



BEHAVIOUR & RELATIONSHIPS POLICY

Autumn Term 2025

Originally Approved by: Headteacher / Governing Body

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Reviewed & Updated: Autumn Term 2025

Next review due: Autumn Term 2025

EQUALITY STATEMENT

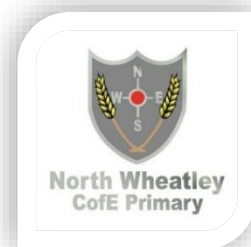
This document was formulated to meet the requirements of the Equality Act 2010.

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age.

GDPR DATA PROTECTION STATEMENT

Data will be processed in line with the requirements and protections set out in the UK General Data Protection Regulation.

North Wheatley C of E Primary School



Behaviour & Relationships Policy

BELIEVE * ACHIEVE * THRIVE

Our Vision and Values

At North Wheatley C of E Primary School, our vision and values are:

The journey through North Wheatley C of E Primary will give every member of the school community the courage and faith to: **'BELIEVE, ACHIEVE & THRIVE'** to encourage them to **'be the best me that they can be'** so that they **'Shine as lights in the World'** - Philippians 2:15.

Christian Values are the heartbeat of our school.

Believe: Believe in yourself, your faith and others

Achieve: Achieve your goals, your dreams and your future

Thrive: Thrive through a love of yourself, your faith, your values, your love of learning

AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

INTRODUCTION

At North Wheatley C of E Primary School, we aim to create a safe and positive learning environment for all pupils, staff and visitors. Our policy is rooted in our school values-based ethos and our core values of **community, hope, respect, faith, wisdom and courage**.

We believe that every pupil has the right to learn and every teacher has the right to teach. We expect all members of our school community to demonstrate these values in their behaviour and interactions with others.

- Good behaviour is fundamental to success in the classroom for both pupils and teachers.
- Consistently managed behaviour encourages learning to take place.
- Behaviour expectations are taught, modelled and rewarded.
- Unacceptable or dangerous behaviours are sanctioned.

Our Values-based ethos underpins our expectations for behaviour. We support our pupils to behave by ensuring:

- ✓ **unconditional positive regard** for all pupils
- ✓ the use of **core values** to underpin our choices, actions and on how we reflect on negative choices
- ✓ a **focus on choice** - we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences). Language of choice is used to encourage self-management of behaviour and reflection on behaviour choices made. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child
- ✓ **recognising, acknowledging and rewarding** pupils for their positive choices, use of our values and behaviour
- ✓ **sanctioning pupils for negative choices**, if appropriate (*including using suspension and permanent exclusion where this is the only option*)
- ✓ ensuring **consistency in behaviour management** where all staff are expected and empowered to effectively manage behaviour
- ✓ a positive and assertive approach, where **clear boundaries** are set and enforced calmly, compassionately, considerately and consistently

ROLES & RESPONSIBILITIES

The Governing Board

The Governing Body is responsible for:

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

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
- 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 pupils
- 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 pupils 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 pupils both sanctions and support when necessary
- Ensuring that information from school behaviour records is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers & Staff

Staff are responsible for:

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

The Headteacher & Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Parents & Carers

Parents and carers, where possible, should:

- Be familiar with the school behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour
- Raise any concerns about behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will keep parents & carers informed about their child's behaviour and work in collaboration with them to tackle any behavioural issues.

Pupils

Pupils will be made aware of the following:

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

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

SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour 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 & Safeguarding Policy for more information.

BEHAVIOUR SIGNPOST

All our children are expected to follow our core values and the fundamental British Values. Our school rules support this. These rules and values are embedded into our all aspects of school life.

Our **Behaviour Signpost** help point children in the right direction with their behaviour choices.

They are CLEAR, CONCISE and CONSISTANT across the whole school and at all times of the school day.



The signpost is discussed and explained to children in a way that is appropriate to their age and level of understanding. Examples are shared so that all children understand what is expected of them:

 OUR BEHAVIOUR SIGNPOST EXPLAINED 				
Follow Instructions	Show Respect	Be Kind	Try Hard	Stay Safe
Do what you are asked by staff	Tell the truth	Say nice things	Try your best	Walk sensibly around school
Stop if someone tells you to stop	Listen to each other	Use kind hands / feet	Keep focussed	Sit smartly on chairs
Respond straight away: <i>first time, every time</i>	Look at the person talking	Co-operate	Stay on task	Pick up things from the floor
	Use our manners	Understand other people's opinions	Challenge yourself	Play safe games outside
	Ask permission	Look after each other	Bounce back from mistakes	Look-out for others
	Tidy-up equipment	Help each other	Have resilience	Use TOPAZ power
	Look after belongings	Share equipment	Persevere	
	Use AMETHYST power	Use RUBY power	Use EMERALD & SAPPHIRE power	

LUNCH & PLAYTIME BEHAVIOUR

We recognise that some children find it more difficult to manage their behaviour during social and / or unstructured times. We have agreed clear BEHAVIOUR CHARTERS to help children understand what is acceptable and unacceptable at these times of day:

**NORTH WHEATLEY CofE PRIMARY SCHOOL**
DINNER TIME BEHAVIOUR CHARTER

We will...

- Enter the hall & find a seat quietly
- When asked, line up sensibly
- Wait quietly to be served
- Say please and thank you
- Sit nicely at the tables
- Talk quietly to children near us
- Listen to the lunchtime staff
- Use a knife and fork properly
- Put our hands up to ask a question
- Ask if we can clear away
- Clear the tables of any rubbish
- Wait sensibly at our tables until we are told to go outside



We will NOT...

- Run to get to hall / queue first
- Push or mess around in the queue
- Shout, bang or make too much noise
- Upset or annoy other children at the table
- Deliberately hurt others
- Throw or flick food around
- Get up and walk around the hall without permission



**NORTH WHEATLEY CofE PRIMARY SCHOOL**
PLAYTIME BEHAVIOUR CHARTER

We will...

- Choose sensible games to play
- Play nicely with each other
- Be aware of safety as we play
- Use kind language to others
- Cooperate & listen to each other
- Resolve minor arguments between us
- Tell another child to stop if they are doing something wrong or something we don't like
- Stop what we are doing if another child tells us to stop
- Show respect to adults on duty
- Listen and follow instructions from adults



We will NOT...

- Play dangerous or rough games
- Tease or call each other names
- Use bad or unkind language
- Ignore or be rude to the adult on duty
- Deliberately hurt someone (e.g. pinching, punching, kicking)
- Bully other children



RESPONDING TO BEHAVIOUR

We expect all children to follow our school values and to demonstrate positive behaviour towards each other, our staff and the school environment. Children are expected to behave in a respectful and responsible manner at all times.

We encourage good behaviour by ensuring:

- ✓ unconditional positive regard for all
- ✓ good classroom management, including well-defined routines
- ✓ a calm, compassionate, considerate and consistent approach
- ✓ praising good behaviour as it occurs
- ✓ explaining and role modelling the behaviour we want to see
- ✓ encouraging the pupils to reflect on our core values
- ✓ explaining reasons for any sanctions
- ✓ using 'Reflect & Repair' and regulation strategies to create a positive climate for learning

Pupils who display unacceptable or dangerous behaviour - such as bullying, aggression or defiance - will be given appropriate sanctions.

Unacceptable and dangerous behaviour includes:

- ignoring reasonable instructions
- answering back, rudeness or aggression
- making unkind/ derogatory remarks.
- damaging property.
- stealing
- biting, spitting, hitting and kicking (towards adults or children)
- swearing
- racist comments
- harassment and/or bullying linked to the protected characteristics
- bullying
- touching other pupils inappropriately
- inappropriate online behaviour

Responding to Good Behaviour

We believe that positive feedback has a huge impact on pupil's behaviour and progress. We strive to embed a culture of positivity through our '4C' approach: calm, compassionate, considerate and consistent.

We praise and reward pupils for good behaviour in a variety of ways:

- All staff congratulate children.
- All staff give pupils Good Choice Critter Tickets and praise the positive choice pupils make.
- Staff give stickers and verbal praise for displaying our school values and making good choices.
- Staff nominate pupils from each class for weekly achievement and behaviour awards.
- Our weekly Celebration Assembly recognises the achievements of pupils every week; we also have half-termly trophies that are awarded to pupils who have made wise choices in different aspects of school life.
- 'Gem Powers' (stickers and gems) are awarded to pupils' who demonstrate the school gem powered learning behaviours.
- Pupils are invited to share their work with the Head Teacher to celebrate their success.
- Pupils' learning is displayed around school.

The school acknowledges all the efforts and achievements of children, both in and out of school. We celebrate achievements outside of school throughout the week but especially on a Monday, when children are invited to bring in achievements from home to share in our WOW WORSHIP.



NORTH WHEATLEY C of E PRIMARY SCHOOL

GOOD CHOICES

When we make a **GOOD CHOICE** with our behaviour, this will be recognised and rewarded by staff.

For example:

Thumbs up or hi-five	Verbal praise	Sticker or certificate
'Good Choice Critter'	Gem power sticker or gem stone	Whole class reward or treat (e.g. golden time)
Weekly achievement & behaviour awards	Headteacher sticker / certificate	Half-termly trophies

TEAM / HOUSE POINTS

Children who are seen demonstrating the behaviour focus for the term, could earn their school team a house-point, which will be added to the running total for the term.

OUR FOCUS THIS TERM IS:

All children at North Wheatley are allocated a school House Team and can earn 'house-points' which get added to a whole-school total and which may lead to their team winning the trophy for the school term / year.

Gem Powers

Throughout the school day, children can be awarded with '**GEM POWERS**' for their Learning Behaviour. Children who are seen demonstrating these behaviours that contribute to learning are awarded Gem Powers.

Our Gem Powers

Diamond Power – Solving Problems

Being able to notice a problem and thinking of ways to solve it.
Do I work alone or in a team?
Win your teacher's Diamond Power by solving your own problems.
The more problems you solve – the better you get at learning.



Sapphire Power – Keeping Focus

Keep on task even though there are lots of distractions – fight off the monster distraction.
Keep listening to others (teachers, support staff and pupils) even when there are lots of distractions.



Ruby Power – Supporting Others

Giving support to others by listening to them and smiling at them.
Praise others when they do well.
Smile a lot and make others feel good.
Help others when they have a problem.
Accept praise and encouragement from others.



Emerald Power – Bouncing Back from Mistakes

Trying tricky things and when a mistake is made – remain calm and start again.
Enjoy challenges and recognise how I can learn from the mistakes I have made.
Be able to control my excitement, disappointment, fear of making mistakes. Making sure I control the monster in my brain.



Amethyst Power – Working with a Partner

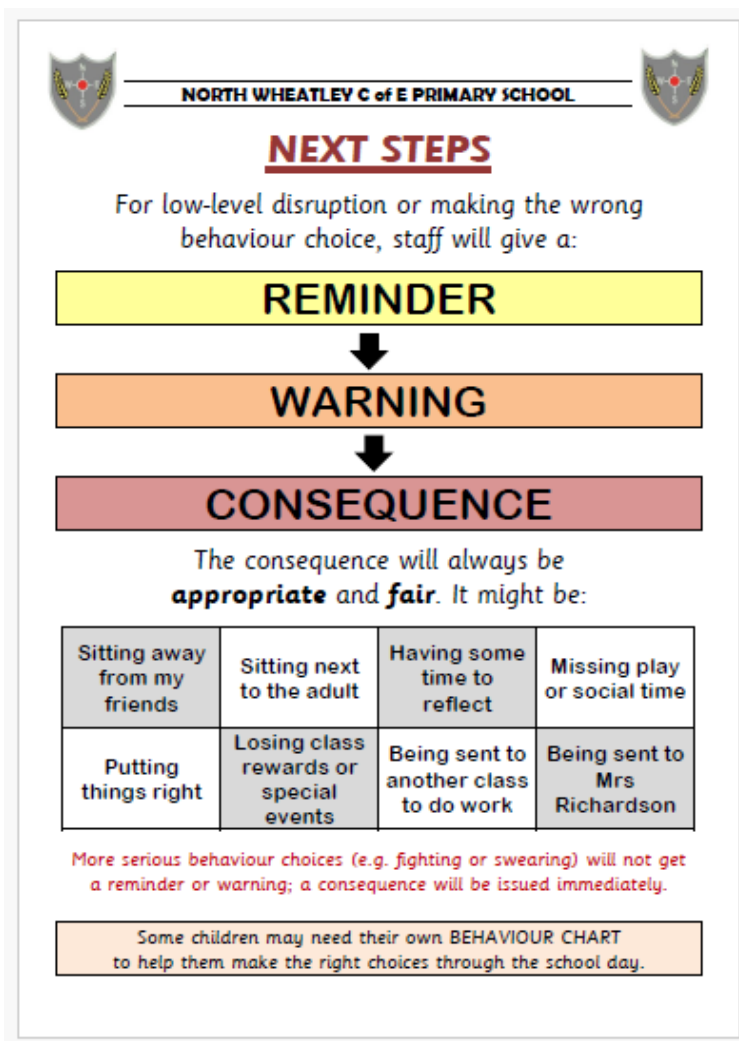
Co-operating and sharing ideas when working with a partner.
I share by listening and talking.
I understand what is going on and feel confident to contribute.
I respect what my partner has to say.



Topaz Power – Learning in a Big Group

Applying all the gem powers to work with a team.
I respect and work with other people's views and ideas.
I know what the rules of good team work are and can follow them when working in a team.





Responding to Unacceptable Behaviour

Positive relationships between children and staff are crucial to our approach to managing unacceptable behaviour. We believe that it is important our staff **'connect before correct'**.

As outlined in this poster, staff will initially respond to low-level disruption or a poor behaviour choice by giving the child a **REMINDER** of our school behaviour signpost and why their behaviour is unacceptable.

If a child continues to disrupt learning or make negative behaviour choices, they will be given a **WARNING**. We would expect that in the majority of cases this will help the child change their behaviour and no further action would need to be taken.

However, if the same or similar behaviour continues, an appropriate **CONSEQUENCE** will be issued, as outlined in the poster above. Ideally, this sanction will be immediate, but in some circumstances a sanction may be delayed and applied once the pupil is calm and able to reflect on the incident.

All significant unacceptable or dangerous behaviour (including swearing and fighting) will always be challenged and sanctioned.

Suspension & Exclusion

We recognise that, unfortunately, not all behaviour can be managed through this system. Temporary suspension and permanent exclusion may also be applied for serious misbehaviour.

A suspension, where a pupil is temporarily removed from the school for a fixed period of time, may be used to provide a clear signal of what is unacceptable as part of our school behaviour policy and to indicate that their behaviour is putting them at risk of permanent exclusion.

A permanent exclusion is when a pupil is no longer allowed to attend a school, unless the pupil is reinstated. The decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach or persistent breaches of the school's behaviour policy; AND*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.*

Only the Head Teacher (or acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

The Head Teacher informs the governing body and NCC about any suspension or permanent exclusion.

The Head Teacher keeps a record of any pupil who is suspended or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The school adopts the current DfE guidance on school suspensions and permanent exclusions.

Physical Intervention

We recognise that some pupils may have additional needs and require additional support to manage their behaviour. We use de-escalation techniques to help support pupils, including those with special educational needs.

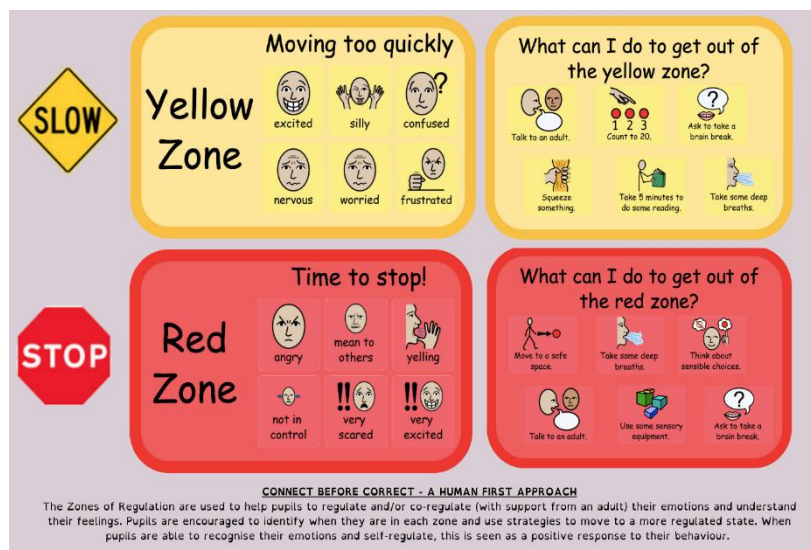
The use of force and physical intervention will only ever be used as a last resort in order to prevent injury. The actions that may be taken in these situations will be in line with government guidelines and guidance from NCC.

All incidents involving physical interventions will be logged and shared with families.

ZONES OF REGULATION

The Zones of Regulation are used across the school to encourage self-regulation. This approach helps pupils develop an understanding of their own emotional state and provides them with strategies to regulate their behaviour. Pupils are encouraged to identify when they are in each zone and use strategies to move to a more regulated state which will help them also manage their behaviour.





EFFECTIVE THINKERS CURRICULUM

To further support our children, we have introduced a new 'Effective Thinkers' Curriculum, which is taught throughout school on a weekly basis. Over the course of the year, children will learn about the eight executive functions and develop their skills in these core areas through completing weekly challenges. The curriculum is repeated every year, ensuring a progression in these skills during their time here at North Wheatley.

What are the eight executive functions		
1	Emotional control	Knowing your feelings and keeping them in check.
2	Impulse control	The ability to think before acting.
3	Flexible thinking	Adjusting to unexpected changes.
4	Working memory	Keeping key information in mind and using it.
5	Self-monitoring	Self-awareness to know how you are <u>at the moment</u> .
6	Task initiation	<u>Take action</u> and get started.
7	Planning and prioritising	Setting and meeting goals.
8	Organisation	Keep track of everything physically and mentally.

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Several of these functions relate directly to a child's ability to regulate their emotions; they should therefore help children manage their behaviour in school.

RESPONDING TO BEHAVIOUR OVER TIME

Parents will be contacted to inform them of any significant incidents or ongoing concerns about behaviour, and / or if their support is needed. It may be necessary to implement and individualised behaviour plan or reward system.

Classroom staff should inform SLT of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements in behaviour.

The Headteacher or senior teacher involvement could include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to CASY counselling or Healthy Families team to identify possible strategies
- Implementing child specific consequences such as isolation from break times, individual reward times or needing to go home at lunchtime
- Creation of behaviour plans / behaviour charts / report cards and regular review meetings
- Liaison with SENDCO to discuss possible additional needs
- Liaison with external agencies for support (e.g. BPBP – Bassetlaw Primary Behaviour Partnership)

The headteacher may also consider a fixed term suspension or permanent exclusion, if all other strategies have proved unsuccessful and thresholds are met.

The Senior Leadership Team monitor patterns and categories of significant behaviour.

RESPONDING TO BEHAVIOUR FROM PUPILS WITH SEND

We are an inclusive school and recognise that some children may need provision additional to or different from what we provide for the majority of children; this is special educational provision. Whilst many factors contribute to the range of difficulties experienced by children, we believe that to overcome their difficulties, much can be done through the support of parents, teachers and pupils working together.

Occasionally, some children may require adaptations to our behaviour system, which can be individually tailored to meet their needs. Where this is the case, this will be discussed and agreed with the child's parents and made clear in their individual support plan. This may mean that alternative sanctions and support are put in place for pupils whose needs are regularly displayed through challenging or inappropriate behaviours.

The SENDCo and staff at school will work in partnership with external agencies to ensure pupils with SEND who display challenging behaviours, are given the best possible opportunities to access school in a happy and safe way.

Where challenging and inappropriate behaviours continue, despite additional support being put in place, suspensions and permanent exclusion will still be considered and discussed with relevant agencies.

Wherever necessary, as part of an individual support plan, pupils who display these behaviours will be provided with additional support throughout the day, with focus on particular times or session for those pupils who find the less structured parts of the day difficult. A peer-to-peer and buddy approach may also be used to support pupils where and when it is deemed appropriate.

When dealing with misbehaviour from pupils 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 any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

REFLECT & REPAIR TIME

Following a breach of school rules, children may take part in a restorative discussion, if this is deemed appropriate.

This may be carried out through 'Reflect & Repair' time (R&R).

- Everyone is given time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves (depending on their age and the severity / context of the disagreement). Alternatively, an adult will support with the discussion.
- All members of staff and children know that issues will be dealt with fairly, and that the language used in discussions must be consistent and respectful.
- R&R discussions are held in a calm, quiet, private place.

MALICIOUS ALLEGATIONS

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil who made the allegation is in need of help or if 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 pupils 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 pupils.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT & SEXUAL VIOLENCE

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

TRAINING

Our staff are provided with appropriate training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- The use of de-escalation techniques

Some staff may also receive training on physical intervention, as advised by NCC.

Behaviour management may also form part of continuing professional development.

LEGISLATION, STATUTORY REQUIREMENTS & STATUTORY GUIDANCE

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Play Policy
- Anti-bullying Policy
- Child protection and safeguarding policy
- Exclusion Policy
- Physical Intervention policy

The headteacher and / or SLT may use their discretion to adjust the implementation of this policy and procedures on a pupil-by-pupil and / or incident-by-incident basis.



Appendix 1: DEFINITIONS

Misbehaviour is defined as:

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

Serious 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 such as 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
 - E-cigarettes or vapes
 - 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 pupil)



Appendix 2: CONFISCATION & SEARCHING

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

1 Confiscation

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

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

2 Searching a pupil

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 pupil, 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 pupil 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 pupil; **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 make sure a written record of the search is kept.

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

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, 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 pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"

Explain how and where the search will be carried out

Give the pupil the opportunity to ask questions

Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the Headteacher to try to determine why the pupil is refusing to comply.

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

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

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

Desks

Lockers

Bags

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

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

3 Informing the designated safeguarding lead (DSL)

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

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

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

4 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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

5 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

6 Strip searches

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

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

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

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

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

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

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

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

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7 Suspected criminal behaviour

If a pupil 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 will make the report.

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

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