



Rewards and Behaviour Policy

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| Approved by: | M Massey (Chair of LGB) | Date: 12 th February 2025 |
| Last reviewed on: | December 2024 | Written by: E Robinson |
| Next review due by: | July 2025 | |

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1. Rationale

At Sir William Stanier School we insist on the highest standards in work and conduct to develop all students into polite, confident and resilient individuals. We believe that every student deserves a positive, disruption free environment where they are safe and can enjoy learning. We aim to deliver this through a warm-strict approach to behaviour management.

At Sir William Stanier School we firmly believe that we should work in partnership with parents and pupils to take a proactive role in the development of respect for all persons and to build an inclusive community.

Alongside, and working with, parents and pupils themselves, the school has a duty of care to all students and staff to ensure that our academy is a safe and secure place of learning and work, where we treat each other with dignity and respect in going about our daily work and routines.

2. Aims

This policy aims to:

- Enable all students at Sir William Stanier School to achieve their full academic and personal potential.
- Outline how all pupils are expected to behave and why.
- Outline the system for both rewards and consequences.
- Provide a consistent approach to behaviour management.
- Define what is considered to be unacceptable behaviour, including bullying, child-on-child abuse and discrimination.

Although bespoke this policy works alongside and in conjunction with the latest Government Guidelines and legislation.

3. Rewards.

At Sir William Stanier we believe in the core values of:

Opportunity – all those within the Sir William Stanier School family will receive the best possible opportunities in education and enrichment so that they can succeed and flourish in their daily lives.

Community – we are part of a wider school, local and national community who believe in making our environment welcoming and positive for all. We believe that we have a duty to serve and support our wider community.

Courage – we know that many things in our school, and beyond, take courage. Every member of our community is supported to have the courage to face challenge, both academic and personal, so that we can all succeed.

Rewards are an essential part of our programmes at Sir William Stanier School. We believe that rewarding the highest standards of work and conduct reinforces the behaviours that we want to see and ensures that those people who meet our expectations, or go above and beyond them, should be recognized.

Staff are expected to allocate achievement points to every student in a lesson where our expectations are met. Staff may also reward points to students who go 'above and beyond'.

| Rewards | Expectations |
|--|---|
| Achievement Points: Ready, Respectful and Safe | Teacher's will issue at least 1 achievement point per child (Unless a child has entered the behaviour system that lesson) |
| Achievement Point: Above and beyond | Staff allocate this for students who go above and beyond in lessons, who represent the school in events such as Open Evening. |
| Postcards | Staff issue postcards for WOW work in lessons, or for improvements in conduct/attitude |
| Phone Calls home- Positive Praise | Staff will make 3 positive phone calls a week and log on these on SIMS under achievement: 'Praise Call' |
| Half Termly- Golden Ticket | Students who have 100% attendance and <2 behaviour points will be given a 'Golden Ticket' to access early lunch during the final week. |
| Headteacher Award | Every week staff will nominate for our Headteacher's award. Students who win this award will receive a certificate and a prize. |
| Reward Pyramid | Students can transfer the achievement point into prizes. |
| Attendance Streaks | Each day a child is in school they move one step forward on the streaks board. They can then cash in their streaks at designated points. Hospital appointments (where evidence is provided) will not impact attendance rewards. |
| Reward Assemblies | Each year group will hold an assembly to recognise and celebrate the successes of individuals and tutor groups during that week. This includes top achievement points received. At the end of each half-term, each year will hold a rewards assembly to recognise and celebrate the successes of individuals and tutor groups during that half-term. |

4. Positive Behaviour for Learning

At Sir William Stanier School the culture and ethos of the school is based upon our core values. All pupils are explicitly taught throughout the year about our key routines, structures, scripts and expected behaviours. There is a culture of practice and positive reinforcement.

All staff have a checklist that they are expected to complete at the beginning of every lesson:

Sir William Stanier Staff Checklist: Expected Routine.

1. **Meet and greet students by standing in the corridor during change over**, standing in the corridor to monitor corridor behaviour and entry into the classroom.
2. **Address any uniform issue** by asking the student to step aside: *"Please step aside and [put your tie up/tuck your shirt in/remove your coat] so that you are ready to learn. Thank you."*
3. **Have equipment and books ready.** Equipment to collect if needed and either books ready on the desk, paper to collect for 'Do Now' or appoint a book monitor to hand out books.
4. **Ensure that students sit in their seating plan** and begin the task immediately and in silence.
5. **Take your register** within the first 10-minutes of the lesson. Email Student Support for a missing child. All students should reply 'yes sir/miss'.
6. **Complete your 'Do Now' or start now activity** (this will vary for practical subjects).
7. **Have your class list open and know the needs of your pupils.**
8. **Use the scripts provided to address behaviour.** Do not shout or argue with children.
9. **Teach the children routines and scripts.**
10. **Ensure that students stand behind their chairs and see them out onto the corridor.**

5. School rules and expectations:

Our pupils can ensure that they meet our high expectations by following our rules:

#FirstTimeEveryTime

READY

WHY?

Pupils and staff need to be ready for learning. This is the core business and function of a school. Being ready to learn gives our pupils the best possible start to every learning opportunity and ensures that they are in the right mindset to learn.

Having a school uniform allows our pupils to feel a part of our school community. We recognize that young people of this age will start to explore their identity through the way that they present themselves and we make allowances for this (please see our uniform policy). However, we expect our uniform to be worn correctly and with pride as a sign that pupils are ready to enter a professional learning environment.

Having the right equipment at secondary school means that a pupil is ready to complete the work expected of them. We expect our pupils to have a pen (black or blue ink), pencil, ruler, and eraser.

Pupils will be seated in a seating plan for their lessons. This is an expectation as it ensures that pupils are focused on their learning without distraction. It also helps our pupils to learn how to work with people they don't know – an essential life skill.

How to be READY:

UNIFORM

I am wearing the correct uniform.

My tie is up to the top and my top button is fastened.

My shirt is tucked in.

My skirt is not rolled.

My coat is off.
I only have one set of ear studs and one nose stud (if appropriate).

EQUIPMENT I have the correct equipment, or I have collected it on my way into the classroom.

SEATING PLAN I am sitting in the chair that I have been asked to sit in.

RESPECTFUL

Why?

We know that all people respond positively when they are spoken to with respect and kindness. Sir William Stanier is a 'no shouting' school – we do not tolerate this unless it is an emergency situation. We know that pupils will need these skills to progress through their adult lives and navigate the complexities of relationships in and out of work. We expect our staff to model this behaviour and support our pupils by providing scripts to help them to articulate their responses.

How to be RESPECTFUL

1. At Sir William Stanier we use STEP:

S = Sir or Miss.

T = Thank you.

E = Excuse me.

P = Please.

2. If we are given a warning in a lesson, we either:

Apologise– 'I am sorry miss/sir.'

OR

Request a conversation – Okay miss/sir, I will speak to you at the end of the lesson.

If you request a conversation at the end of the lesson and it is not resolved, you must report the matter to your champion.

3. We always speak to our peers with kindness and respect. We do not swear, call people names, pass notes, or ignore a polite request.

4. We treat all equipment and property with respect. We never intentionally break anything.

5. We NEVER make physical contact with anybody unless it is part of a lesson, e.g. PE.

SAFE

Why?

Every member of our community should feel safe at school. If we do not feel safe we cannot function properly and learning is not effective. Taking care of others, property and our environment is essential to this.

How to be SAFE

- Use equipment as it should be used.
- Always walk around the building.

- Do not leave your seat in lesson without permission.
- Never throw anything, unless instructed by a teacher (e.g. PE).
- Keep to the left on the corridors.
- Be in your lesson by the second bell.

SWS Non-Negotiables #FirstTimeEveryTime

| Staff- Classroom Practice | Students- Classroom Practice |
|---|---|
| Read and understand the pupil support plans (Pastoral) and 1 Page profiles (SEND) so you can best support students | Engage with the creation of pupil profiles if asked so we can ensure your needs are met and you are fully supported |
| Meet and greet all students at the door of your classroom- being welcoming and inclusive. (Staff will be stood in the middle of the corridor adjacent to door) Challenge where appropriate. Tie correctly worn, shirt tucked in and no coat. | Line outside the class and wait to be addressed for entry. Ensure uniform is correct and you are ready for learning. Tie correctly worn, shirt tucked in and no coat. |
| Challenge uniform standards and contact relevant pastoral team via email for a tie etc where needed | Wear the correct uniform daily. Seek support in line up if you need support with this |
| Have a resourced stationary runway in case this is needed by students – on a loan basis. Nominate a student to hand out exercise books | Ensure you have a bag and correct equipment for learning. Offer to hand out exercise books/resources in your lessons. |
| Implement a seating plan that is appropriate to learning | Sit in the seating plan as directed by class teachers |
| When praising or sanctioning we use the scripting language: Ready, Respectful and Safe. | I am ready, respectful and safe |
| Registers to be completed within the 1 st 10 minutes of a lesson/interventions- This includes amending for lateness and flagging for 'missing' students to CGR | Attendance to lessons on time, and remain in lessons (Unless sent to Navigate) |
| Follow the behaviour policy: Name, 3 ticks, collected by on call and taken to Navigate | Follow the behaviour policy showing respect to all. If removed, attend Navigate, and complete work set |
| Every member of staff makes 3 praise calls a week and logs on SIMS as Communication home. Member of staff follow Curriculum policy on 'Praise and Reward' | Take responsibility for your behaviour and choices |
| When escalating detentions to CL or SLT- attend to complete repair and recover. Remember you own the situation. | Attend any further sanction given to stop is escalating to Internal Suspension or Suspension |
| Ensure any behaviours are added to SIMS in a timely manner | Know your behaviour and achievement point data so you are aware of your own profile at SWS |
| If a mobile is seen or heard confiscate (without permission to use) and take to G1 | If you mobile is seen or heard, you must hand it in for confiscation and you can collect from G1 |

6. Consequences Chart

At Sir William Stanier School we have sought to clarify what behaviours are expected and the consequences for a student not meeting those standards

| Attendance Behaviours | | |
|--|---|---|
| Behaviour | Consequence | Action |
| Late to school (Post 8.40am) | 20-minute detention that night in the canteen | Logged by Attendance Team/Issued by SLT. |
| Arrival to lesson after the 2 nd bell | 20-minute detention that night in the canteen | Logged and issued by class teacher. Class teacher to inform home. |
| Corridor after 15 minutes of learning time | Placed into Navigate for the rest of the day and 15-minute sanction that night in the canteen | Logged by SLT in Navigate- Tracked by Student Support and AHT Behaviour. |
| Failure to attend an after-school sanction | 1 Hour SLT Detention – Friday 3-4pm | Logged by staff and monitored by AHT Behaviour. |
| Classroom Behaviours | | |
| Behaviour | Consequence | Action |
| <ul style="list-style-type: none"> Talking whilst teacher is talking Talking whilst a peer is talking Arguing with peer/staff member Not following routines Incorrect uniform Chewing/Eating Drinking anything other than water Out of seat without permission Refusal to sit in seating plan | 1 st Warning in classroom 'NAME, you are not READY/RESPECTFUL/SAFE (Delete as appropriate) because... This is your 1 st warning' | First Time Every Time Student apologises and lesson continues OR Student asks to speak to staff member at the end of the lesson, lesson continues. Student may take a reset outside the classroom door. |
| Repeated behaviours above | 2 nd Warning in classroom 'NAME, you are not READY/RESPECTFUL/SAFE (Delete as appropriate) because... This is your 2 nd warning' | First Time Every Time Student apologises and lesson continues OR Student asks to speak to staff member at the end of the lesson, lesson continues Student may take a reset outside the classroom door. |
| Repeated behaviours above | 3 rd Warning 'NAME, you are not READY/RESPECTFUL/SAFE (Delete as appropriate) because... This is your 3 rd warning' | First Time Every Time Student apologises and lesson continues OR Student asks to speak to staff member at the end of the lesson, lesson continues Student may take a reset outside the classroom door. |

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| Repeated behaviours above | Removal from lesson – Navigate and 15-minute after school detention. | Once the behaviour flowchart has been followed, and the student is removed, ON CALL will collect and take them to Navigate. This will be based in S1. They will receive 15-minute detention at the end of the day. |
| Corridor and Lesson Removal Behaviours | | |
| Behaviour | Consequence | Action |
| Internal Truancy: On the corridor after 15-minutes into a lesson | Move to Navigate for the rest of the day followed by a 15-minute detention. | 3 internal truancy sessions in a week places the students on RSL: Truancy Report |
| Refusal to follow instructions for ANY staff member on-call or managing lesson removal. | <ul style="list-style-type: none"> • 1st offence • 2nd offence • 3rd offence • Further offences | <p>Sent home for the rest of the day 1-day suspension Directed Offsite Provision* – short stay or increased suspension.</p> <p>Suspension: 1 – 10-day suspension (for persistent disruptive/repeated behaviours this will scale by 0.5 days at a time).</p> |
| Social Time Conduct <ul style="list-style-type: none"> • Not following of instructions of duty staff • Within the building during social time without a pass | RSL 30-minute detention. | Staff to email relevant RSL and inform of conduct and sanction needed. |
| Red Line Behaviours | | |
| This list is not exhaustive and other behaviours may be regarded as red line. | | |
| Behaviour | Consequence | Action |
| <ul style="list-style-type: none"> • Verbal abuse to staff/students. • 1st occasion of using derogative language including racism. • Failure to attend 1-hour SLT Detention (Friday). • If a student is unregulated for more than 3 periods in Navigate. • Refusal to hand over mobile phone. • Theft. | Internal suspension | Referral made by staff member and issued by SLT. |
| <ul style="list-style-type: none"> • Physical assault. • Refusal to comply with an instruction from a member of staff (within IS). • Refusal to comply with senior staff or on-call (students will be given take-up time). • Consistent breach of the standards and expectations. | Suspension or directed offsite provision*. Suspensions will escalate in the case of a consistent breach of standards – see suspensions. | Issued by SLT where the days we be set in accordance with the behaviour. Physical assault will usually be for 5-days, IS refusal will be for the rest of the day and consistent breaches of standards will escalate up to 10 days. HT approval is required for all suspensions. |
| <ul style="list-style-type: none"> • Serious physical assault of a member of staff or a student. • Serious damage or destruction of school property. • Drug/alcohol brought to site and distributed. | Permanent Exclusion | Completed by Headteacher. Parent/Carer informed in writing. Mitigation meeting booked (unless the event is regarded as too extreme to consider mitigating circumstances). |

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| <ul style="list-style-type: none"> • Repeated prejudiced/discriminatory language. • Repeated disruptive behaviours. • 45 days suspension across an academic year. | | |
|--|--|--|

***Directed Offsite Provision does not require parental permission. Failure to attend will result in unauthorized absence. The school chosen for the provision will be notified of parent/carer contact details. Parents/Carers and pupils will be notified of the provision and expectations.**

**** Mobiles will be confiscated if seen, and permission has not been sought from a staff member.**

7. Home School Agreement

At Sir William Stanier we ask all of our staff, parents/carers, and pupils to sign up to a behaviour agreement. It is the expectation that all students, parents and staff will support this document, as it sets clear parameters and expectations on each party concerned.

The Sir William Stanier Home School Agreement

The school

At Sir William Stanier we are committed to:

- Ensuring that your child achieves his/her/their potential as a valued member of the school community.
- Caring for your child’s safety and happiness.
- Providing a balanced curriculum and meeting the individual needs of your child.
- Nurturing your child’s development.
- Keeping you informed and consulted about general school matters and the progress your child is making.
- Achieving high standards of work and behaviour through the building of good relationships and developing a sense of shared responsibility.
- Working with you to solve any problems which could harm your child’s progress at school.
- Being open and welcoming at all times and offering opportunities for you to be involved in the life of the school.

Tutor Signature: _____

Parent/Guardian

I/we are committed to:

- Ensuring that our child attends school regularly, on time, in the correct uniform and properly equipped for learning.
- Ensuring that my child does not take a term time holiday.
- To telephone the school on the first day of absence.
- Keep the school informed of any concerns or problems, which might affect our child's work or behaviour in our community.
- Support the school's policies and guidelines for behaviour.
- Support my child in home learning and other opportunities for home learning.
- Attend parents' evenings and discussions about my child's progress.
- Support the extra-curricular life of the school when appropriate.
- Ensure that any contact with a child during the school day is done appropriately through the school office. If a child is poorly, we will contact you. This should not be done via a child's personal mobile.

Parent/Carer Signature: _____

Student

I am committed to:

- Attend school regularly, on time, in correct uniform and with all the equipment that I will need for the day ahead.
- Do all my class work and home learning as well as I can.
- Follow all the school rules and expectations, with regards to behaviour and conduct, around the school at all times.
- To not use my mobile phone on the school premises at any time. This includes contacting home to ask to be collected.
- To ensure that I follow the acceptable use policy for computers around the school.
- Keep the school free from litter and respect personal space, personal property and community property.
- Show respect for other members of the school community and visitors.
- Play an active part in the extra-curricular life of the school and be available if selected for a team / dance event / choir or any external event that I am asked to attend and represent the school.

Pupil Signature: _____

8. Bullying

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

| TYPE OF BULLYING | DEFINITION |
|--|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobia• Transphobic• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

At Sir William Stanier School we adopt a zero-tolerance approach to bullying.

If a student reports that they, or someone they know, is being bullied the school is committed to:

- Listening to that person.
- Taking a statement or scribing notes during that disclosure.
- Following up with an investigation.
- Discussing next steps with the individual affected – what support do they need? What actions would they like to see taken?
- Once completed the person making the disclosure will have a meeting with their champion or pastoral staff to discuss what has been done and how they should respond if anything else happens.

Please also see the Equality, Diversity and Inclusion Policy.

If a particular situation escalates or repeats, it is the role of the Assistant/Deputy Headteacher to ensure that the actions outlined above have been carried out, as appropriate to each case. It is important that, with the majority of cases, a balanced and staged approach is adopted (although some cases may have an immediate need for stage 2/3 from the outset). This may be typified by the following guidance points:

Stage 1 – verbal reprimand; logged in bullying file; parents informed; after school detention;

mediation offered

Stage 2 – Parents of perpetrator invited into school to discuss their child’s behaviour; internal exclusion; mediation offered

Stage 3 - Parents of perpetrator invited into school to discuss and agree a behaviour contract; suspension; mediation offered

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

10. Navigate and Internal Suspension

When pupils are unable to meet the school expectations for behaviour and conduct (see consequences chart) they may be removed by on-call staff or SLT to our Navigation room. The purpose and priority of the Navigation room is to ‘navigate’ a pupil back into their lesson. Students will also be placed in Navigate if they are on the corridor after 15-minutes without a medical pass or permission. They will remain in Navigate for the day.

Once in the Navigation room:

- Removal from a lesson to Navigate also results in a 15-minute detention.
- If the behaviour is modified in that period, the student will return to their next lesson.
- If the child remains unregulated, they will stay in Navigation for 2 periods.
- If a student is unregulated for more than 3 periods they will be placed into Internal Suspension. If they do not regulate in internal suspension they will be suspended/given directed offsite provision and then return to internal suspension to try again.
- If the child returns to Navigate again, within a half term period, and fails to regulate over a 3-period they will be placed in an Off-site provision
- **If upon return this conduct continues, they will receive a 5-day suspension.**

Expectations in Navigate:

1. Students do not leave their seats
2. Upon arrival students complete a ‘reflection task’ this is then submitted to their teacher at the end of the day
3. Students do not communicate at any time
4. Students are not to wear their coats or any other items that are not school uniform
5. Students are to complete work.
6. If a student needs the bathroom, they raise their hand.
7. The room is to be kept tidy. Ensure that you play your part in that by removing items of rubbish and organising books, texts, paper and equipment
8. When someone is brought to Navigate, they are logged by the duty SLT [Navigate 202425](#)
9. Break and lunchtime follow the same rules and expectations.

10. Students are to tidy up their booths and return books and equipment before they are allowed to leave for their next class.

Internal Suspension

Certain red line behaviours will lead to a student being placed in Internal Suspension. This is a full day placement where students are in exam conditions and completing work provided.

11. Suspension from School

The school will suspend students following the guidelines outlined above. A suspension is at the discretion of the school and will be between 0.5 days and 10 days.

In extreme circumstances the school reserves the right to suspend for longer periods of time.

Once a pupil reaches 45-days suspension this will trigger a permanent exclusion.

12. Directed Off-Site Provision

Off-site direction is a temporary placement of pupil to an alternative educational setting, outside of the main school premises to address and support with behavioural issues.

This strategy is employed to provide the pupil with a focused environment for behavioural improvement while minimising disruptions to the learning environment of other pupils. The alternative setting often includes tailored support and intervention programs aimed at addressing the root causes of the pupil's behaviour, promoting positive change, and facilitating their eventual reintegration into the regular school setting. The location and length of this placement will be communicated with parents/carers, prior to the placement taking place.

13. Reintegration from suspension or offsite provision

Any pupil returning from a fixed term suspension or directed offsite provision will need to complete a reintegration meeting where clear targets and intervention will be set to help prevent repeat suspensions.

The reintegration meeting will agree three targets for pupils and offer support for them to meet those targets.

If issues persist and there are further occasions of suspension or directed offsite provision the reintegration meeting will also include the creation and subsequent review of a pastoral support plan. This will sit alongside any existing plans that may be underway through SEND.

A meeting with members of the Local Governing Body and (where appropriate) with senior members of the Behaviour team to discuss and offer support for the pupil's futures may be held if there is a significant number of suspensions within a given period of time.

14. Offsite behaviour

If offsite behaviour, particularly by pupils wearing the school uniform, falls below expected standards sanctions may be applied. Sanctions may be applied where a pupil has misbehaved

off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The school has a statutory power to challenge pupils for misbehaving outside of the school's premises where the behaviour could have repercussions for the orderly running of the school or poses a threat and or safety issue to another pupil or member of the public and could adversely affect the reputation of the school.

15. Online misbehaviour

The school can issue behaviour sanctions to students for online misbehavior when:

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

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

16. Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with a pupil. All members of staff have a duty to use reasonable force to prevent a student from:

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

Incidents of reasonable force must always be a last resort, be applied with the minimum amount of force, applied in a way that retains the dignity of those involved, never be used as a punishment and must always be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. **We have several staff who are Team Teach trained, and they would be deployed if a need to restrain was required.**

17. Confiscation and Searching/Screening

Confiscation

Any prohibited items (listed in section 4) found in a student's possession because of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a

- safeguarding risk to the student
 - Explain to the student why they are being searched
 - Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
 - Explain how and where the search will be carried out
 - Give the student the opportunity to ask questions
 - Seek the student’s co-operation
- If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt. Hats, scarves, gloves, shoes, boots

Searching students’ possessions

Possessions means any items that the student has or appears to have or have control over including desks, lockers or bags.

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

The member of staff who carried out the search should inform the DSL/DDSL without delay. All searches will be recorded in the school’s safeguarding system.

Parents/carers will always be informed of any search and the member of staff will tell them what happened, what was found, what, if anything has been confiscated and what

subsequent action the school has taken.

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

18. Zero Tolerance to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they consider it to be.

Where appropriate and needed risk assessments will be put in place.

The school will determine whether it is managed internally, referred to early help, referred to social care or reported to the police.

19. Zero Tolerance to Physical Violence

The school will ensure that all incidents of physical violence are met with a suitable response and never ignored.

Where appropriate and needed risk assessments will be put in place.

The school will determine whether it is managed internally and when it is referred to the police.

20. Malicious Allegations

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.