Kirkburton and Scissett Middle School

Pupil Behaviour and Engagement policy

Current version	**2026 - 2027**	**Next review date**	**September 2027**
Date approved	**October 2026**	**Adopted from**	**October 2026**
Approver	**Governing Body**	**Signature**	

Objective of Policy

To provide a consistent and fair approach to reinforcing positive behaviour in school by having:

- Clear, high expectations which allow teachers to teach and pupils to learn
- A simple and clear rewards system which is valued by all
- Open and transparent communication with parents and carers
- Clear consequences which are timely, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- A culture whereby every day is a 'fresh start'
- A culture which does not accept discriminatory or prejudicial language or behaviour

Our School Culture

Across our middle schools we believe that all pupils need, and are entitled to a safe, secure and orderly environment in which to grow, both academically and socially. We aim to create this environment by having the following:

- Clear, and high, expectations which allow teachers to teach and pupils to learn
- A simple and clear rewards system which is valued by all
- Open, honest, and respectful dialogue with parents / carers
- Clear consequences which are timely, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- A culture whereby every day is a 'fresh start'
- A culture which does not accept discriminatory or prejudicial language or behaviour

In essence, positive behaviour is behaviour that supports the learning and safety of self and others through treating each other with kindness, dignity and respect**.** Every member of our school communities has their part to play in ensuring consistent and effective implementation of the policy.

Our Behaviour and Engagement policy outlines the following expectations and whilst not an exhaustive list, a clear representation of how pupils are expected to behave and interact with others in school:

- Arrive on time to school and to lessons throughout the school day.
- Be prepared and ready to learn.
- Wear uniform correctly.
- Work hard during lessons, and at home, and complete all tasks to the best of their ability.
- Be polite, courteous and respectful to all members of the school community.
- Respect each other's differences and behave in a way that is not prejudicial against any protected characteristic.
- Follow the school rules and comply with requests or instructions made by staff on the first time of asking.
- Have regard for their own health and safety and that of others.
- Show respect to the school environment and the wider community.

Culture Curriculum

Within our schools, it is of paramount importance to make expectations around positive behaviour and engagement known, and for staff to model those expectations consistently through their daily work. In order to ensure that all pupils are aware of expected behaviours, we explicitly teach expectations through our culture curriculum. Where re-teaching is required – whether that be for an individual pupil, a small group or a larger group of pupils, or where pupils are more vulnerable– bespoke arrangements may be made.

Daily Routines

Within our schools, we ensure clear and simple routines are in place and staff are tasked to implement these consistently.

Pupils are taught and expected to adhere to rules in place which allow for:

- Calm entry and exit of the school building and classrooms.
- Punctuality to lessons.
- Safe and swift transition between lessons.
- Positive and safe behaviour during social times (indoor and outdoor).
- Positive engagement and respectful behaviour during lessons.
- Respect and tolerance for every member of the school, and wider, community.

Where adaptations are required to expected routines, for example for a pupil with additional needs or a child who is particularly vulnerable, these are made appropriately and in consultation with key adults in school and under the agreement of the Head of School.

Uniform expectations

Our schools have high expectations with regards to uniform and full compliance. School uniform is an important part of creating an identity and pride in a school, and pupils attending our middle schools must meet our reasonable expectations.

All pupils are expected to wear school uniform which is outlined on each school website, in the pupil planner and available on request from any member of the pastoral team. Pupils not in correct uniform will be provided with a suitable replacement by school until the issue is rectified.

Where pupils refuse to follow our uniform expectations, they may be removed from lessons until a meeting can take place with parents in order to resolve the issues. Should parents need support with school uniform, they should contact their child's head of year / house in the first instance. Please note, uniform compliance extends to jewellery, hair styles, and make-up - including false nails and eyelashes.

Rewards

We believe that recognising pupils' achievements is essential in encouraging positive behaviour. Rewards play an important role in recognising effort, achievement and being responsible members of the school community. Reward points are allocated to pupils throughout the school day for a variety of reasons and pupils work towards rewards celebrations and trips which recognises their positive behaviour and engagement in school life.

Additional recognition for positive behaviour is awarded through certificates, reward assemblies, teacher nominations, star cards and positive communication home.

Sanctions

In school, ensuring consistent application of the behaviour system is important to create a positive climate for learning. Low level disruption has a significant impact on the classroom environment and learning and will not be tolerated in school.

Low level disruption could constitute (*but is not exclusive to*):

- Off task behaviour.
- Talking when asked not to.
- Inappropriate conversation/language.
- Lack of work/effort.
- Actions which disrupt own/others' learning.

Our schools follow the basic principles outlined below:

Warning	Low-level misdemeanour. Informal, verbal warning given to pupil, intended to rectify behaviour.
B1	Repeat of low-level disruption following warning – recorded on Arbor, negative point issued.
B2	Further continuation of low-level disruption. Recorded on Arbor, negative point and Stage 1 lunchtime detention issued.
B3	Ongoing disruption despite previous steps taken. This action constitutes serious breach of the school expectations and has a negative impact on the learning of others leading to: - Removal from classroom to other nominated room – escorted by on-call team. - Recorded on Arbor and negative points allocated. - Stage 1 after school detention issued. - Restorative meeting with staff member issuing sanction.

If a serious incident occurs, including for example, prejudicial language or an incident pertaining to child-on-child abuse, a pupil can be removed from a classroom immediately without going through the stages outline above. Where a pupil is removed from lessons, parents / carers will be informed on the same day via Arbor notification.

In very serious and isolated incidents or in the case of persistent incidents of poor behaviour, a pupil may require further intervention and negative consequences.

B4 - B7 Sanctions apply to next steps and are issued by the Pastoral and Senior Leadership team.

B4	Formal monitoring by pastoral lead via a target card as a result of: - Three lesson removals (B3) in one week. - Significant/serious one-off incident. In this situation parents will be made aware and concerns will be logged on the pupil's behaviour record.
B5	Fixed term suspension or offsite direction as a result of: - Serious incident which warrants a period of time away from school – at Headteacher's discretion. - Ongoing incidents of defiance and / or disruptive behaviour which have not been resolved at B4 level. - Incidents of verbal abuse directed towards staff, depending on the severity and context. B5 sanctions will be issued once an incident has been fully investigated and outcomes shared with parents and carers. Pupils will return to school following a reintegration meeting with parents / carers, where clear expectations for a return to school will be shared. Pupils returning will be on report to the Assistant Headteacher for Behaviour and Culture. Where repeated B5 incidents occur, a personalised behaviour contract will be put in place.

B6	When all intervention to support a pupil in managing their behaviour and engagement have been exhausted, a decision may be taken to move the pupil via an agreed off-site direction with the partner middle school (remaining on home school roll) or as a permanent arrangement with another education provider, known as a managed move.
B7	Permanent exclusion from the school is taken as a last resort and in circumstances where: - There has been a serious breach, or persistent breaches of the school behaviour policy. - Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Following a consequence being implemented

It is important that where negative behaviours are identified, and consequences are implemented, pupils are supported to reflect on their choices and ensure that this does not happen again. Within our middle schools, follow up support could be in the form of the following (but is not exclusive to):

- Targeted discussions with appropriate staff to reflect on the incident.
- Mentoring support.
- Contact with parents/carers through a face-to-face meeting or phone call.
- Further enquiries regarding patterns of negative behaviour.
- Interventions designed to track improvements and closely monitor behaviour such as a report card.
- Where appropriate, engaging with a range of local partners and agencies to provide support.

Internal Truancy

Any pupil who refuses to attend lessons and fails to accept the support offered from pastoral staff in school will be issued with an internal truancy mark. Parents and carers must be aware that internal truancy will not be tolerated in school. Should a pupil fail to comply with requests from staff, refusing attendance in their lesson, or the options given by staff, this may result in a suspension where the Headteacher determines that this is a proportionate response. In line with our reintegration procedures, parents / carers will be requested to attend a meeting to discuss expectations and the non-negotiables in school, which is lesson attendance. Where a pupil has additional needs, a support plan will be discussed which pupils will be expected to follow.

Corridors/Social areas

When a pupil is found to be behaving poorly on a corridor or in social areas, sanctions will be issued.

Consequences are given for misdemeanours such as (but not exclusive to):

- Not adhering to the school's uniform expectations.
- Any use of inappropriate language.
- Running on corridors.
- Shouting or screaming.
- Clear violation of communicated rules and expectations.
- Behaving in a way which is unsafe.
- Refusal/challenge against request to modify behaviour.

Anti - Bullying

Our middle schools take a robust and consistent approach to any issues which relate to bullying. Further details of this are listed below in the 'child on child abuse' section. We have anti-bullying policy which outlines the approach the school will take to safeguard its pupils from exposure to bullying and also links to this behaviour policy in relation to consequences for pupils who are identified as exhibiting bullying behaviours. For information on the management of bullying, please refer to the anti-bullying policy.

Child-on-child abuse

The term 'child-on-child abuse' covers a wide range of serious misconduct. It could include bullying, discriminatory language, physical or sexual abuse and is treated as safeguarding concern. More details are provided in the Trust's 'Child Protection and Safeguarding policy.'

Our middle schools take allegations of child-on-child abuse very seriously, and leaders will always investigate any allegations. It is important to be clear that we will not tolerate instances of child-on-child abuse and will not pass it off as 'banter', 'just having a laugh', 'part of growing up'. We recognise that abuse can occur between and across different age ranges and we will operate a zero tolerance to it in our school.

Mobile Phones

The department for education states 'All schools should be mobile phone-free environments'.

https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools

Mobile phones must be turned off on entry to school grounds and placed out of sight in a pocket or a bag. All pupils are expected to hand in their mobile phones at the start of the school day. They are stored securely and returned to pupils at the end of the school day. Any pupil or parent who does not wish to hand in the device should ensure it is not brought into school.

Pupils who refuse to hand over a device in school will be removed from circulation until the issue is resolved and further sanctions may be applied. If required, parents will be contacted and asked to come into school to remove the phone.

- If a pupil is found to be using their phone on school site, they will be given a warning and a 30-minute lunchtime detention.
- If a pupil is found to be using their phone on school site on a second occasion, they will be given a 60-minute lunchtime detention.
- If a pupil is found to be using their phone on school site on a third occasion, a 60 minute after-school detention. The phone will be confiscated and kept securely until parents / carers are able to collect.

Given the cost of many smart watches, we would ask ideally that these are left at home. If worn to school, all internet connectivity must be disabled at all times. Failure to do so will result in sanctions being applied as above and the pupil may lose the right to wear a smart watch to school.

NB: We recognise that bus passes are held electronically on mobile phones. When school buses arrive, pupils have permission to turn their phones on to load their passes. At all other times their phones should be turned off in school.

In line with details in our 'Online Safety Policy', any electrical devices are brought in to school at your own risk, the school does not accept any liability for loss or damage.

Discipline beyond the school gate

Our middle schools believe in educating pupils to understand the importance of their orderly conduct whilst off the school site. This includes encouraging positive behaviour online. Subject to the behaviour policy, the school may discipline pupils for misconduct when the pupil is:

- taking part in any school-organised or school-related activity or
- Travelling to or from school or wearing school uniform or
- in some other way identifiable as a pupil at the school
- engaging in behaviour, whether online or face-to-face, which links to the above section on child-on-child abuse or potentially adversely affects the effective running of a positive school culture (including where incidents take place out of school hours, but have an impact on pupils when back in school).

In addition, we will deal with pupils' misconduct at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat or causes harm to another pupil or member of the public, or
- could adversely affect the reputation of the school.

Behaviour of pupils with additional needs

Our middle schools have high expectations of the behaviour of all pupils. For those with additional needs, this is no different, our expectations remain high and pupils will be supported with reasonable adjustments aligned with their individual needs. For pupils with additional needs, we will:

- Continue to promote high standards of behaviour.
- Provide appropriate support to ensure that all pupils are able to achieve and learn as well as possible.
- Not assume that a child's additional need is the reason for poor behaviour, and will investigate all incidents without prejudice.
- Consider whether a child's additional need has contributed to a particular behaviour, and therefore whether it is appropriate to sanction the pupil.
- Make reasonable adjustments to consequences, as appropriate, to accommodate a child's additional need.
- Follow up with behaviour incidents involving pupils with an additional need to seek to find whether further support is required.

Discussions will take place with the SENDCO for behaviour issues linked to high need pupils. The school will comply with its duties under the Equality Act 2010 and will consider reasonable adjustments before imposing sanctions where a disability may have contributed to behaviour.

Working with external agencies

Our middle schools believe it is important to work in partnership with external agencies to support the improvement in behaviour of pupils both whilst at school and beyond the school gate. Where a pupil's behaviour is becoming of increasing concern due to continued disruptive or antisocial behaviours, either inside school or in the community, the school will, where possible and appropriate, engage with additional agencies (including but not limited to: local authority services, CAMHS, the police, social services, and other local schools) to support the pupil in developing the skills and knowledge required to manage their behaviour in an appropriate way.

Removal from lessons / On-call

Within our middle schools, removal from lessons / on-call is typified by:

- The removal of a pupil from their usual lesson and social time for a fixed period of time.
- A pupil completing curriculum work in silence, whilst supervised by another member of staff in an alternative classroom.
- A proportionate response to a serious breach of the behavioural expectations.

Internal Suspension is not:

- In breach of a pupil's human rights.
- In a locked or isolated space.

Removal from lesson (B3) is an extremely serious sanction and will result in after school detention in the first instance.

Pupils who have been removed from lessons are expected to work hard in the classroom they are removed to. Where a pupil is unable to regulate their behaviour and enter another classroom without causing disruption to the learning of others, they will be supervised in the reset/recharge room.

Should dysregulation continue for a sustained period of time or should the pupil pose a risk of harm to others, senior leaders will work through the behaviour system which may ultimately result in a suspension or off-site direction. On return to school, the pupil will be expected to complete their sanction for lesson removal.

Off-site direction

Where internal measures and support has not been successful in improving a pupil's behaviour, or when a serious incident has taken place, our school will, on occasion, direct pupils to attend another educational provision. This could include (but is not exclusive to):

- Another school in The Mast Academy Trust.
- Another mainstream school outside of The Mast Academy Trust.
- An alternative provision (AP).

When a pupil is directed to attend off-site provision, the pupil will remain on the school roll and regular safeguarding and wellbeing checks will be made by appropriate staff from school.

Before an off-site direction is issued, the home and host school will decide upon:

- The period of the placement; this is normally short term.
- Whether the placement is full-time, or a reduced offer.
- Regularity of face-to-face safeguarding and wellbeing checks.

In the event of a longer-term off-site placement being issued, the governing body will be notified and regular review meetings held which will include:

- Appropriate school staff.
- Appropriate external agencies (including, but not exclusive to CAMHS, police, local authority, MASH team, social workers).
- Parents/carers.

Parents will normally be informed in advance unless safeguarding or other exceptional circumstances apply.

Managed moves

Managed moves are:

- Used to initiate the permanent transfer of a pupil to another school.
- Made in a pupil's best interests.

Managed moves will only take place with the informed consent of parents / carers and the receiving school. A managed move is initiated when a new setting is required and, in rare circumstances, as an alternative to permanent exclusion (in liaison and support from the local authority exclusions team).

Staff responsibilities

Our schools have systems in place in order to ensure that behaviour and conduct are conducive to a positive learning environment for pupils, a positive working environment for staff and to ensure that the high standards and expectations set are achieved and met by all stakeholders.

All staff and pupils are expected to uphold and adhere to all systems.

Leaders and Pastoral teams should:

- Provide CPD, and rationale for all processes and systems.
- Model systems and procedures in their own work to the highest of standards.
- Hold staff and pupils to account for upholding systems and procedures.

Staff should:

- Positively uphold all instructions pertaining to systems and procedures.
- Consistently reward pupils' effort in and out of lessons.
- Hold pupils to account for failure to partake in any part of any system.
- Implement negative consequences appropriately and consistently for failure to meet expectations and log these centrally on Arbor.
- Model the expectations we insist of our pupils.

Senior / Pastoral Leader Presence

In our schools, we believe that senior leaders and pastoral leaders (Head of House / Year) should model all processes and expectations to the highest standard and should hold stakeholders to account where standards are not in place. To aid staff to embed and benefit from all systems and procedures, ongoing supportive monitoring by senior leaders is in place. These checks happen throughout the school week in order to:

- Celebrate and praise conduct which is deserving.
- Provide holistic support for all classroom-based staff, regardless of role or experience.
- Identify pupils who may require follow up conversations from pastoral staff or other staff later in the day.
- Identify pupils not meeting expectations within school.
- Support staff with pupils who are not meeting expectations.
- Hold pupils to account for not meeting expectations.

Parents'/carers' role within promoting good behaviour

Parents play a critical role in working with the school to ensure that their child's behaviour meets the expectations of this policy, and contributes to ensuring a calm, ordered environment where staff and pupils are treated with kindness, dignity and respect.

In support of school policy, parents/carers are expected to:

- Reinforce the behavioural expectations at home in response to praise or sanction.
- Regularly check their child's behaviour record on Arbor, celebrating their child's successes and discussing any incidents of poor behaviour.
- Actively engage with appropriate members of staff in order to maintain excellent behaviour or change negative behaviour patterns where they occur.
- Attend meetings and consultation events as appropriate to ensure that their child is supported to meet the school's expectations of conduct and behaviour.
- Ensure that their child's behaviour online is appropriate and not defamatory, abusive, bullying in nature or intended to cause harm or bring their school's reputation into disrepute.
- Communicate with staff in a manner that is respectful at all times.

Parents must be aware that final decisions regarding behaviour and sanctions in school sits with the Head of School and Executive Headteacher.

Prohibited items

Our schools take the possession and / or use of banned and prohibited items extremely seriously. Such items are identified as ones which could cause serious harm to the health and safety of the individual in possession of them, or to those around them, including staff, pupils and visitors to school site.

The items below are prohibited at all times:

- Aerosols
- Knives and weapons
- Any item which could be reasonably expected to be used to enact harm upon a person
- 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)
- Tobacco, cigarette papers and smoking items including vapes or e-cigarettes

This is not an exhaustive list of prohibited items; the Executive Headteacher has final say over what items are deemed to be prohibited and when made these decisions will be final.

Possession or use of such items will be dealt with through consequences in line with the behaviour policy of the school and may be deemed as grounds to implement a suspension, or in extreme cases where it is believed the safety of other pupils, visitors, staff or the public is at risk, permanent exclusion.

The school also reserves the right to confiscate any item which could impact on the smooth running of the school day. A decision will be taken as to how and when items are returned, either to the pupil or a parent.

Discretion

No behaviour policy can cover all eventualities. The Executive Headteacher reserves the right to use discretion to help pupils make better choices and learn the right lessons.

Appendix 1 – Detention protocols

Lunchtime detentions

B2 – Pupils attend a lunchtime detention as a result of the sanction being given. This is recorded on the school system but no additional communication with parents/cares.

Stage 1 – 30-minute lunchtime detention.
Stage 2 – Full hour lunch time detention.

Failure to complete Stage 2 will result in an after-school detention.

B3 – Pupils attend an after-school detention for a serious incident, including being removed from a lesson as a result of unacceptable behaviour. Parents are informed of the detention via Arbor/email and are given at least 24 hours notice.

After school detentions

Stage 1 – 3.35 – 4.15pm
Pupils will always be placed in a stage 1 detention initially. This is a 40-minute detention. Pupils who fail to attend their stage 1 detention will be placed in to a Stage 2 detention.

Stage 2 – 3.35 – 4.35pm
Pupils who fail to attend their stage 1 detention will be placed onto stage 2. Parents/carers will be informed via Arbor/email message. **Pupils who fail to attend their stage 2 detention will lose all social time in school until the sanction has been completed.**

Where a pupil disrupts a detention, they will be removed from the detention and sanctions escalated.

Reasons for an after-school detention are outlined in the policy and a brief outline will be provided in the communication home. We do not ask teachers to have any additional conversations about this sanction, parents/carers are expected to support this policy.

Appendix 2 – Suspensions and permanent exclusions

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.'

(Department for education, July 2026)

Suspension and permanent exclusions are used as a consequence; we follow the Department for Education guidance. https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

The decision to suspend a pupil will be taken only:

- In response to persistent or serious breaches of the school behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

The decision to suspend or permanently exclude a pupil can only be made by the Executive Headteacher, Head of School or the person deputising for a headteacher in their absence.

Length of suspensions

We will always attempt to ensure that suspensions are for the shortest time necessary and will follow Department for Education guidelines which suggest that a period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences. If a pupil reaches 45 days suspension within an academic school year, they will be at significant risk of permanent exclusion.

Should a suspension be issued, school will:

- Inform parents / carers immediately of the suspension.
- Inform parents / carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed term suspension or exclusion.
- Provide work to be completed at home and ensure that work completed while excluded is marked and the pupil receives appropriate feedback. This may use the resource from online packages such as Oak National Academy.
- Provide full-time education (off-site) from the 6th day of any period of suspension of 6 days or longer where a permanent exclusion has not been processed.
- Work in partnership to improve behaviour.
- The school will seek to arrange a reintegration meeting and parents will be strongly encouraged to attend.
- Inform local authority partners where a pupil has an allocated social worker.

Actions following a suspension

Pupils returning to school from a suspension are required to attend a reintegration meeting alongside their parent / carer. This meeting will reset the behaviour expectations of the school. During a reintegration

meeting, a target card to monitor behaviour and / or a behaviour contract will be discussed. All pupils returning from a suspension will be placed on a target card. They will also spend some time working with a member of the pastoral team on their return to school, prior to returning to lessons.

Permanent Exclusions

Permanent exclusion from school is a last resort when all attempts to modify a pupil's behaviour have failed. At this point, the pupil will not be conforming to school rules and his / her behaviour will be having a serious impact on the learning of others. Permanent exclusion could also be used for particularly serious incidents including, but not limited to, dealing in illegal substances or assault on a member of staff. The statutory guidance shall be followed at all times.
https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

A decision to exclude a pupil permanently should only be taken:

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

Where this decision is taken, Heads of school will take reasonable steps to ensure that work is set and marked for the first five days where the pupil will not be attending an alternative provision. This decision will only be made by the Executive Headteacher and has then to be considered by the Governors' Disciplinary Committee.

The Executive Headteacher has the right to withdraw any permanent exclusion which has already begun, as long as it has not yet been considered by the governing body. Where this happens, the following will take place:

- All appropriate stakeholders will be notified immediately, including the local governing body and the local authority.
- Parents will be able to meet the school's Executive Headteacher to discuss the cancellation.
- The pupil will be allowed back into the school with appropriate support.

Appendix 3 – Searching, screening and confiscation

Searching

Staff have powers to search, screen and confiscate should they be required. All searching in school will be conducted in the interests of maintaining a safe and orderly environment; they will also be conducted in a safe, proportionate and appropriate manner following national advice.

https://www.gov.uk/government/publications/searching-screening-and-confiscation

Headteachers authorise appropriate staff to conduct searches, this will only take place:

- When the member of staff has consulted the Executive Headteacher or Head of School with rationale for the search and this has been approved.
- If there are reasonable grounds to suspect that a pupil may have a banned item (see above).
- By a member of staff who has been delegated authority by the Headteacher alongside another staff member.
- In an appropriate location, away from other pupils and on the school premises or where the member of staff has lawful control of the pupil.
- On outer clothing, bags, desks or lockers and **not** of clothing worn wholly next to the skin.
- By a member of staff of the same gender as the pupil being searched, except in exceptional cases where serious harm may be caused without the search taking place and it there is clearly insufficient time to identify a member of staff of the same gender.

Wherever possible, searches will be conducted in the presence of a second member of staff.

If CCTV is available, this may be used to further identify evidence which may indicate a search is required.

Wherever possible, searches will be completed with the agreement of the pupil being searched. Where this is not the case, a consequence may be given and the pupil will be supervised away from other pupils whilst advice is sought from either the Executive Headteacher, Head of School, Designated Safeguarding Lead or appropriate pastoral member of staff. Should there be a requirement for a search using reasonable force, this will only be done to seek a dangerous item, not one that is only banned under the school's rules.

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

All searches will be recorded on CPOMS. Records will include the following:

- 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, and
- what follow-up action was taken as a consequence of the search

On the occasion that a pupil with additional needs is identified as needing to be searched, advice will be sought from the SENDCO before proceeding.

After a search takes place, the following will occur:

Prohibited item found	**Prohibited item not found**
• Post-search support if appropriate. • Incident reported to the designated safeguarding lead and senior leadership team. • Appropriate follow-up consequences. implemented commensurate with prohibited item found. • Parents / carers to be informed as soon as possible. • Clear recording of the search including rationale and decision-making process. • Police informed where appropriate.	• Post-search support if appropriate. • Parents / carers to be informed as soon as possible. • Clear recording of the search including rationale.

Confiscation

Following a search, if a prohibited item is identified, it may be confiscated by a member of staff who has been delegated authority to conduct a search by the Headteacher.

Any item which is deemed to fall into one of the following three categories can be confiscated by staff members undertaking searches:

- An item which poses a risk to staff or pupils.
- An item which is prohibited, or identified in the school rules for which a search can be made.
- An item which is evidence in relation to an offence.

A decision on what to do with the confiscated item remains with the Executive Headteacher / Head of school and may include –

- Collection by parents
- Retained and disposed of
- Delivered to the police

Reasonable Force

The school is committed to maintaining a safe, calm and orderly environment for all pupils and staff. While the use of de-escalation strategies, positive behaviour support and preventative approaches will always be used wherever possible, there may be occasions when staff need to use reasonable force to prevent harm or serious disruption.

All members of school staff have a legal power to use reasonable force where it is necessary and proportionate to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent a criminal offence from being committed.
- Prevent serious damage to property.
- Prevent behaviour that would seriously disrupt the good order and discipline of the school.

Reasonable force means using no more force than is necessary and for the shortest time required to achieve a legitimate aim. It will only be used when absolutely necessary, in accordance with the law, Department for Education guidance and the school's safeguarding responsibilities. Force will never be used as a punishment.

Where reasonable force is used, the welfare and dignity of the pupil will remain paramount. Any incident involving the use of force will be recorded and reported in line with statutory requirements, and the school will review incidents to identify opportunities to reduce the need for future physical intervention. Staff involved will receive appropriate support and training.

This aligns with the current DfE guidance.

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

This policy should be read in conjunction with:

- Trust Child Protection and Safeguarding policy
- Online Safety policy
- School Anti-bullying Policy

The Executive Headteacher or delegated leader will make decisions in accordance with this policy. Parents retain the right to raise concerns through the school's complaints procedure and any statutory processes that apply.