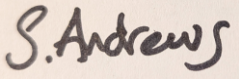


Forge Valley School & Sixth Form

KNIVES & WEAPONS GUIDANCE

Date of issue:	September 2026
Member of Staff Responsible:	Mark Barker, Admissions Lead
Ratified on:	September 2026
Ratified by:	Full Governing Body:  Mr S Andrews Chair of Governors
Review Date:	September 2027

We have carefully considered and analysed the impact of all school policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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Introduction

Violent crime using weapons and possessions of a knife/bladed article is a national issue, and Sheffield is not a city immune to this. An offensive weapon is defined as any article made or adapted for causing injury or intended by the person having it with them for such use. This would include (not exhaustive) items such as knives, including pocketknives, sling shots, bb guns, imitation firearm, and any other bladed

instrument. Forge Valley School is a safe place for all our students and staff, but students must understand the very serious consequences for anyone who may carry knives or other weapons in school. Schools have a responsibility to keep all students and staff safe.

Links with other policies and procedures

This procedure should be read alongside the following Forge Valley School policies and procedures:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Searching, Screening and Confiscation Policy
- Restrictive Interventions Policy
- Suspension and Permanent Exclusion Policy
- Lockdown and Emergency Procedures
- Online Safety Policy
- SEND Policy
- Data Protection Policy

Where a knife or weapon-related incident raises a safeguarding concern, the school's Child Protection and Safeguarding Policy will take precedence in determining the safeguarding response. Any disciplinary response will be considered separately in accordance with the Behaviour Policy and, where applicable, the Suspension and Permanent Exclusion Policy.

Searches will be undertaken in accordance with the school's Searching, Screening and Confiscation Policy and current DfE guidance. Any restrictive intervention, including the use of reasonable force, will be undertaken in accordance with the school's Restrictive Interventions Policy.

Where an incident presents an immediate threat to the safety of pupils, staff or others, the school's Lockdown and Emergency Procedures will be followed alongside this procedure.

Strategy to tackle this issue

An important element of this relates to educating children and young people on the dangers and consequences of carrying a knife or bladed article. Forge Valley School will use the curriculum, and

work in partnership with external services wherever appropriate to support and educate young people in the dangers and potential consequences of using weapons and being in possession of a knife/bladed article.

This document is to be used in conjunction with current version of the existing national guidance - [Keeping Children Safe in Education](#) and complements our existing approach to safeguarding including acting as a guide,

Searching and screening guidance

Searching with consent

School staff can search a student for any item if the student agrees. Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out their pockets or if the teacher can look in the student’s bag or locker and for the student to agree. Forge Valley School uses screening metal detector wands to support and make searches less intrusive.

Searching without consent

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. A refusal to allow any search to occur will result in police contact being made.

More detailed information can be found in the Forge Valley Behaviour Policy - School Searching, Screening and Confiscation Policy section.

Previous school history/responses

When a student is enrolled at Forge Valley School as a new admission whether that be through a transfer from another school, an extended offsite direction, through the local authority Fair Access process, or for a student new into the area, we will endeavour to request and check behaviour and safeguarding records from previous schools to help us plan for and support all students accordingly. Any student who has any history of incidents linked to possession or use of weapons will be subject to adjustments and/or safety plans being put in place and these plans monitored in line with school policy and process.

Filtering and Monitoring on School Devices

The school employs software to filter and monitor online behaviour on the school network. Safeguarding staff are alerted to any student usage involving weapons or violence.

Filtering logs are routinely monitored by safeguarding staff. Where a student has been found to have searched or shown an interest in knives or weapons, this information will be shared with the relevant staff in school, parents/carers and any external agencies working with the child or family as per our safeguarding policy and processes. School staff will assess the risk and intervene to mitigate risk wherever possible. Any actions taken and their rationale are recorded on the electronic safeguarding system, CPOMS.

Responding to incidents and intelligence (See Appendix A for Flowchart)

Non-emergency/intelligence received.

If information or intelligence is received that a student may be in possession of a weapon or bladed article, that student should immediately be collected for searching/screening. The most appropriate and available member of staff should collect the student and escort them to the leadership area where the search will be conducted in line with school searching and screening policy.

Emergency – immediate risk to safety.

If a student is seen in possession of a knife/weapon the member of staff present should assess if there is any immediate risk (such as other people in proximity) or if threats are being made. If that is not the case, then the student should be asked calmly to place the knife/weapon on the floor and to move away. Once the child is a safe distance away from the knife/weapon the member of staff should retrieve the item safely into their own possession. The student should be then escorted to the closest suitable safe space under supervision of an adult. The student should be supported in line with safeguarding guidance. If the student does not comply with the instruction to place the knife down, all other students should be asked to leave the area, and the school lockdown process should be implemented immediately. The police should then be contacted by calling 999.

Recording/reporting – CPOMS/Parents/Police/Statutory guidance

Statutory guidance in England, primarily Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children, requires all school staff to record and report safeguarding concerns in a timely, accurate, and secure manner.

Reporting to Police is undertaken when:

- Immediate Danger: If a child is in immediate danger or a crime is in progress, staff must call 999.
- Non-Emergency: For incidents not requiring immediate emergency response, call 101 or use local procedures (Liaise with local neighbourhood policing team).
- When to Call: The police must be involved if a crime has been committed, such as:
 - Serious physical injury or sexual assault.
 - Possession of a weapon or illegal drug on school premises.

- Suspected Female Genital Mutilation (FGM) - mandatory reporting duty for teachers.
- Child sexual exploitation (CSE) or human trafficking.

Who Reports:

A member of the safeguarding team or headteacher should act as the single point of contact with the police.

A lockdown can be implemented at the decision of the relevant school leader. The implementation of a lockdown will initiate staff responsibilities linked to informing necessary parties of actions taken and to take. These can be referenced from the lockdown policy, where staff member roles have necessary responsibility and contact details shared.

Emergency Services

It is important to keep lines of communication open with emergency services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by emergency services depending on the severity of the incident that has triggered the lockdown. Emergency services will support the decision of the Headteacher with regarding the timing of communication to parents. In the event of a prolonged lockdown or more severe scenario, emergency services, local authorities and voluntary sector organisations will work together to co-ordinate practical and emotional support to those affected by any emergency, also referred to as humanitarian assistance. A reception centre for friends and family could be set-up outside of the cordoned area.

The school should remain in a state of lockdown until a senior member of staff, or the emergency services confirm that it has been lifted. More detail can be found in the school Lockdown policy.

School responsibility with police.

Following any incident and initial notification to the police, schools/education providers should take action to ensure that children are appropriately safeguarded, and potential risks are sufficiently managed. The priority for schools is to safeguard the child(ren) within their setting.

The level of whole school risk is determined by factors such as the type of school, contextual safeguarding issues, the school and local community's relationships with the police and risk prioritisation (i.e. the perceived risk of knife crime within the school in comparison to other safeguarding issues, such as attendance and mental health.) Child level risk is determined by a range of interlinking factors, such as the presence of mental health issues, special educational needs and disabilities (SEND), use of drugs or alcohol, and exposure to and involvement in criminal behaviour.

As a school we are engaged with the local neighbourhood policing team in creating positive working relationships and data sharing (in accordance with GDPR-see relevant policy) to identify and

contribute to a reduction in anti-social behaviour in the local area, including but not limited to the reduction and identification of people who may be in possession of a prohibited item. This also assists with identifying local issues and trends that we as a school need to be aware of to plan accordingly.

Prohibited Items include (not an exhaustive list):

- Knives or weapons
- Alcohol
- Illegal substances
- Stolen items
- Fireworks or flares
- Pornographic images
- Legal highs
- Combat Gloves
- Personal Tools (not on curriculum equipment list)

In addition, any article that the member of staff reasonably suspects has been, or is likely to be, used to:

- Commit an offence
- Cause personal injury to, or damage any property of, any person including the student

The Lockdown policy and procedures in place should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and children in the school.

As an exemplar of action taken, should an incident occur where a knife (or similar prohibited item) has been mentioned/used, then once any immediate threat has been nullified, the following approach would be adopted.

- Once the child had handed over the knife, appropriate senior leadership staff would have a discussion with the child, and others who may have been involved, to understand details of the incident and the child's intentions. This may include witnesses to the incident, or friends and parents/carers to understand why the incident may have taken place. Information gathered during these discussions would later be used to help determine the outcome for the child, whilst in communication with the parent/carer of child.
- At this stage in the process, school would begin to bring in expertise and support beyond internal staff, including police and social services as appropriate. The approach undertaken to this would be varied based on the nature of the incident and the child involved.

Police involvement in response to an on-site incident

There are several ways in which school staff may involve the police following a knife being on, and/or being used on school premises, including:

- Making a record of the incident
- Removing the knife from the school premises
- Arresting the child
- Providing guidance and support about the appropriate next steps for the child

The nature of the incident and extent to which staff felt the threat had been nullified also influences the level at which police become involved. If staff were unable to remove the knife from the child's possession, or if the child was acting aggressively or in a threatening way, leaders may be likely to judge there to still be an active threat to children and staff. In these cases, the police would be called.

The type and level of police involvement varies by information available following internal investigation as we aim to educate and not criminalise students if there is reasonable belief that the risk was low level, or if there were extenuating circumstances judged based on professional opinion and judgement in collaborative consultation with peers.

Social services may not always be involved in the response to knife crime incidents in school; their role is determined by the incident and child's context. School would inform social services of incidents if the child or their family was already involved with social services, or if the school felt that the incident could be related to wider safeguarding concerns about a child's environment outside of school.

Responding to knife crime incidents outside of school

This section should be read in conjunction with the earlier section 'non-emergency/intelligence received' in terms of risk assessing and safety planning for the child involved.

The immediate response to offsite incidents is generally considered to be the responsibility of the police and the child's parents/carers. However, consideration in relation to risk assessments and other actions as a result of off-site incidents are to be managed in a similar way to on-site incidents when considering consequences for children. This is particularly the case if the child was on their way to or from school, in school uniform, or if multiple children from the school were involved. In these scenarios, we see that these incidents are 'bringing the school into disrepute' and therefore as an educational setting we have a duty to take appropriate action.

We may respond indirectly to offsite knife crime incidents by using knowledge of an offsite incident to help shape in-school preventative measures, both at a whole school and targeted level.

Weapon-related Risk Assessment Management Plan (WRAMP)

Following any knife or weapon related incident, a Weapon related Risk Assessment Management Plan (WRAMP) should be completed. This extended document, which includes practical safety planning, communications, and fortnightly review processes to ensure that these processes are only ended when risk to individuals is deemed to be neutralised to a non-threat level. It may be appropriate for the processes in place to be maintained permanently, and the review process to be reduced in frequency - to be decided as part of the WRAMP process.

Safeguarding intended victims and potential perpetrators.

The Weapon related Risk Assessment Management Plan (WRAMP) processes do cover safeguarding support for the potential perpetrator of violence and indirectly protect intended victims. However, the Debrief process must be completed for all affected students (victims as well as possible perpetrators). There is an additional check in the Debrief process for a check on the wellbeing of staff and wider student body.

Staff training - whole staff/ behaviour team/SLT.

All staff will receive annual training and updates regarding all policies linked to this Knives and Weapons Guidance, including:

- Child Protection and Safeguarding Policy and KCSIE updates
- Behaviour Policy
- Searching, Screening and Confiscation Policy
- Restrictive Interventions Policy
- Lockdown and Emergency Procedures
- Knives and Weapons Procedure and WRAMP processes.

All leadership team and behaviour team who are likely through their roles to be a key person in these procedures will complete more intensive small group training to ensure their roles in these policies are fully understood.

Debriefing following incidents.

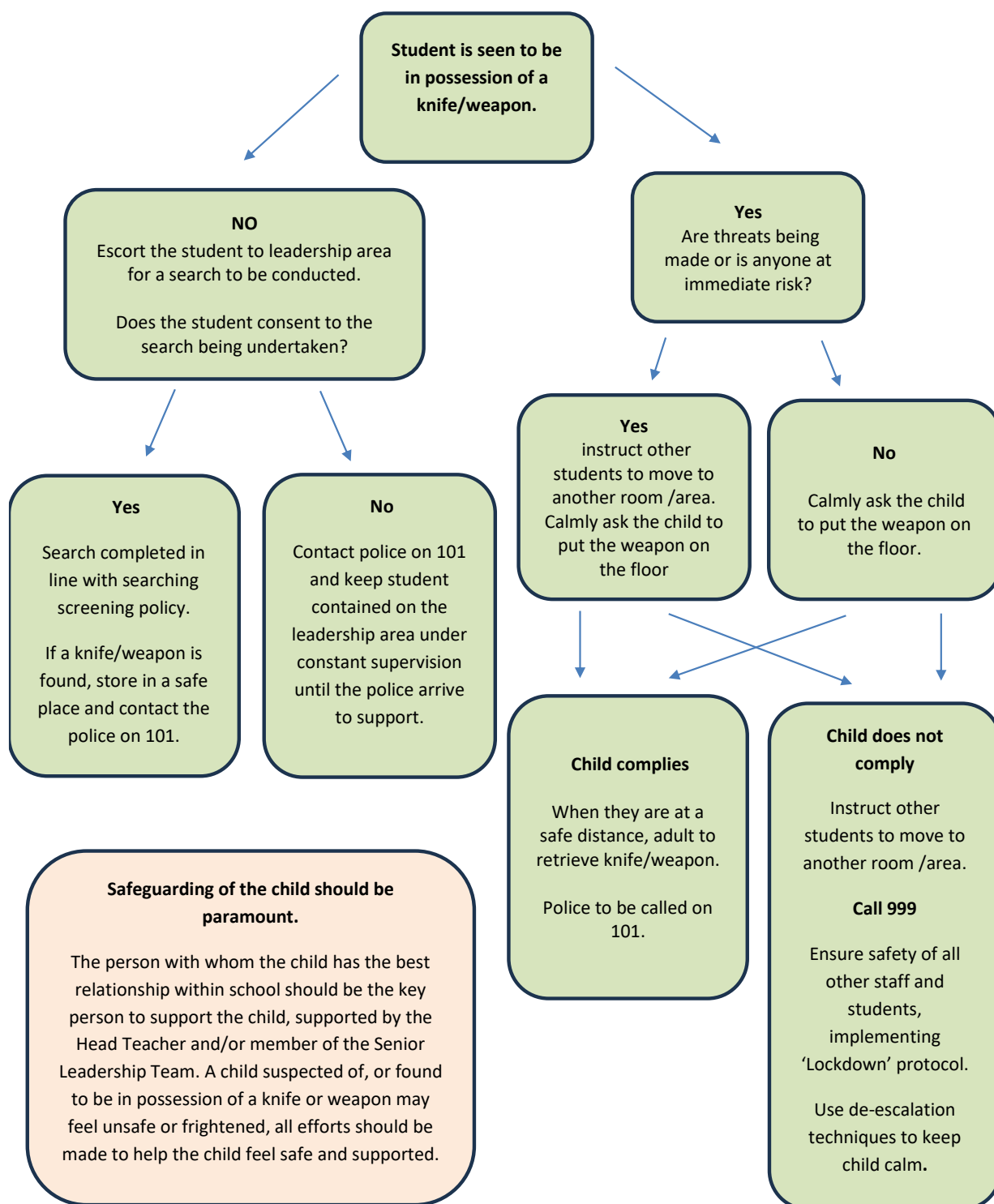
Following any incident or threat related to knives or weapons, a checklist of processes will be completed in a team meeting including relevant leaders, behaviour team and any staff directly involved. This process should take place twice; within 24 hours of the incident and repeated within 5 working days. A Debrief form can be found in the appendices to this document.

Date approved: September 2026

Date to be reviewed: September 2027

Appendix A – Possession of Knife/Weapon Procedures

Flow chart of steps to be taken, when a student is reported to be in possession of a knife/weapon.



Appendix B – Debrief form

Knives and Weapons Debrief form				
Student involved (if multiple students involved as perpetrator or victim, separate forms for each)			Year / Form	Date of concern:
SEN Needs?		Safeguarding status?		
Brief description of concern / incident: (Be specific if this is intelligence about a knife/weapon in school, out of school, or actual implement in the building.)				
Any previous related concerns?				
All members of staff involved in incident:				
Are statements complete?	Student involved?	Staff present?	Students present?	
Were the police contacted?	Y/N	Date?	By whom?	Incident Number:
Were parents contacted?	Y/N	Date?	By whom?	
Were social care contacted?	Y/N	Date?	By whom?	SC contact?
Has a Weapon related Risk Assessment Management Plan (WRAMP) been completed?	Y/N	Date?	By whom?	
Who has the WRAMP been shared with?	Parent?	Social care?	Key staff?	Wider staff?
Has the Trust been made aware?	Y/N	Date?	By whom?	

Reflect: Did the incident response follow process? What additional learning can be added to the policy as an exemplar or aberration? What additional training is required?

Trauma support: Have affected staff and the wider student body been checked for wellbeing? What additional support may be required / is in place?

Headteacher signature:	DSL signature:	Deputy head signature:
Debrief 1 Date:	Debrief 1 Date:	Debrief 1 Date:
Headteacher signature:	DSL signature:	Deputy Head signature:
Debrief 2 date:	Debrief 2 date:	Debrief 2 date:

Weapon-related Risk Assessment Management Plan (WRAMP)

This WRAMP document is primarily intended for use when a child or young person has been found to be in possession of a knife or bladed implement whilst on an education setting grounds, or has used a weapon, or has threatened the use of a weapon. The definition of 'weapon' is however, wider than just bladed implements and this document should be used in conjunction with the Knives and Weapons Guidance document for Forge Valley School.

NAME OF CHILD/YOUNG PERSON	
Date of birth	
Class/Form/Year Group	
Author of WRAMP	
Date of WRAMP	

Contents

Introduction
STEP 1: Professionals Contact List
STEP 2: Concerns and Initial Response
STEP 3: Safety and Support Plan
STEP 4: Review of Safety and Support Plan

Introduction

A WRAMP should be undertaken when there are concerns about a child or young person in relation to the carrying of, use of, or threat of use of a weapon. Whether on the school premises, at home or out in the community. It will assist education settings in identifying specific actions to safeguard children and young people in this context.

Identification and management of risk is achieved through:

- ✓ Collating education setting information and history
- ✓ Drawing on risk assessments completed/being undertaken by other agencies
- ✓ Multi-professional meeting(s) to formulate a plan about how to manage risk on site.
- ✓ External agencies (social workers, youth justice officers etc.)
- ✓ Police
- ✓ Community Leaders
- ✓ Families

In the case of an incident involving a weapon, Forge Valley School will follow its Behaviour Policy, Child Protection and Safeguarding Policy and this Knives and Weapons Procedure in determining the appropriate safeguarding, risk-management and disciplinary response. The WRAMP process can aid with the next steps and support the educational setting to manage potential risks. Whilst headteachers have the power to exclude on disciplinary grounds, generating a WRAMP should always be considered as a potential viable alternative. If exclusion is deemed a necessary measure, a fixed-term exclusion should be used in order to allow for the WRAMP process to take place.

In any event, the WRAMP process should take place within five working days of an incident.

Once the need for a WRAMP has been identified, the process should run as follows:

- 1) The education setting's Designated Safeguarding Lead (DSL) to contact parents and relevant professionals to share information/assessments, discuss concerns and levels of risk, and prepare a draft WRAMP.
- 2) A multi-professional meeting may need to be arranged to consolidate information/assessments, discuss concerns and levels of risk, and agree content of the WRAMP.
- 3) Finalise WRAMP. WRAMP to be signed by all parties including the senior child protection lead and timescales for review agreed.
- 4) The parents/carers of the child being discussed must be invited to the meeting.
- 5) Colleagues responsible for children who are looked after (i.e. the virtual school, social worker etc..) should also be invited, as should any child who has a social worker (i.e. a child subject to a child protection plan, child in need plan etc..).

1 Contact List

Children and young people's needs are often complex and require a joined-up response by a range of agencies. This document should reflect the views of other agencies about the level and nature of risk.

Where other services are involved, they must be made aware and invited to contribute to this process. Contact details for relevant services can be found in Appendix 2.

Name	Service	Email	Involvement	Attended WRAMP Meeting? Y/N

2 Concerns and Initial Response

2.1 Vulnerabilities / overview of the child

Give an overview of the child including any known vulnerabilities (SEND, CLA, Child subject to a child protection plan etc.).

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2.2 Context / overview of the concern

Give an overview of the concern/ reason you are undertaking this WRAMP.

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2.3 Previous related concerns:

Any previous relevant incidents/concerns?

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2.4 Child/young person subject to the WRAMP and parent / carer's views:

Parents, carers and child/young person may hold a different view about the level of risk and concerns; use this section to record these.

Child/young person's view	
Parent / carer's view	

2.7 Factors causing concern and evidence:

What are the concerns for the education setting?	Evidence
Who could be harmed and how? <i>E.g. the subject themselves, other children/young people, staff? Physical or emotional harm?</i>	Evidence

In which situations could the risk occur? <i>E.g. physical environment of your setting, unstructured times, transition times, to and from class / education setting.</i>	Evidence

2.8 Likelihood of risk and why:

Identify what are the risk factors and protective factors in relation to the child/young person.

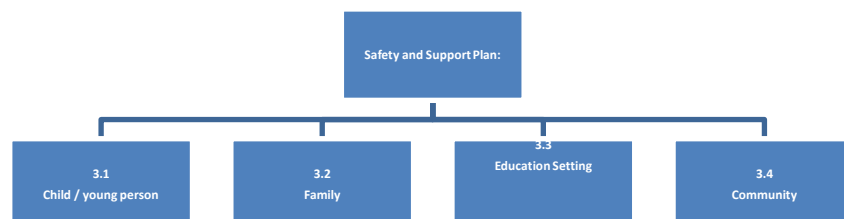
Use APPENDIX 1 to complete this section.

	Risk factors	Protective Factors
Individual		

Family		
Education Setting		
Community		

3 Safety and Support Plan/Building resilience

There are four strands to the Safety and Support Plan (see below). Please refer to the WRAMP support document.



In the relevant section below list any actions, arrangements and strategies that can be put in place to safeguard and promote the welfare of the child and others identified in the WRAMP.

3.1 Child / Young person:

Actions	Who / when?
Individual work: <i>What work/interventions are required to support the child? Also consider what support needs to be in place to reduce the risk of isolation.</i>	
The right to feel safe: <i>What support has the child/young person been offered to feel safe in the education setting? (i.e. trusted adult, Sanctuary access, etc,)</i>	
Positive activities: <i>What opportunities curricular and extracurricular are available to encourage the child to partake in positive activities.</i>	
Identity: <i>Are there any additional factors which may need to be considered in relation to protected characteristics.</i>	

Relationships: <i>Is there a need to address relationships with peers in and out of education setting and with relevant adults</i>	

3.2 Family:

Actions	Who / when?
Liaison with parents/carers: <i>Who will communicate with parents/carers? What support needs do the parents/carers have? What do parents/carers need to do to support their child?</i>	
Positive activities: <i>What support do the family need to reduce the risk of isolation and to encourage the child/young person to enjoy and achieve?</i>	
Relationships: <i>Is there a need to support relationships within the family?</i>	

3.3 Duty of Care/Keeping children and adults safe:

Actions	Who / when?
Arrival and departure from education setting: <i>What arrangements will be in place for screening and searching the child/young person on arrival? How will the child/young person depart the setting to avoid further incident? (Please refer to the Guiding Principles for educational setting on when to carry out a (WRAMP).</i>	
School environment: <i>What control measures need to be in place to minimise the risk of weapons been accessible to the child/young person. What are the arrangements for managing unstructured times, transitional period, contact between parties and potential hot spots of the building? What level of supervision is required and how will this be managed</i>	
Behaviour management strategies: <i>Are there any adaptations/reasonable adjustments needed for this child/young person?</i>	
Whole school intervention: <i>What messages have been given to children/young people, staff about keeping safe and how?</i>	
Transport arrangements: <i>What are the arrangements for the child/young person to get safely to and from education setting?</i>	
Off-site activities: school trips, work experience etc: <i>How will risk be managed in these situations?</i>	
Reporting, recording and monitoring: <i>What are the arrangements for a clear reporting, recording and monitoring of the ongoing situation?</i>	

3.4 Community:

Actions	Who / when?
Duty of care / keeping all people safe: <i>How will this be done? Who will take responsibility for coordinating? What actions need to be undertaken to ensure the safety of the wider community?</i>	
Positive activities: <i>What opportunities are available to reduce the risk of isolation and to encourage the child/young person to enjoy and achieve?</i>	
Relationships: <i>Is there a need to support relationships within the community?</i>	

3.6 Information sharing:

In order to safeguard children and young people, the contents of this WRAMP will need be shared with other professionals on a need-to-know basis. The parents/carers and child/young person (if appropriate) will be informed of who the WRAMP is being shared with and why.

Name	Role

3.7 Date to review WRAMP

The timescale of the review needs to be in proportion to the level of concerns / risk and the degree of support and intervention. However, it is recommended that this WRAMP be reviewed after two weeks of implementation, then on a regular basis, at least every half-term.

4 Review of WRAMP

4.1 Review:

Using the Safety and Support Plan (sections 3.1 – 3.4) and chronology of incidents, evaluate whether any changes need to be made to the WRAMP. A review will consider any new information, change in circumstances, and any work carried out with the child/young person and family.

4.2 Agreed actions/amendments for this review:

Using the table below, record any changes that need to be made and why.

Summary of progress made	Actions/amendments	Why?	Who and when?
Education setting: <i>What changes have occurred? Have they been sustained?</i> <i>Have there been any further incidents? If so, what actions were taken and what was the outcome?</i>			
Child / young person: <i>Has the support been effective and appropriate?</i> <i>Have there been any barriers to the CYP engagement?</i>			

Outcomes/Next Steps <i>Is the support plan still required? What further support is needed?</i> <i>(If concerns have increased, see section 4.6)</i>			

4.3 Review actions and amendments agreed by:

Name	Role	Signature

4.4 Date WRAMP reviewed

4.5 Date of next WRAMP review

References:

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

- Searching, screening and confiscation: advice for schools 2023
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Behaviour in schools: advice for headteachers and school staff 2022
- Suspension and permanent exclusion guidance August 2024 (publishing.service.gov.uk)
- Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)
- Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)
- Offensive Weapons Act 2019 (legislation.gov.uk)