




# Scissett Middle School

*Working together, respecting all, because everyone matters*

Policy	Behaviour Policy		
Current version	2023-24 V1	Next review date	September 2024
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Approver	Mr J Jolly (CoG)	Signature	

Objective of Policy
<p>To provide a consistent and fair approach to reinforcing the school by:</p> <ul style="list-style-type: none"> <li>• Clear, high expectations which allow pupils to learn and teachers to teach</li> <li>• A simple and clear rewards system</li> <li>• Open dialogue with parents/carers</li> <li>• Clear consequences which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels</li> <li>• A culture whereby every day is a 'fresh start'</li> <li>• A culture which does not accept discriminatory or prejudicial language or behaviour</li> </ul>

## Behaviour Policy 2023/24

At Scissett Middle School we believe that all pupils – need, and are entitled to a safe, secure and orderly environment in which to achieve their full potential, both academically and socially. We aim to create this environment by having the following:

- Clear, high expectations which allow pupils to learn and teachers to teach
- A simple and clear rewards system
- Open dialogue with parents/carers
- Clear consequences which are immediate, 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 the school community has their part to play in ensuring consistent and effective implementation of the Policy which always takes us back to the fundamental value at Scissett Middle School, Respect, in its entirety.

Scissett Middle School behaviour and relationships policy revolves around our agreed Values:

**RESILLIENCE**  
**EXCELLENCE**  
**SUPPORT**  
**PRIDE**  
**ENJOYMENT**  
**CREATIVITY**  
**TRUST**

A basic set of expectations are in place for all pupils at Scissett Middle School;

- Arrive on time to lessons
- Be prepared and ready to learn
- Wear uniform correctly
- Work hard during lessons and complete all tasks to the best of their ability
- Be polite, courteous and respectful to all members of the school
- 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

### The Behaviour Curriculum

At Scissett Middle School, it is of paramount importance to make expectations around good behaviour 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, Scissett Middle School will explicitly teach expectations through the Behaviour Curriculum. We will use strategies including, though not exclusive to, the following order in to provide clear instruction and direction:

- A daily pastoral session to promote our expectations through the Behaviour Curriculum
- Regular lesson visits to monitor behaviour and climate for learning
- PSHCE through our Learning for Life Curriculum
- Parental meetings
- Mentoring
- Through the Pupil Planner
- Wellbeing and behaviour interventions
- Regular checks on specific pastoral focus areas such as uniform and equipment
- Ownership of Learning sessions
- Weekly assemblies

Where re-teaching is required – whether that be for an individual pupil, a small group or a larger group of pupils – bespoke arrangements may be made.

At Scissett Middle School, clear and simple routines are in place and staff are tasked to implement these consistently. This helps to automate pastoral systems, trains pupils to be ready to meet expectations, and supports the upholding of a positive culture of pupils being polite, purposeful and respectful. Through the Behaviour curriculum, pupils are taught, and are expected to follow, clear routines around the following:

- Entering and leaving the school building calmly and sensibly
- The need for punctuality to school and to all lessons
- Lunchtime queueing
- Lining up before lessons
- Transition between lessons
- Entering and leaving assembly

Where adaptations are required to expected routines, for example for a pupil with SEND, these are made appropriately and in consultation with the SENDCO and parents/carers. Where possible, adaptations should be for a short term.

### **Uniform expectations**

Scissett Middle School has high expectations of pupils uniform. School uniform is an important part of creating an identity and pride in a school, and pupils attending a Scissett Middle School must meet the reasonable expectations.

All pupils are expected to wear school uniform, [which is outlined on the 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.

### **Rewards**

Scissett Middle School believes that recognising pupils' achievements is very important in encouraging positive behaviour and 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 (see chart). Pupils are able to spend their points in the Reward Shop. Additional recognition for positive behaviour is awarded through certificates, reward assemblies and end of term reward celebrations.

Achievement Reward	Points
Lesson Punctuality	1
Excellent Effort	1
Outstanding Effort	3
Excellent Work	1
Outstanding Work	3
Homework Completed	1
Good Homework	3
Outstanding Homework	5
Scissett Values - Helpfulness	5
Scissett Values - Kindness	5
Star Pupil	25

## 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
- Chewing
- Lack of work/effort
- Actions which disrupt own/others' learning

Scissett Middle School follows the basic principles outlined below:

Verbal Warning	Low level classroom misdemeanour: <ul style="list-style-type: none"> <li>- Verbalised and recorded by the teacher</li> <li>- Informal warning, intended to rectify behaviour</li> </ul>
B1	Repeat/continuation of low-level disruption: <ul style="list-style-type: none"> <li>- Recorded on Class charts</li> </ul>
B2	Further repeat/continuation of low-level disruption: <ul style="list-style-type: none"> <li>- Recorded class charts</li> <li>- Short 'reset' detention at time of teacher's choice</li> </ul>
B3	Further repeat/continuation of low-level disruption, action which constitutes serious misbehaviour and is negatively impacting other learners: <ul style="list-style-type: none"> <li>- Removal from classroom to nominated room (on-call)</li> <li>- Recorded on class charts</li> <li>- Phone call home from subject teacher</li> <li>- After school detention</li> </ul> Also for - <ul style="list-style-type: none"> <li>- Not attending B2 sanction</li> </ul> <p><b>3 x B3 in one half term will result in form tutor report</b></p>

Behaviour points are awarded for sanctions as follows;

Verbal Warning	-1
B1	-5
B2	-10
B3	-15
No Homework	-5
Breaking Corridor Code	-5
Missing Vital Equipment (planner / PE kit)	-5
Lack of Effort	-3

- At any point within the system, if a serious incident occurs, including prejudicial language or an incident pertaining to child-on-child abuse a pupil can be removed from a classroom at any point.
- At each level, intervention within the classroom is down to the teacher's professional judgement.
- Where a pupil is removed from lessons, parents/carers will be informed on the same day or as soon as is practicably possible.

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. At all points within the system, parents/carers will be informed as to investigations and decisions made by staff.

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

<b>B4</b> - Formal monitoring in school - HOY - SLT Link	- Three B3 sanctions in one week - Significant incident/one off serious incident - Logged on Class charts - Parents/carers contacted - Pupil placed on target card with HOY
<b>B5</b> - Fixed term suspension	- Significant/serious incident or failure to complete B4 - Full investigation conducted - Outcomes logged and reported to parents/carers - Return to school after a reintegration meeting - Pupil placed on report to Head of Behaviour/SLT Link
<b>B6</b> - Offsite direction - Managed Move	When all intervention to support a pupil in managing their behaviour choices have been exhausted, a decision may be taken to move the pupil to another educational provider for a fixed period of time (offsite direction) or as a permanent arrangement (managed move).
<b>B7</b> - Permanent Exclusion	A decision to exclude a pupil permanently will only be taken: <ul style="list-style-type: none"> <li>- in response to a serious breach or persistent breaches of the school's behaviour policy</li> <li>- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school</li> </ul>

For exceptionally serious incidents, including use of prejudicial language, behaviour or child on child abuse of any kind, or persistent refusal to engage with expectations, incidents can constitute higher tariffs of sanctions without all sanction levels being given.

### **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. At Scissett Middle School, 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

### **Corridors**

When a pupil is found to be behaving poorly on a corridor or in social areas, negative consequences will be issued. Parents/Carers will be informed as quickly as possible where appropriate.

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

- Not adhering to the school's uniform expectations
- Inappropriate language (not directed towards another pupil or member of staff)
- Running on corridors
- Shouting or screaming
- Clear violation of communicated rules and expectations
- Behaving in a way which is unsafe

### **Anti - Bullying**

Scissett Middle School takes 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. More details are provided in the Trust's Child Protection and Safeguarding policy.

Scissett Middle School takes allegations of child-on-child abuse very seriously, and leaders will always investigate all such 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 will recognise that abuse can occur between and across different age ranges and we will operate a zero tolerance to it in our school.

Where an incident of this nature is observed or suspected, senior leaders and the school's Designated Safeguarding Lead will be informed. The following process will apply;

Report of an incident of child-on-child abuse made on CPOMS/SIMS/ClassCharts

Immediate referral to DSL for specialist action if required (for example for allegations of sharing nude pictures)

DSL decides that internal specialist action safeguarding is not required

Incident investigated by contacted HOY as a behaviour issue allegation

DSL decides that this is a matter for immediate

police referral

Victim's parents/carers contacted to inform them of the allegation

Incident immediately referred to police

DSL decides that an investigation with support is required

support is required

Victim's parents/carers to inform them of the

Full investigation conducted including statements from pupils, staff, victim and alleged perpetrator with two members of staff present where required (one typically being DSL)

Investigating Officer will recommend a course of action

DSL to action safeguarding protocol including referral to external services where required and appropriate

Behaviour consequence to be decided upon, depending on incident, severity and investigation outcomes

Appropriate follow-up work to be completed with relevant groups of pupils including pastoral support or risk assessments

It is important to stress that consequences for child-on-child abuse could be from a wide range of the consequences listed above including, where appropriate, permanent exclusion. This will be decided upon, and clearly communicated to the pupil and parent/carer at the appropriate time.

### **Mobile phones**

Mobile phone must be turned off on entry to school grounds. 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.

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 and the pupil may lose the right to wear a smart watch to school.

### **Discipline beyond the school gate**

Scissett Middle School believes in educating pupils to understand the importance of their orderly conduct whilst off school site. This includes encouraging positive behaviour online. Subject to the behaviour policy, Scissett Middle schools 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

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 SEND**

Scissett Middle School has high expectations of the behaviour of all pupils. For those with SEND, this is no different, our expectations remain high and pupils will be supported, with reasonable adjustments aligned with their individual needs. For pupils with SEND, 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 SEND is the reason for poor behaviour, and will investigate all incidents without prejudice
- Consider whether a child's SEND 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 SEND
- Follow up with behaviour incidents involving SEND pupils to seek to find whether further support is appropriate.

Discussions will take place with the SENDCO for behaviour issues linked to high need pupils.

### **Working with external agencies**

Scissett Middle School believes it is important to work in partnership with external agencies to support the improvement in behaviour of its 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 anti-social behaviours either inside school or in the community, the school will, where possible and appropriate, engage with additional agencies (including but not limited to: 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**

At Scissett Middle School, 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/Isolation is not:

- In breach of a pupil's human rights
- In a locked, intimidating space

Removal from lesson (B3) is an extremely serious sanction.

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 room by the On call member of staff.

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 fixed term suspension. 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, Scissett Middle 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, for example Kirkburton Middle School.
- 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, Scissett Middle school and the receiving provision will decide upon:

- Period of the placement, this is normally short term
- Whether the placement is full-time, or part-time with some time being spent in Scissett Middle School
- 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 hold regular review meetings which will include:

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

### **Managed moves**

At Scissett Middle School, managed moves are:

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

Managed moves are permanent.

### **Staff responsibilities**

Scissett Middle School has its 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 all systems.**

**Leaders 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 Class Charts

### **Senior Leader Presence**

Scissett Middle School believe that senior leaders 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, constant supportive monitoring by

senior leaders through learning checks is in place and these checks happen during each on call period. These checks are in place to:

- Celebrate and praise conduct which is deserving
- Identify excellent practice in working with pupils
- 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 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.

Accordingly, 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 Class Charts, 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

### **Staff training**

It is recognised that good behaviour is important in ensuring that the climate and culture of the school is a positive one. Therefore, staff are trained in all key aspects of behaviour management and are given appropriate development time to focus on maintaining a high level of consistency.

This may include, but is not limited to:

- Whole staff training and updates on key documentation
- Action research
- Individual support for staff
- Coaching for all staff
- ECT and ITT mentoring and coaching
- School and trust level quality assurance of behaviour and attitudes

### **Prohibited items**

Scissett Middle School 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.

## **Appendix 1 – Suspensions and permanent exclusions**

At Scissett Middle School suspension and permanent exclusions are used as a consequence and we follow the Department for Education guidance, which is available at:

<https://www.gov.uk/government/publications/school-exclusion>

At Scissett Middle School, 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 a headteacher or the person deputising for a headteacher in his or her 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. A pupil cannot be suspended for longer than 45 days in any one academic year.

Scissett Middle 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
- Provide work to be completed at home and ensure that work completed while excluded is marked and the pupil receives appropriate feedback
- 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
- Arrange a reintegration meeting following the expiry of a suspension
- Liaise with and inform the police where any criminal offence has taken place, alongside contacting any other relevant agencies (including but not exclusive to):
  - Youth Engagement team
  - Risk and Vulnerabilities panel
  - Social worker
  - Local authority

### **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 on '[School suspensions and permanent exclusions](#)' shall be followed at all times.

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, Headteachers 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 Headteacher and then has to be considered by the Governors' Disciplinary Committee.

The Headteacher has the right to cancel 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 Headteacher to discuss the cancellation
- The pupil will be allowed back into the school with appropriate support

## Appendix 2 – Searching, screening and confiscation

### Searching

In appropriate cases, and in order to ensure that staff and pupils feel safe and secure, 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.

Headteachers authorise appropriate staff to conduct searches and searching pupils will only be done:

- 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 schools premises or where the member of staff has lawful control of the pupil
- Of outer clothing, pockets, possessions, 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. **There will always be two members of staff present.**

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 prohibited item, not one that is only banned under the school's rules.

If a pupil refuses to be searched, the assumption will not be that they do not have a prohibited item and this may influence the outcome of the investigation. The outcome will be based on the balance of probabilities; refusal to consent to a search may lead to a consequence, up to and including a permanent exclusion.

After a search takes place, the following will occur:

Prohibited item found	Prohibited item not found
<ul style="list-style-type: none"><li>• Post-search support if appropriate</li><li>• Incident reported to DSL and SLT</li><li>• Appropriate follow-up consequences implemented commensurate with prohibited item found</li><li>• Parents/carers to be informed as soon as practicable</li><li>• Clear recording of the search including rationale</li><li>• Police informed where appropriate</li></ul>	<ul style="list-style-type: none"><li>• Post-search support if appropriate</li><li>• Parents/carers to be informed as soon as practicable</li><li>• Clear recording of the search including rationale.</li></ul>

All searches at Scissett Middle School 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 SEND is identified as needing to be searched, advice will be sought from the SENDCO before proceeding.

## **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 use of reasonable force is always a last resort at Scissett Middle School.
- All members of school staff have a legal power to use reasonable force. School does not require parental consent to use force on a pupil.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The use of force is deemed reasonable if it is proportionate to the consequence it is intended to prevent.
- The decision to physically intervene is based on the professional judgement of the staff member concerned and should always depend on individual circumstances.
- Should a pupil refuse to leave a room when instructed to do so, they may be physically removed. However, the Scissett Middle School policy is to instruct the remaining pupils to leave in order that the individual may be managed.
- Should positive handling (physical intervention) be required, this will be by two members of staff who are trained in this intervention. All incidents of physical restraint will be recorded on CPOMS.
- The Head Teacher and authorised school staff may also use such force as is reasonable when conducting a search without consent, for any items that have been, or could be, used to commit an offence or harm. For further information, please visit the DFE at: <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
- Trust Staff code of conduct
- School Anti-bullying Policy