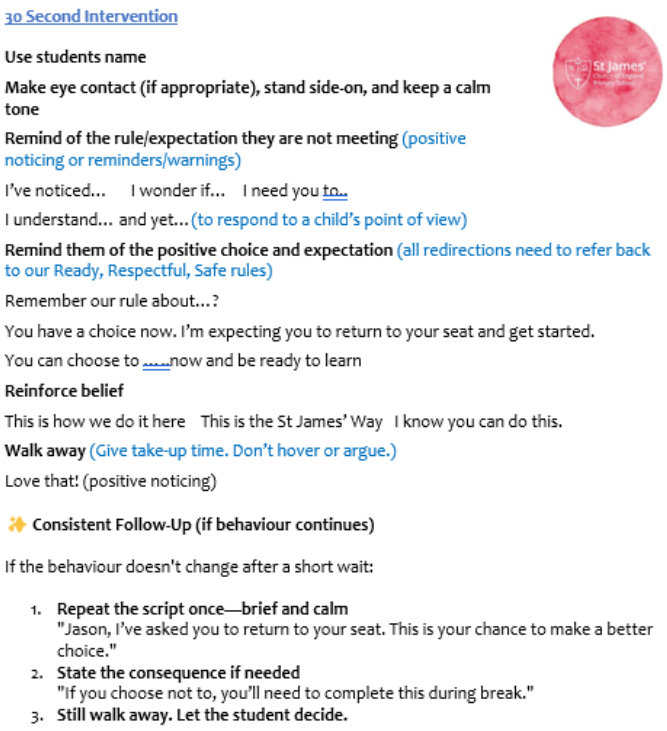
3.0 Sanctions

3.1 Applying sanctions and providing appropriate support are not mutually exclusive actions. They can and should at the same time if necessary.

3.2 **Consequences for inappropriate behaviour – general approach** See Disruptive Classroom and Playground Behaviour Flow Chart Below

3.2.1 Usually if a pupil chooses not to follow our school rules and displays inconsiderate or inappropriate behaviours, staff will initially give a non-verbal sign and then a verbal comment, to try to stop the behaviour/redirect the pupil, reminding them of our school rules.

3.2.2 If a child continues to demonstrate unacceptable behaviour, the following procedures will usually be followed throughout the school:
The child is spoken to by the staff member to help them understand that they are not following one/all of the school rules; this is a chance to ask them if they need help solving their issue or reducing their anxiety. The consequence of their behaviour will also be discussed.
The following 30 second script may be used to support this process:



30 Second Intervention

Use students name

Make eye contact (if appropriate), stand side-on, and keep a calm tone

Remind of the rule/expectation they are not meeting (positive noticing or reminders/warnings)

I've noticed... I wonder if... I need you to..

I understand... and yet... (to respond to a child's point of view)

Remind them of the positive choice and expectation (all redirections need to refer back to our Ready, Respectful, Safe rules)

Remember our rule about...?

You have a choice now. I'm expecting you to return to your seat and get started.

You can choose to .....now and be ready to learn

Reinforce belief

This is how we do it here This is the St James' Way I know you can do this.

Walk away (Give take-up time. Don't hover or argue.)

Love that! (positive noticing)

✨ **Consistent Follow-Up (if behaviour continues)**

If the behaviour doesn't change after a short wait:

1. **Repeat the script once—brief and calm**
   "Jason, I've asked you to return to your seat. This is your chance to make a better choice."
2. **State the consequence if needed**
   "If you choose not to, you'll need to complete this during break."
3. **Still walk away. Let the student decide.**

3.2.3 If a pupil continues to behave inappropriately, they will be asked to move to their partner class so that they have time to reflect on the importance of our rules and values. At this stage it is important that either the staff member who sent them or the one that receives them talks to them quietly for a few minutes to help them understand the impact of their behaviour and help them to plan their return to class. They should return when they are ready; it is imperative that they are calm upon return. (see Appendix 2)

.2.4 Further behaviour issues upon return or a significant event would result in the pupil being removed from the class to support addressing the behaviour, this may need a variety of approaches depending on the child and behaviour but will essentially give the pupil time to calm down and discuss the event. The consequences surrounding the event will be varied but may include:

- spending parts of lunch or playtime discussing the behaviours and next steps
- writing an account of what happened and what could have been done differently (Reflection Sheet)
- meeting with parents
- repair work with staff and/or children
- clearing up or mending objects.

The consequences outlined above will be applied if children choose to demonstrate behaviour which impact upon our three school rules e.g.

Shouting out in class
Disrupting other children in class
Talking during lessons and an inappropriate quantity of work produced
Silly noises

Making marks on other children's work
Throwing equipment in class
Unkind words or actions towards other children or adults

3.2.5 More serious behaviour would result in immediate actions at a higher level to support and manage the pupil and the event e.g.

Bullying – verbal, physical and cyber
Theft and dishonesty
Vandalism and misuse of property
Racist or obscene behaviour – this may be linked to radicalisation
Swearing
Violence of a higher level

If it is considered necessary for the pupil's emotional and physical safety, they may be excluded from selected events, i.e. trips, team games, and visits.

3.3 Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

3.4 The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

3.5 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

3.6 It will also consider any special circumstances relevant to its imposition including:

- *the pupil's age.*
- *any special educational needs or disability they may have; and*
- *any religious requirements affecting them*

4.0 Suspension and permanent exclusion from school

4.1 Only the headteacher has the power to impose a suspension or permanent exclusion from school. An acting headteacher who has been formally appointed to this position, will also have this power.

4.2 Suspension and permanent exclusion from school can take the form of:

- suspension for a fixed term (including lunch time suspensions, which each count as half a day); or
- permanent exclusion.
- permanent exclusion from school will only be imposed for:
  - a serious breach or breaches and / or persistent breaches of this policy; and
  - where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

4.3 The principles, guidance and procedure set out in the DfE's Suspension and Permanent Exclusion Guidance will be followed at all times**.**

4.4 This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

4.5 The headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion for which a Governors' Discipline Committee meeting has not yet commenced to review that decision. This may include where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

4.6 In all cases, the headteacher will comply with the requirements of the Suspension and Permanent Exclusion Guidance in respect of notifying / reporting the cancellation to parents and others and offering a meeting with parents to explain the reasons for the cancellation.

4.7 Following a suspension, the school will ordinarily arrange a reintegration meeting with the pupil and parent/carer before or as soon as practicable after the pupil's return to school. The purpose of the meeting will be to support a successful return to education, review any support or adjustments required, and agree strategies to promote positive behaviour and attendance.

Appendix 4

Investigations of incidents and alternative action

1.0 Investigation

1.1 The headteacher may investigate incidents which potentially give rise to a breach of the school's policies on behaviour or may appoint a member of staff (usually a member of the Senior Leadership Team) to carry out the investigation.

1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and sensitive to the age and stage of the pupils involved.

1.3 The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events.

1.4 Parents do not need to be notified in advance that interviews are taking place, and their consent is not required.

1.5 The pupil will be asked to explain in their words what has happened, and a written record of the interview will be made by the interviewing member of staff depending on the pupils age and abilities. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate if appropriate, again depending on age and ability.

1.6 CCTV footage, if available may be viewed and pupils' desks, lockers and / or personal belongings may be searched during an investigation. See 0 of this policy for the school's policy on searching and confiscation.

1.7 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will consider advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the school will have regard to KCSIE and the schools Safeguarding policy. The school's designated safeguarding lead (or a deputy) will take a leading role on decisions.

1.8 Where the headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the school, the investigating member of staff will fully report the outcome of their investigation to the headteacher to enable an informed decision to be made.

2.0 Removal from the classroom / suspension pending further investigation / enquiries

2.1 Where the incident is serious and / or complex and it has not been possible to complete the full investigation on the day that the incident occurred or was brought to the attention of the school, the pupil may be removed from the classroom while the investigation continues. During this time, the pupil will continue to receive the equivalent of full-time education provision. The period of removal from the classroom should be considered by the headteacher when determining the final sanction.

2.2 Alternatively, where it is not appropriate for the pupil to remain on the school's premises while the investigation continues / enquiries are made, the pupil may be

formally suspended from the school for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation / enquiries.

2.3 Before a suspension pending further investigation / enquiries is imposed, the headteacher must be satisfied that they have established sufficient evidence in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.

2.4 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Suspension and Permanent Exclusion Guidance will be followed (including sending a notification letter to the parents containing all mandatory information).

2.5 Once the investigation / enquiries are complete, the headteacher will be able to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back-to-back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the parents confirming the further suspension or permanent exclusion.

3.0 Decision

3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true (i.e. on a balance of probabilities, or more likely than not).

3.2 Pupils' behaviour and discipline records will be considered, together with the pupils' background, and any special educational needs and / or disabilities they may have. The school will follow its Special Educational Needs And Equalities Policy where this is relevant.

3.3 All disciplinary sanctions imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, considering the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.

3.4 Disciplinary sanctions will be recorded in the pupil's record on Arbor.

3.5 The school will usually notify the parents of disciplinary sanctions imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

4.0 Off-site directions

4.1 The school has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour – this is called an off-site direction. It must not be used as a disciplinary sanction or punishment for misconduct.

4.2 The off-site direction may be to a Pupil Referral Unit (PRU), and Alternative Provision School, or another school / school (or unit therein).

4.3 Parental consent is not required for an off-site direction, and pupils are expected to attend the other setting as directed. Parents must be consulted and provided with formal written notice, but their explicit consent is not a legal prerequisite. If pupils do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

4.4 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the school or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.

4.5 A "personalised plan for intervention" will be put in place, which sets out the objectives for the pupil's improvement and attainment, the period involved, the arrangements for assessment and monitoring progress. It will include a baseline of the pupil's current position against which to measure their progress.

4.6 The off-site placement will be regularly reviewed, and parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it.

4.7 During the period of an off-site direction by the school to another school, the pupil must be dual registered which means that they will be registered at both the school and the school/AP to which the pupil is directed off-site.

4.8 The school will follow the Trust's Alternative Provision Guidance when exercising this power.

5.0 Managed moves

5.1 A managed move is a permanent transfer to another school which has been agreed by all parties and carried out in accordance with the School Admissions Code and relevant statutory guidance. Prior to a managed move being agreed, the school may consider an off-site direction, where appropriate and lawful, to assess whether a change of placement is in the pupil's best interests. It is designed to give pupils who are at risk of permanent exclusion a fresh start in another school without a permanent exclusion on their educational record.

5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and parents will be consulted when while this is being explored.

5.3 If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.

5.4 A planned managed move will only happen when it is in the pupil's best interests. Before a decision is made regarding an off-site direction or managed move, the pupil's views will be sought and taken into consideration, with regard to their age, understanding and individual needs.

5.5 Where a pupil has a social worker, they will be consulted as part of the managed move process.

Appendix 5

1.0 Use of restrictive interventions and reasonable force

1.1 Restrictive interventions include physical and non-physical actions that limit a pupil's movement, liberty or independence. Reasonable force is one type of restrictive intervention.

1.2 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance Restrictive Interventions and use of Reasonable Force in schools.

1.3 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

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

1.4 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used as a form of punishment. Staff who are likely to need to use reasonable force and/or other restrictive interventions will be appropriately trained in its safe and lawful use and in preventative strategies as set out in the DfE guidance.

1.5 Staff will never use any restraint practices that include applying pressure to the neck, chest abdomen, joints, nose or mouth; restricting breathing; prone or supine holds; or any method which creates a risk of asphyxiation.

1.6 Leaders will ensure that all staff know and understand that no more force than is necessary will be used.

1.7 Seclusion is defined as placing a pupil alone where they cannot leave. It may only be used to prevent immediate harm; it must never involve a locked room. It must be supervised and recorded. This must be reported to parents in writing on the same day.

1.8 When deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities. The school will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

1.9 Where a member of staff uses reasonable force, the headteacher must be informed of the incident and it will be recorded using the schools' systems for doing this. The requirement to record will apply even if the use of reasonable force and other restrictive interventions are part of a pupil's behaviour support plan.

1.10 Every incident involving reasonable force will be recorded on the school's

electronic system including the date, time, location, duration, the reason force was necessary, the degree of force used and any injuries sustained. Parents will be informed in writing about serious incidents involving the use of force on the day of the incident. The DfE statutory guidance for reporting will be followed.

1.11 Following any restrictive intervention, the school must provide emotional support, medical assessment (where appropriate) and an opportunity to debrief for both pupils and staff. This will allow leaders to consider what additional support, interventions or adaptations are required to prevent further incidents occurring. Other agencies and professional may well need to be involved where ongoing support, assessment or intervention is required.

Appendix 6 Searching, screening and confiscation

1.0 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction where it is reasonable to do so.

2.0 The Trust's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE, July 2022).

3.0 Prohibited items

3.1 The following are "prohibited items" by law under section 550ZA (3) of the Education Act 1996 and Regulation 3 of the schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

- Knives or weapons, alcohol, illegal drugs and stolen items.
- Tobacco and cigarette papers, fireworks and pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence
  - to cause personal injury to, or damage to the property of, any person (including the pupil)

3.2 In addition to the above, the school has prohibited or restricted the use of the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:

- mobile phones.
- laptops
- tablets
- hand-held electronic games
- other electronic devices]; and
- vaping devices / e-cigarettes

The items listed above are provided as examples and do not represent an exhaustive list.

3.3 Pupils must not have these items in their possession on the school's premises, or at any time when they are in the lawful charge and control of school staff (e.g. on educational visits).

Pupils may be searched for any item which is prohibited by the school (as set out above) with their parents' agreement.

4.0 Searching pupils

4.1 School staff have the power to search for any item if a parent agrees. The member of staff undertaking the search should ensure the parent understands the reason for the search and how it will be conducted so their agreement is informed.

4.2 When exercising these powers, the school must consider the age and needs of the pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

4.3 If a parent has given permission to search, but the pupil refuses to co-operate with a search for an item prohibited by law, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the school has prohibited, as set out in 0 above.

4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.

4.6 If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.

4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the headteacher will be sought. During this time, the pupil should be supervised and kept away from other pupils.

4.8 Searches will be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit[1].

4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

- search of outer clothing; and / or
- search of the school property (e.g. pupils' lockers/drawers)
- search of personal property (e.g. bag or pencil case).

4.10 Where possible, staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.

4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

4.12 Where the headteacher, or staff authorised by the headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the Designated Safeguarding Lead (DSL), or deputy whenever there is a safeguarding concern. The pupil will be sanctioned in line with the school's Behaviour Policy to ensure consistency of approach.

5.0 After a search

[1] The power to search a pupil on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.

5.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.

5.2 Where appropriate school staff will follow the school's Safeguarding and Child Protection Policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

6.0 Recording searches

6.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above, items banned by the school rules in section 0 above and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

6.2 Records of the search will include:

- the date, time and location of the search.
- which pupil was searched.
- who conducted the search and any other adults or pupils present.
- the item being searched for.
- the reason for searching.
- what items, if any, were found; and
- leaders' decisions and what follow-up action was taken as a consequence of the search

6.1 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

7.0 Confiscation

7.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a sanction where it is reasonable to do so.

7.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.

8.0 Electronic devices

8.1 The school has adopted a policy to prohibit pupils using personal mobile electronic devices during the school day. Mobile electronic devices include, but are not limited to, mobile phones, and any wearable technology that has the ability to send and / or receive notifications or messages via mobile phone networks, or the ability to record audio and / or video.

8.2 Any electronic device such as those listed in 8.1 may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour, any data or files on the device may be

searched and, where appropriate, data or files may be erased before the device is returned to its owner. This should always be undertaken in the presence of the headteacher.

8.3 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour.

Subject to the requirements set out in KCSIE. If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of the Behaviour Policy or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence. School staff should always act in accordance with the Child Protection and Safeguarding Policy in this instance.

9.0 Disposal of confiscated items

9.1 Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without police involvement.

9.2 Articles used to commit an offence or to cause personal injury or damage to property may, at the discretion of the headteacher or authorised member of staff, be delivered to the police, returned to the owner, retained or disposed of. In considering all relevant circumstances the member of staff should consider whether it is safe to dispose of the item; and whether and when it is safe to return the item.

9.3 Weapons or items which are evidence of an offence will be passed to the police as soon as possible.

9.4 An item prohibited by the school may, at the discretion of the headteacher or authorised member of staff may be returned to its owner, retained or disposed of. The member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.

9.5 Where staff confiscate a mobile electronic device that has been used to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the headteacher considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 10.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the electronic device will be confiscated and must be collected by a parent.

9.6 Electronic devices - if it is found that a mobile phone or any other electronic device has been used to cause harm, disrupt teaching or breach the school's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent and the pupil may be prohibited from bringing such a device onto school premises. In serious cases, the device may be handed to the police for investigation.

10.0 Communication with Parents

10.1 There is no legal requirement for the school to inform parents before a search for prohibited items takes place or to seek their consent to search their child, but we will always make every effort to do so.

10.2 Parents should always be informed of any search for a "prohibited item" listed above that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

10.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

10.4 A record will be kept of all searches carried out, in accordance with paragraph 5.2 above, which can be reviewed by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.

10.5 Complaints about searching or confiscation will be dealt with through the Trust's published Complaints Policy and procedures.

10.6 The school will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.

Appendix 7

Legislation and Guidance

This policy has been prepared to meet the school's responsibilities under the relevant legislation, guidance and advice as follows:

Legislation:

- Education Act 2002, as amended by the Education Act 2011.
- The school Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by the school Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022.
- The Education and Inspections Act 2006.
- The Education Act 1996.
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.
- EYFS *statutory framework for group and school-based providers* (DfE, September 2025).
- Education and Skills Act 2008.
- Children Act 1989.
- Childcare Act 2006.
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR**).**
- Human Rights Act 1998; and
- Equality Act 2010.

Guidance and advice:

- Keeping children safe in education (DfE, September 2026) (KCSIE).
- Working together to safeguard children 2026 .
- Information sharing advice for safeguarding practitioners (DFE, May 2024).
- Behaviour in schools: advice for headteachers and school staff (DfE August 2024).
- Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, July 2017)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026).
- Restrictive interventions including the use of reasonable force in schools (DfE, April 2026).
- Searching, screening and confiscation: Advice for schools (DfE, July 2023).
- Mobile phones in schools (DfE, January 2026)
- Alternative provision (DfE, February 2025).
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024).
- Mental health and behaviour in schools (DfE, November 2018).
- Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018).
- Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2024).
- Guidance for Appropriate Adults (Home Office, April 2003).
- Relationships education, relationships and sex education and health education (DfE, December 2025); and
- The designated teacher for looked-after and previously looked-after children