



King's Academy College Park

Behaviour Policy

The behaviour policy at King's Academy College Park is grounded in relational and restorative practices. It aims to establish the best possible climate for learning for students and recognises that students learn best when they feel safe, not just physically but also emotionally. Feeling safe means feeling valued, respected, and included in school life.

Building and maintaining healthy relationships is at the core of this approach, with a culture of high challenge and high support for all pupils. We provide this challenge by having high expectations of our pupils and setting clear boundaries. We support our pupils by ensuring they have the tools needed to meet these expectations, and by consistently showing them empathy, encouragement, compassion, kindness and respect.

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

Legislation, statutory requirements and 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 2024](#)
- [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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9



requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Roles and responsibilities

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 challenge and support when necessary
- Ensuring that behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and 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 senior leadership team (SLT) will support staff in responding to behaviour incidents.



Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of 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 build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to support their child to be the best that they can be.

Pupils will be made aware of the following during their time at the school:

- 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

The KACP Approach

The school's approach to behaviour is informed by research conducted by the Education Endowment Fund (EEF) and uses its six recommendations to outline this approach:

1) Staff know and understand pupils at KACP

Building and maintaining healthy relationships is at the core of our approach and these relationships are crucial to the success of this policy. In most cases, the class teacher will be the point of contact for all pupils in their class, ensuring that they feel physically and emotionally safe. The class teacher will be aware of the different factors that may influence pupils behaviour and use this knowledge to respond appropriately to individual needs where appropriate.

Effective communication between school staff and with external agencies will ensure that the school is always in an informed position to identify the most effective behaviour management strategies.

2) Learning behaviours are taught alongside managing behaviour

The term 'learning behaviours' covers any behaviour that supports learning, for example paying attention to the teacher or persevering with a difficult task. Teachers will introduce and explicitly teach a different learning behaviour to reduce instances of low-level disruption in the classroom, alongside weekly class assemblies and half-termly whole school assemblies led by the senior leadership team.



3) Behaviour management strategies are used to support good behaviour

Our school behaviours are the golden thread that holds everything together. Our vision is for all pupils to use the school behaviours to guide them through their journey at KACP. We aspire for every pupil to know that they are a valued member of the school community, showing empathy and kindness to each other, and that they are equipped to deal with any challenges they face as resilient, independent learners.

The KACP school behaviours are:

- Resilience
- Responsibility
- Independence
- Challenge
- Teamwork
- Creativity
- Kindness

Pupils who meet our expectations are regularly recognised and rewarded. Teachers will use a range of extrinsic and intrinsic praise to educate their pupils on these behaviours and to ensure pupils understand the positive impact they have on the school community. There are consequences to actions, concerns are outlined openly and honestly, and responsibility and accountability are encouraged. A range of logical and natural consequences are used to support pupils to understand the impact of poor behaviour.

Rewarding positive behaviour at KACP

Behaviour Points: Throughout the day all adults in the school look for pupils displaying our school behaviours. This could be in a lesson, during lunchtime or assembly, or any other part of the school day. These are recorded and shared with parents through Class Charts.

Top of the Dragon Tail: Once a pupil has received 5 behaviour points, their parents are notified of this achievement through Class Charts and the teacher will celebrate this in class.

Bronze, Silver and Gold Award: These are awarded once a pupil has achieved 50, 100 and 150 behaviour points, respectively. They will receive a certificate in celebration assembly and parents are notified of this achievement through Class Charts.

Rainbow Award: This is awarded once a pupil has achieved 250 behaviour points. They will receive a certificate in celebration assembly and parents are notified of this achievement through Class Charts. In recognition of this achievement they will also receive an invitation to a special celebration at the end of the school year. Parents will be invited to attend the celebration assembly when pupils receive this award.

Behaviour Champions: In weekly celebration assemblies two pupils from each class are chosen as 'Behaviour Champions' and are awarded with a certificate which shows how they have displayed one of the school behaviours that week. Parents will be notified of this through Class Charts.

Headteacher Award: One pupil from each class will be chosen weekly for the Headteachers Award.



Mrs Carlyle will visit their classroom to deliver a special certificate and sticker and to hear the reason for the award.

Top Table: At lunchtimes, pupils who display our school behaviours will be entered into a raffle to win a place at the top table. This includes a special treat and time with a member of the senior leadership team.

Wow Work: When a pupil has worked hard to produce a piece of work their teacher may choose to send a copy home to families to celebrate the effort that has been made. This is supported by a small certificate and parents will be notified of this through Class Charts.

Positive behaviour may also be rewarded with:

- Verbal praise throughout the school day
- Notes home to parents/carers through Class Charts
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Managing misbehaviour at KACP

Disruption in Class

In the first instance where an adult notices disruptive behaviours:

- They will always check in with the child in the first instance: 'Are you okay?', 'Do you need anything from me to help you?'
- They will give explicit instructions on how to meet expected behaviour e.g. 'Remember we need to make sure everyone can learn by keeping the environment quiet' or 'If you are stuck you can put your hand up and I will come over' or 'Swinging on your chair can be really dangerous, and I need you to be safe'.
- They will give the child the opportunity to get back on task, with the promise of a check in 'Have a go, and I will be back in a few minutes to see how you are getting on'.
- They will check back and praise the child for being on task.

If these behaviours persist:

- Adult will deploy a range of other strategies for example:
 - Proximity - standing near to the child when disruptive behaviour is happening
 - Engagement - directing learning questions at the child
 - Use of eye contact and other non-verbal cues
 - In some instances the child may need to be moved to a different location in the classroom
- A distraction technique may also be used at this point. This would involve asking the child to complete a quick task which gives them an opportunity to regulate. The child should be sent to the year lead, the school office, or a member of SLT to collect a note, or deliver a message.

Adults will record persistent disruption in class on Class Charts and may choose to apply a



consequence to the pupil.

Refusal

If a pupil refuses to follow an instruction given to them by an adult, the adult will use a range of strategies to engage the pupil, for example using a distraction technique, offering choices or using a countdown. The pupil may also be given time to regulate if needed. If this is unsuccessful or results in lack of work being completed, the adult may record this on Class Charts and choose to apply a consequence to the pupil. When a pupil regularly refuses instructions, the adults will explore what may be the underlying cause in order to support the pupil to be successful.

Incidents of misbehaviour

Adults will use a range of logical, natural and protective consequences to manage misbehaviour on a case by case basis. See the table below for examples:

Behaviour	Natural consequence	Logical consequence	Protective consequence
I hurt someone verbally or physically	The person I hurt may not be ready to spend time with me. Feelings of guilt, shame and disappointment	The adults may support a repair for me and the other person in my playtime/ free time.	If I continue to hurt, I may need to miss a set amount of breaktimes whilst my adults teach me more appropriate coping strategies. I will then be given a chance to practise those skills by being allowed back out with my peers.
I refused to engage in learning	I will not have learnt the information to understand the next part of the learning. Feelings of guilt, shame and disappointment	I may have to complete my learning in my own time.	N/A
I threw/damaged resources	I will not be able to use those resources as they may be broken or lost. Feelings of guilt, shame and disappointment	I may have to tidy/ fix or repair the environment in my own time.	Some resources may have to be removed from the classroom to keep everyone safe. I may miss out on certain lessons if there is an issue around safety.
I am constantly interrupting and stopping the others from learning	The other children and adults in the class may become frustrated with me and relationships may be ruptured. Feelings of guilt, shame and disappointment	I may be encouraged to use pro-active strategies to support my need for connection. I may need to practice using these in my own time.	I may have to do my learning in a different space to what I am used to. During this time my adults will work on a more pro-active plan to help me and protect the learning
I leave class	I will not have learnt the information to understand the next part of the learning. Feelings of guilt, shame and disappointment	I may have to complete missed learning in my own time. I may need to have supportive conversations with staff to problem solve some pro-active solutions for me to stay in class.	I may not be able to sit where I normally like to. I may need an adult next to me during certain times. In extreme circumstances I may need to work in a different room to keep me safe.



The **relate, rupture, repair model** is used to ensure that positive relationships are maintained even when misbehaviour occurs. Normally, this will involve an element of reconnecting with the pupil through a guided reflection once all parties are calm and regulated.

Guided Reflections

A guided reflection is a restorative conservative that takes place if the adult supporting a pupil's behaviour feels it is appropriate.

- The pupil will spend some of their free time completing a reflection activity with the class teacher (or the adult who gave the reflection time).
- This will include any time needed to regulate, time to record their interpretation of what happened and time to agree on a resolution.
- Parents will be notified via class charts with contextual information about the incident.

4) Simple approaches are part of our regular routines

There are a range of simple approaches that form part of the wider approach to behaviour management at KACP. These include:

- Access to Gregg's Foundation breakfast club
- Greeting each student positively at transition points
- Using specific behaviour related praise throughout the day
- Aiming for a 5:1 ratio of positive to negative interactions with pupils
- Building relationships through check ins and conversations about pupil interests
- Checklists to ensure policies and procedures are embedded
- Building and maintaining effective parent relationships based on open communication

5) Targeted approaches are used to meet the needs of individual pupils

Some pupils may benefit from additional support and an individual behaviour plan may be put in place. Our SENCo and inclusion team work closely with class teachers to identify pupils who are at risk, and use a range of external agencies to support. In school support can take many forms, for example check-ins with a trusted adult, sensory circuits, brain breaks or adapted timetables.

Observations by the inclusion team or external agencies may be used to learn about the reasons for a pupil's behaviour including triggers for challenging behaviour, which is then used to create a plan for the individual pupil.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.



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 (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

It may be appropriate to anticipate and remove triggers of disruptive behaviours below. This may include examples such as:

- Short, planned movement breaks for a pupil with additional needs who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with additional needs

When considering a behavioural sanction for a pupil with any additional needs, the school will consider whether any reasonable adjustments have been made to suit their special educational needs.

Considering whether a pupil displaying challenging behaviour may have unidentified additional needs

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

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs.

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



Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

6) Consistency is key

Although the class teacher is at the forefront of behaviour management, all staff at KACP have a responsibility to apply the policy. When a pupil's behaviour meets or goes above and beyond expected behaviours, staff will acknowledge it with positive recognition and reward. When a pupil's behaviour falls below the expectation that can reasonably be expected of them, staff will respond in order to restore a calm and safe environment.

Staff will create a predictable environment by always challenging behaviour that falls short of the expectations, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that failure to meet expectations will always be addressed.

Serious Misbehaviour (see Appendix 1 for definitions)

Removal from classroom

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

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

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

This intervention can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team and will be removed for a time appropriate for the above to be completed.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the



classroom and meet the expected behaviours.

Parents/carers will be informed on the same day that their child is removed from the classroom by the school office.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with families
- Use of teaching assistants
- Behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from classroom from the classroom along with details of the incident that led to the removal on Class Charts.

Removal of a class

In some cases, it may be necessary to remove the class from a room if there is a risk of harm from an individual pupil and other attempts to keep the class safe have not been successful. In these cases, the class will be relocated to an alternative location until the classroom has been restored to a safe learning environment.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information.

Safeguarding Statement

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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Training

As part of the staff training programme, all staff at KACP are provided with regular training on managing behaviour.

Monitoring arrangements



Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the senior leadership team.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing body.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy
- Anti-bullying policy
- Uniform policy



Appendix 1: Definitions

Poor behaviour choices include:

- Disruption
- Deliberate non-completion of work
- Rudeness
- Refusal to follow instruction

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- 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)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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



Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic- Language of new RSE ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The school is an Anti-Bullying Alliance United Against Bullying School and details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.



Appendix 2: Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members have a duty of care in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force

must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on My Concern and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Where possible, a member of staff who is trained in physical handling of pupils should be called upon, and there should be an additional adult present.



Appendix 3: Confiscation and searching

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

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.

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. Two

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 or the DSL 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.

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.

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

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.

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.



Appendix 5: Further examples of misbehaviour

Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

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.

Zero-tolerance approach to sexual harassment and sexual violence

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

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.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the 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 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.

