



Diocese of Norwich
Education and
Academies Trust



The St Mary Federation

Behaviour Policy

Policy Type:	School Level Policy
Approved By:	Executive Headteacher
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Person Responsible:	Headteacher

Our Vision

Many people, one body,

many gifts, working together

We aim for strong leadership from staff, governors and pupils. We strive to become even better teachers and learners, ever more considerate and engaged pupils and to deliver an ambitious curriculum so that exceeding expectations becomes the norm.

To support this aim we take strength and direction from 1 Corinthians 12

¹² The body of Christ has many different parts, just as any other body does. ... ²⁵ He did this to make all parts of the body work together smoothly, with each other.

Statement of intent

Good behaviour in school is central to a good education. At the St Mary Federation, we aim to manage behaviour well in order to provide a calm, safe and supportive environment, where our pupils can learn and thrive. In order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

All school rules are based on the three core principles:

READY, RESPECTFUL, SAFE

Through these three rules, we aim to:

- Promote desired behaviour
- Promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensure equality and fair treatment for all
- Praise and recognise good behaviour
- Challenge and discipline misbehaviour
- Provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encourage positive relationships with parents
- Develop positive relationships with pupils to enable early intervention
- Share approaches which involve pupils in the implementation of the school's policy and associated procedures
- Promote a culture of praise and encouragement in which all pupils can achieve

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Pupil Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.

- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management.

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leaders.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff will keep a record of all reported incidents on Arbor (Our school’s behaviour management system) with some incidents also recorded on CPOMs to help identify pupils whose behaviour may indicate potential mental health, SEND or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection. Logs are reviewed regularly to identify any trends or triggers.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

5 Levels of Behaviour at The St Mary Federation

The following outlines 5 levels of unacceptable behaviour and suggests how these types of behaviour might be dealt with. Other strategies may be used at the Headteacher's/SLT's discretion:

Severity level	Behaviour causing concern	Potential Consequence	Further school action
1	- Lack of attention - Failure to follow instructions - Low level disruption to learning (e.g. calling out) - Disrespecting resources - Level 1 other	- Verbal reminders of expectations - reflection in class - Verbal warning offering the opportunity to make the right choice with pupil being made aware of next stage of consequences - Redirection - Expectation to make amends (e.g. apologising / completing unfinished work)	- Acknowledging positive role models - Class management e.g. moving seats / carpet space - Followed up in class where appropriate, e.g. RSHE, circle time, - Monitoring
2	- Repeated refusal to work / follow instructions - Dishonesty - Name calling - Minor physical assault (e.g. poking, pulling hair) - Level 2 other 3 Level ones in a 2-week period would escalate to a level 2	- Verbal reminders of expectations - Verbal warning offering the opportunity to make the right choice with pupil being made aware of next stage of consequences - Reflection time with a member of staff - 5 min - Expectation to make amends (e.g. apologising / completing unfinished work)	- Acknowledging positive role models - Class management e.g. moving seats / carpet space - Followed up in class where appropriate, e.g. RSHE, circle time, - Monitoring
3	- Persistent disruption of teaching and learning - Use of mobile phone / smart watch on school site - Potential bullying behaviours (not online) - Potential online bullying behaviours - Physical assault (e.g. pushing, rough play) - Level 3 other - Three Level 2s in a 2-week period would escalate to a level 3	- Reflection time with a member of staff using a reflection form - 10 min - Informal discussion with parents e.g. at the end of the day - Incident will be logged onto the school's Behaviour management system - Expectation to make amends (e.g. apologising / completing unfinished work) - Pupil made aware of next stage of consequences	- Followed up in class where appropriate, e.g. RSHE, circle time - SEN support if appropriate - SLT support - Discussions at staff meetings / ensure staff awareness - Signposting to appropriate support - Monitoring
4	- Persistent defiance - Ongoing disrespect to adults / peers - Inappropriate language or gestures (including swearing) - Threatening behaviour towards peers - Throwing equipment / objects (e.g. chairs, scissors) - Level 4 other - Three Level 3s in a 2-week period would escalate to a level 4	- Referral to Headteacher / other senior member of staff as soon as possible - Internal exclusion with focussed reflection time - Behaviours linked to lunchtimes would result in lunchtime exclusions - Expectation to make amends (e.g. apologising / completing unfinished work) - Incident will be logged onto the school's Behaviour management system - Formal discussion with parents - planned meeting - Pupil made aware of next stage of consequences	- Followed up in class where appropriate, e.g. RSHE, circle time - SEN support if appropriate - SLT support - Discussions at staff meetings / ensure staff awareness - Inclusion team involvement - Ongoing parent partnership - Signposting to appropriate support - Monitoring
5	- Discriminatory language / behaviour: ableist, homophobic, racist, religious, sexist - Discriminatory language / behaviour: social, emotional and mental health (SEMH) (S) - Sustained verbal abuse / bullying (not online) (S) - Sustained online verbal abuse / bullying (S) - Child on child abuse (S) - Attempting / leaving the school grounds without permission (S) - Severe damage to school property (S) - Spitting with intent - Possession of a weapon or illicit object / banned item (S) - Stealing - Use of aggressive / violent behaviour with intent to cause deliberate injury (S) - Physical assault on a pupil (S) - Physical assault on a member of staff / volunteer (S) - Harmful sexual behaviours (including sexual harassment / violence) (S) - Drugs / alcohol / harmful substances (S) - Level 5 other (S) - Three Level 4s in a 2-week period would escalate to a level 5	- Immediate referral to Headteacher / other senior member of staff - Fixed term suspension – recurring behaviour would involve longer exclusions - Permanent exclusion - Behaviours linked to lunchtimes would result in lunchtime exclusions - Incident will be logged onto the school's Behaviour management system - Formal discussion with parents - planned meeting - Police involvement if appropriate	- Followed up in class where appropriate, e.g. RSHE, circle time - SEN support if appropriate - SLT support - Discussions at staff meetings / ensure staff awareness - Inclusion team involvement - Ongoing parent partnership - Report to governors - Signposting to appropriate support - Monitoring

When a pupil's behaviour is defined as severity level 3 or above, it will require reflection with a member of staff using a reflection sheet (See Appendix D). Where a pupil's misbehaviour is causing significant disruption

or is deemed serious enough by a staff member (A level 4 severity or above), the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- A member of staff investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the member of staff investigating deems the incident to be unacceptable behaviour, they will record the incident on Arbor. The behaviour will remain on the pupil's permanent record.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the headteacher will determine the period the pupil will be removed from the classroom, as well as any detention time.
- The teacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Exclusion Policy, and will determine the length of the suspension (See Appendix G).
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a Positive Behaviour Plan will be created to outline the necessary provisions in place (See Appendix F).

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Recording Behaviour

Arbor (School MIS) is used to record all negative behaviours which are deemed Level 3 or above (See Appendix E (Paper copy)). Notifications are automatically sent to significant adults e.g. class teacher, behaviour lead, headteacher, to ensure that all relevant staff are aware of a child's negative behaviour. Notifications are monitored closely by both the head teacher and behaviour lead and are presented to the Trust termly as part of the Academy Improvement Review (AIR) meetings. Behaviours are recorded on a severity scale (-1 to -5) which are used consistently across all DNEAT Trust schools – See Appendix A. Behaviours listed as -1 to -3 are monitored closely and sanctions are issued by the class teacher. -4 and -5 behaviours are dealt with by a member of the Senior Management Team. These behaviours usually involve communication with the child's parents and the possible implementation of a behaviour plan.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Exclusion from a school trip

School must consider whether it is "reasonable and necessary" to prevent a pupil from coming on a trip to ensure the safety of the pupil and other pupils attending.

The DfE states:

- All schools and colleges must safeguard and promote the welfare of their children.

- The school must take reasonable steps to ensure that staff and pupil's health and safety isn't at risk. The school must minimise risks using a risk assessment.
- The risk assessment can take the form of a written document or a discussion with the parent/carer.
- If the safety of the pupil (and/or other pupils/staff) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included. The risk assessment may suggest that a parent/carer attends the trip to ensure the safety of the pupils and/ or other pupils/staff.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND and any other relevant information.

Promoting positive behaviour

Positive behaviour will be taught to all pupils as part of the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

Physical intervention

Trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed Step Up and Step On training.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. The incident will be recorded on CPOMs.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Where a pupil is known to present a risk, staff will receive the appropriate training through STEP ON.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources

- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions (loss of play or lunchtime play)

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

8. Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

9. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare and to maintain the high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A list of these can be found in Appendix H.

A pupil may be searched by an authorised member of staff where a member of staff has reasonable suspicion that the pupil is in possession of illegal substances or items. In the event that a pupil needs to be searched, the following procedure must be followed:

1. Before any search takes place, it should be explained to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
2. The search must be conducted with a member of the Senior Management Team also present, in an appropriate location away from other pupils.
3. The member of staff conducting the search must be of the same sex as the pupil being searched.
4. The member of staff must record in writing when and where the search took place, the grounds for the search and the outcomes of the search. The report must be countersigned by the Head teacher. See Appendix I.
5. Parents / carers will be informed as soon as is practicable about the search and the outcomes.

6. If a child refuses to be searched, the parents will be informed that this is the case and the police will then be contacted for further support and guidance.

A Designated Safeguarding Lead (DSL) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve a DSL without delay if they believe that a search has revealed a safeguarding risk. If the DSL finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The DSL should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Confiscation

The school's policy on confiscation is outlined in the following criteria.

An item might be confiscated if:

- the item poses a risk to staff or pupils
- the item is prohibited or identified in the school rules for which a search has been made
- the item is evidence in relation to a crime

Any of the above confiscations should be reported to the Head teacher and to the child's parent. The information should then be recorded on the school's Safeguarding reporting system.

Mobile phones

In the interests of keeping children safe, it is our policy to allow pupils to have a mobile phone with them in school, left in the school office/with the class teacher during the school day.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils
- Establish agreed rewards and positive reinforcements
- Establish sanctions for misbehaviour
- Establish clear responses for handling behavioural problems
- Encourage respect and development of positive relationships
- Make effective use of the physical space available
- Have well-planned lessons with a range of activities to keep pupils stimulated

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner
- Arrive to lessons on time and fully prepared
- Follow reasonable instructions given by staff

- Behave in a reasonable and polite manner towards all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete classwork as requested
- Hand in homework at the time requested
- Report unacceptable behaviour
- Show respect for the school environment

11. Classroom rules and routines

Our rules are READY, RESPECTFUL, SAFE.

Each class has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”. Our Behaviour Blueprint (See Appendix B) summarises our practice in a clear and concise way.

Each class will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a Classroom Rules Agreement, which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher
- Seating those who frequently model poor behaviour away from each other
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively

Praise and recognition

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded
- The praise is given immediately following the desired behaviour
- The way in which the praise is given is varied
- Praise is related to effort, rather than only to work produced
- Perseverance and independence are encouraged
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason
- The praise given is always sincere and is not followed with immediate criticism

Whilst it is important to receive praise and recognition from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour
- **Consistent** – consistently rewarded to maintain the behaviour
- **Achievable** – keeping rewards achievable to maintain attention and motivation
- **Fair** – making sure all pupils are fairly rewarded

Rewards for good behaviour will include, but are not limited to:

- Verbal praise – instant recognition
- Communicating praise to parents through Dojo Points
- Recognition boards
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class

13. Behaviour outside school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a pupil at the school

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public
- Could have repercussions for the orderly running of the school

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher through Arbor and CPOMS. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

15. Pastoral care for school staff

The Safeguarding Policy deals in detail with how the school will deal with any member of staff who has been accused of misconduct. The governing body has also adopted the guidance “Statement of procedure for dealing with allegations” since this provides additional support for dealing with such cases.

This policy should be read in conjunction with policies such as the Anti-Bullying, Positive Handling, Health and Safety, Safeguarding, Disability Discrimination and Special Educational Needs.

16. Monitoring and review

This policy will be reviewed by the headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **January 2026**.

Appendix A: Behaviour Severity Level

Appendix B: Behaviour Blueprint

Appendix C: A table to show potential consequences for unacceptable behaviours

Appendix D: Reflection Sheet

Appendix E: Behaviour log (paper copy)

Appendix F: Positive Behaviour Plan

Appendix G: Exclusion Policy Flowchart

Appendix H: Searching: Prohibited items

Appendix I: Recording Searches

Appendix A: Behaviour Severity Scale

Level	Severity
Level 5 - All level 5 incidents marked S for safeguarding, internal suspensions, suspensions and permanent exclusions must have a corresponding investigation within the safeguarding system	
Discriminatory language / behaviour: ableist (S)	-5
Discriminatory language / behaviour: homophobic (S)	-5
Discriminatory language / behaviour: racist (S)	-5
Discriminatory language / behaviour: religious (S)	-5
Discriminatory language / behaviour: sexist (S)	-5
Discriminatory language / behaviour: social, emotional and mental health (SEMH) (S)	-5
Sustained verbal abuse / bullying (not online) (S)	-5
Sustained online verbal abuse / bullying (S)	-5
Child on child abuse (S)	-5
Attempting / leaving the school grounds without permission (S)	-5
Severe damage to school property (S)	-5
Spitting with intent	-5
Possession of a weapon or illicit object / banned item (S)	-5
Stealing	-5
Use of aggressive / violent behaviour with intent to cause deliberate injury (S)	-5
Physical assault on a pupil (S)	-5
Physical assault on a member of staff / volunteer (S)	-5
Harmful sexual behaviours (including sexual harassment / violence) (S)	-5
Drugs / alcohol / harmful substances (S)	-5
Level 5 other (S)	-5
Level 4	
Persistent defiance	-4
Ongoing disrespect to adults / peers	-4
Inappropriate language or gestures (including swearing)	-4
Threatening behaviour towards peers	-4
Throwing equipment / objects (e.g. chairs, scissors)	-4
Level 4 other	-4
Level 3	
Persistent disruption of teaching and learning	-3
Use of mobile phone / smart watch on school site	-3
Potential bullying behaviours (not online)	-3
Potential online bullying behaviours	-3
Physical assault (e.g. pushing, rough play)	-3
Level 3 other	-3
Level 2	
Repeated refusal to work / follow instructions	-2
Dishonesty	-2
Name calling	-2
Minor physical assault (e.g. poking, pulling hair)	-2
Level 2 other	-2
Level 1	
Lack of attention	-1
Failure to follow instructions	-1
Low level disruption to learning (e.g. calling out)	-1
Disrespecting resources	-1
Level 1 other	-1

St Mary Federation Behaviour Blueprint

Our rules: Ready, Respectful, Safe



Adults will:

- Have high expectations for all
- Build trusting relationships by supporting pupils to be the best they can be
- Be calm, kind and positive at all times

Pupils will:

- Be ready to learn
- Be respectful of themselves, those around them and the school
- Learn how to make safe choices



Parents and Carers will:

- Prepare their child to be ready to learn
- Support their child to be respectful of themselves, those around them and the school
- Support the school in teaching their child how to make safe choices

How we support our pupils:

- **We are part of the Nurture Programme:**
 - Children's learning is understood developmentally
 - The classroom offers a safe base
 - Nurture is important for the development of wellbeing
 - Language is understood as a vital means of communication
 - We recognise that all behaviour is communication and we recognise that transitions are significant in the lives of children
- **We teach Zones of Regulation and teach children using the Jigsaw PSHE curriculum** – helping children to understand and identify emotions in themselves and others, encouraging positive problem solving.
- **We listen, reach out to support and make links to other services when needed**

How we celebrate:

- Verbal praise (for efforts)
- Class recognition boards – actively looking for positive behaviours in all pupils
- Whole class rewards – working collaboratively to achieve a set goal
- Positive communication with parents and carers via Class Dojo
- Celebration Assemblies

The Restorative Conversation:

When things go wrong, we have a restorative conversation:

- What happened? Why?
- Who was affected?
- How do you feel? How do you think they feel?
- What could you have done differently?
- How can you make things better?

'Many people, one body, many gifts, working together'

Ready, Respectful, Safe	
Level 1: • Lack of attention • Low level disruption • Failure to follow instructions • Disrespecting resources	What happens if I am at a level 1? 1. An adult will remind me of the right choices I should be making 2. If I continue to make the wrong choice I will have 'reflection time'. If I am outside, this means I will sit on the bench for 5 minutes, if inside, I will lose 5 minutes at the next play/free time.
Level 2: • Repeated refusal to work or follow instructions • Dishonesty • Name calling • Minor physical assault	What happens if I am at a level 2? 1. An adult will give me another reminder of the right choices I should be making and I will make amends. I will have 5 minutes 'reflection time'. 2. If I refuse to make amends or to take the reflection time: I will be referred to my class teacher. This means I would have 10 minutes reflection away from my peers.
Level 3: • Persistent disruption of teaching and learning. • Bullying behaviour either online or in person. • Physical assault. • On-going disrespect to adults/peers	What happens if I am at a level 3? 1. I will be asked to speak to my class teacher or another class teacher. I will have 10 minutes reflection time away from other children. My class teacher will then inform my parents and I will complete a reflection form which gets put into my file and also sent home to my parents. 2. If I do not accept the consequence I will have to see a senior member of staff and have a Level 4 consequences applied.
Level 4: • Throwing equipment/objects. • Threatening behaviour towards peers or adults. • Inappropriate language or gestures including swearing. • Persistent defiance.	What happens if I am at a level 4? 1. A senior member of staff will meet with me and I will have an internal exclusion. My class teacher will then inform my parents and I will complete a reflection form which gets put into my file and also sent home to my parents. 2. If I do not accept the consequence, an immediate meeting will be called with me and my parent outlining that a suspension might be applied which is where I am unable to attend school freely.
Level 5: • Beyond Level 4	What happens if I am at a level 5? 1. The headteacher will consider whether to give me a suspension which means I am unable to attend school freely. 2. If I continue to behave in this way and have repeated suspensions this could lead to me being moved from my school and going to a different school or a permanent exclusion.

Appendix C: A table to show potential consequences for unacceptable behaviours

Severity level	Behaviour causing concern	Potential Consequence	Further school action
1	- Lack of attention - Failure to follow instructions - Low level disruption to learning (e.g. calling out) - Disrespecting resources - Level 1 other	- Verbal reminders of expectations - reflection in class - Verbal warning offering the opportunity to make the right choice with pupil being made aware of next stage of consequences - Redirection - Expectation to make amends (e.g. apologising / completing unfinished work)	- Acknowledging positive role models - Class management e.g. moving seats / carpet space - Followed up in class where appropriate, e.g. RSHE, circle time, - Monitoring
2	- Repeated refusal to work / follow instructions - Dishonesty - Name calling - Minor physical assault (e.g. poking, pulling hair) - Level 2 other 3 Level ones in a 2-week period would escalate to a level 2	- Verbal reminders of expectations - Verbal warning offering the opportunity to make the right choice with pupil being made aware of next stage of consequences - Reflection time with a member of staff - 5 min - Expectation to make amends (e.g. apologising / completing unfinished work)	- Acknowledging positive role models - Class management e.g. moving seats / carpet space - Followed up in class where appropriate, e.g. RSHE, circle time, - Monitoring
3	- Persistent disruption of teaching and learning - Use of mobile phone / smart watch on school site - Potential bullying behaviours (not online) - Potential online bullying behaviours - Physical assault (e.g. pushing, rough play) - Level 3 other - Three Level 2s in a 2-week period would escalate to a level 3	- Reflection time with a member of staff using a reflection form - 10 min - Informal discussion with parents e.g. at the end of the day - Incident will be logged onto the school's Behaviour management system - Expectation to make amends (e.g. apologising / completing unfinished work) - Pupil made aware of next stage of consequences	- Followed up in class where appropriate, e.g. RSHE, circle time - SEN support if appropriate - SLT support - Discussions at staff meetings / ensure staff awareness - Signposting to appropriate support - Monitoring
4	- Persistent defiance - Ongoing disrespect to adults / peers - Inappropriate language or gestures (including swearing) - Threatening behaviour towards peers - Throwing equipment / objects (e.g. chairs, scissors) - Level 4 other - Three Level 3s in a 2-week period would escalate to a level 4	- Referral to Headteacher / other senior member of staff as soon as possible - Internal exclusion with focussed reflection time - Behaviours linked to lunchtimes would result in lunchtime exclusions - Expectation to make amends (e.g. apologising / completing unfinished work) - Incident will be logged onto the school's Behaviour management system - Formal discussion with parents - planned meeting - Pupil made aware of next stage of consequences	- Followed up in class where appropriate, e.g. RSHE, circle time - SEN support if appropriate - SLT support - Discussions at staff meetings / ensure staff awareness - Inclusion team involvement - Ongoing parent partnership - Signposting to appropriate support - Monitoring
5	- Discriminatory language / behaviour: ableist, homophobic, racist, religious, sexist - Discriminatory language / behaviour: social, emotional and mental health (SEMH) (S) - Sustained verbal abuse / bullying (not online) (S) - Sustained online verbal abuse / bullying (S) - Child on child abuse (S) - Attempting / leaving the school grounds without permission (S) - Severe damage to school property (S) - Spitting with intent - Possession of a weapon or illicit object / banned item (S) - Stealing - Use of aggressive / violent behaviour with intent to cause deliberate injury (S) - Physical assault on a pupil (S) - Physical assault on a member of staff / volunteer (S) - Harmful sexual behaviours (including sexual harassment / violence) (S) - Drugs / alcohol / harmful substances (S) - Level 5 other (S) - Three Level 4s in a 2-week period would escalate to a level 5	- Immediate referral to Headteacher/other senior member of staff - Fixed term suspension – recurring behaviour would involve longer suspensions - Permanent exclusion - Behaviours linked to lunchtimes would result in lunchtime exclusions - Incident will be logged onto the school's Behaviour management system - Formal discussion with parents - planned meeting - Police involvement if appropriate	- Followed up in class where appropriate, e.g. RSHE, circle time - SEN support if appropriate - SLT support - Discussions at staff meetings / ensure staff awareness - Inclusion team involvement - Ongoing parent partnership - Report to governors - Signposting to appropriate support - Monitoring

 The St Mary Federation – Reflection Sheet 						
Name			Class		Date	
Time			Location			
What happened? Why?						
Others involved?						
How are you feeling?	afraid 	angry 	confused 	disappointed 	excited 	frustrated 
How is the other person feeling?	guilty 	jealous 	lonely 	sad 	worried 	Private 
What could you have done differently?						
How can you make things better?						
Name of adult reporting the incident:				Signature:		
Pupil Signature:						

Appendix E: Behaviour Log (paper copy):

 The St Mary Federation – Behaviour Log 						
Name			Class		Date	
Time			Location			
<i>(Please circle)</i>	Level 1	Level 2	Level 3	Level 4	Level 5	Unknown
What happened? Why?						
Others involved?						
What was the consequence/sanction? <i>(Please circle)</i>	Behaviour Support	Reflection time in class	Reflection time at break time	Refer to class teacher	Refer to Headteacher	Other
	If Other: Please give details:					
Name of adult reporting the incident:				Signature		

 The St Mary Federation – Behaviour Log 						
Name			Class		Date	
Time			Location			
<i>(Please circle)</i>	Level 1	Level 2	Level 3	Level 4	Level 5	Unknown
What happened? Why?						
Others involved?						
What was the consequence/sanction? <i>(Please circle)</i>	Behaviour Support	Reflection time in class	Reflection time at break time	Refer to class teacher	Refer to Headteacher	Other
	If Other: Please give details:					
Name of adult reporting the incident:				Signature		

Name:	DOB:	Date:	Version of plan: Review Date:
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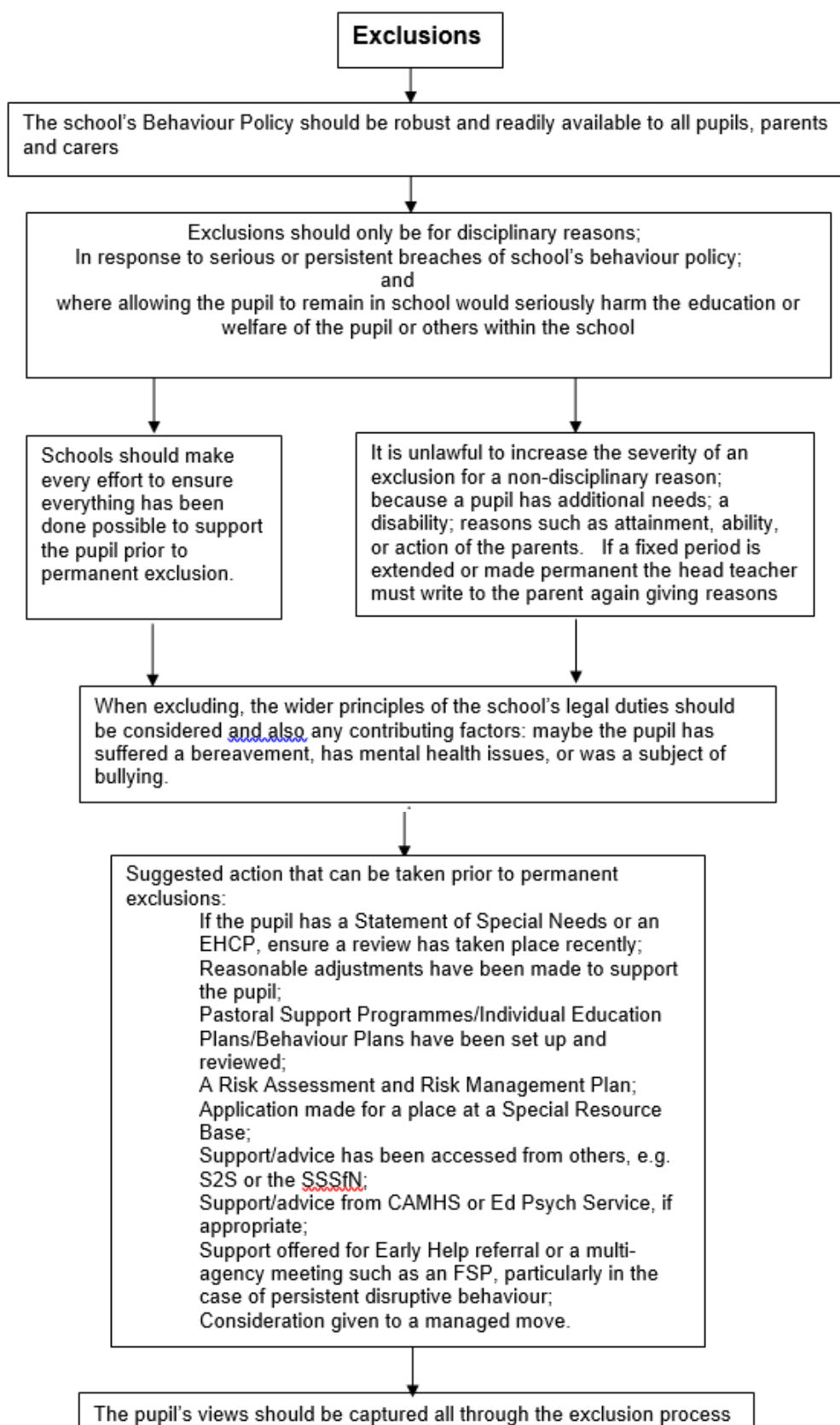
Areas of strengths: Motivators:		SEN stage: Areas of Need:	Pupil voice:			
Presenting behaviours that challenge or cause harm:		Possible triggers: Possible functions:	Positive behaviours we are supporting:			
Differentiated measures to promote / support positive behaviours:						
Positive behaviours:	What we will say and do to regulate behaviours and reinforce positives:		Prior to reasonable adjustments Risk rating (table 4):	Opinion or Evidenced (O/E or both)	Risk management rating after reasonable adjustments:	
First signs of escalation:	What we will say and do to de-escalate/divert:					
Behaviours that challenge:	What we will say and do to de-escalate/divert:					
Behaviours that harm:	What we will say and do to best ensure safety:					
De-escalation and Reflect / Repair / Restore						

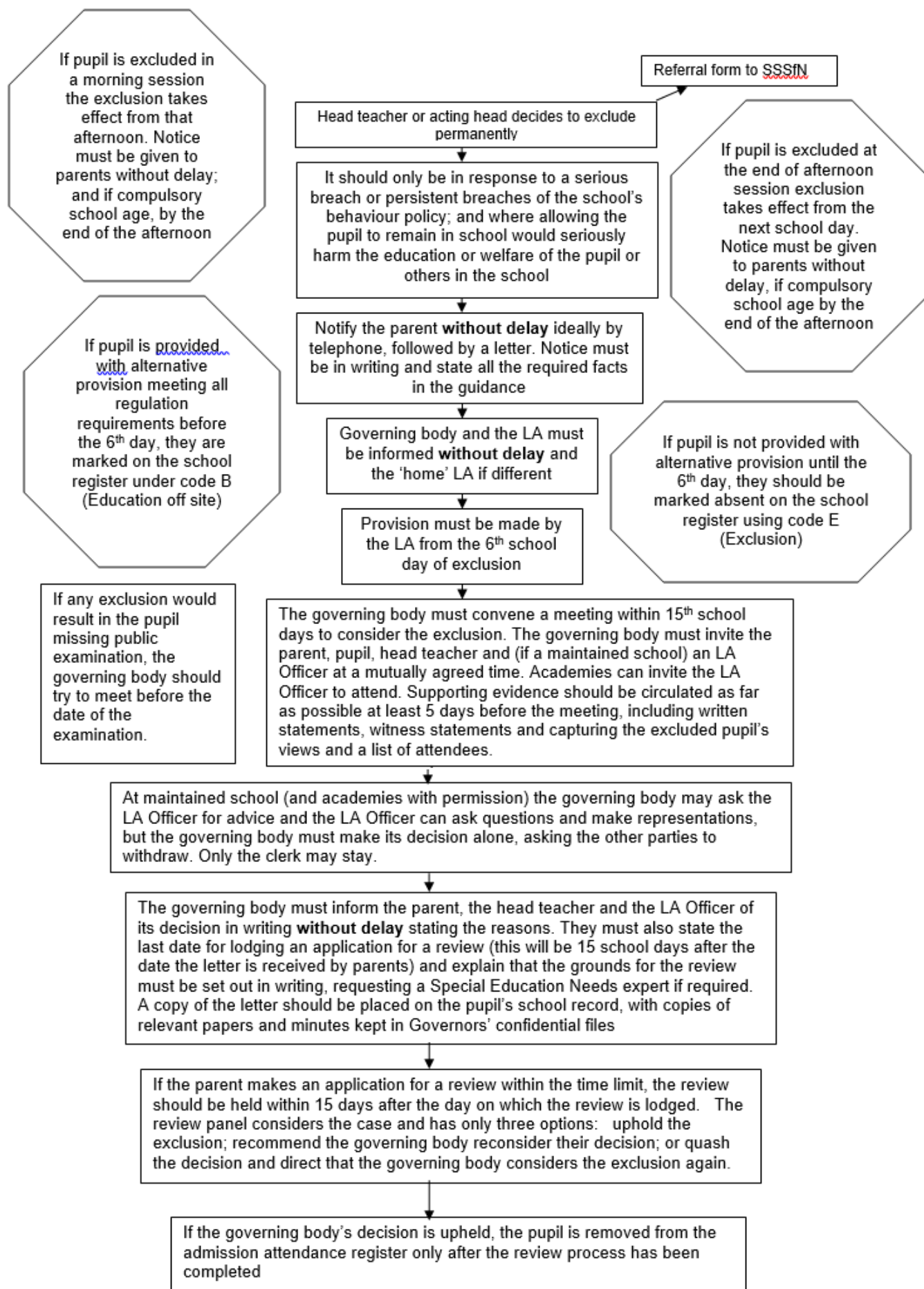
Signature of plan co-ordinator..... Date

Signature of parent / carer..... Date

Signature of CYP (if appropriate) Date.....

Appendix G: Exclusion Policy Flowchart





Appendix H: **Searching: Prohibited Items**

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed in paragraph below) or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

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

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Appendix I: **Recording Searches**

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's Safeguarding reporting system, including whether or not an item is found. This will allow the Designated Safeguarding Lead to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded.

Included in the record of each search will be:

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