



# BEHAVIOUR AND RELATIONSHIPS POLICY

## October 2025

### Introduction

This policy addresses both the promotion of positive behaviour, in accordance with our academy's general aims and ethos, in relation to children's personal, social and moral development (including mental health and wellbeing), and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on bullying and exclusions. This should be read alongside our policies on Equity, Diversity and Inclusion, Teaching and Learning, Special Educational Needs, Mental Health and Wellbeing, Child Protection and Safeguarding, Anti-Bullying, Online Safety and Code of Conduct and Exclusions Policy.

### Standards of Behaviour

Our staff appreciate that children's attitudes and values have been shaped by a variety of previous experiences. We recognise that society's attitudes and values are constantly changing and that it is vital for our school to promote constructive partnerships with parents and carers in order that children can develop into well rounded individuals, who can make a positive contribution to society.

Children need a consistent and structured approach to enable them to develop self-esteem and self-discipline. We as a primary school are in a fortunate position to be able to engage our children in the learning of positive behaviour by *Reaching for the Stars* in everything they say and do. We are careful to make reasonable adjustments for pupils with Special Educational Needs and/or a disability, as appropriate.

The following policy outlines the framework we will use to develop and promote positive behaviour and self-discipline (including learning behaviours) as well as describing the strategies to be used when a child breaks our Code of Conduct (known as The Tany's Dell Way).

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This policy complies with Section 89 of the Education and Inspections Act 2006 and Sections 110 and 111 of the School Standards and Framework Act 1998.

### Aims

- To promote a caring and positive ethos and culture.
- To help children to acquire important social skills – a positive outlook, self-esteem, self-control and responsibility.
- To promote a good work ethic, resilience and aspirations
- To ensure that the school's expectations and strategies are widely known and understood.
- To recognise that bullying (including Harmful Sexual Behaviour) can happen in our school and do our utmost to be vigilant and respond appropriately

## Objectives

To ensure that:

- Reasonable and appropriate adjustments are made for pupils with SEND,
- the whole school community, including parents and children, are involved in making our school a safe place,
- everyone is a valued member of the team,
- positive behaviour (including learning behaviours) is praised and rewarded,
- adults are vigilant in recognising and rewarding good behaviour,
- bullying is identified and stopped (See Anti-Bullying and Child Protection Policy)
- appropriate strategies are used to deal with unacceptable behaviour, including a programme of behaviour recovery, if necessary,
- pupils complete school work and home learning to their best possible standard.

## School Ethos – The Tany's Dell Way is to *Reach for the Stars*

Children should be proud of their good behaviour. It is our firm belief that we can promote a positive pattern of behaviour through example. The adults encountered by the children at school have an important responsibility to model standards of behaviour (both in their dealings with children and with each other), that reflect the Tany's Dell Way. There will be many chances throughout the school day to seize opportunities to praise and reinforce good behaviour, as well as helping children to develop strategies to cope in difficult situations. It will not always be possible to plan these opportunities, as many will occur naturally through the hidden curriculum.

It is also vital that the children within the school are able to have a voice, in order to be able to monitor their own behaviour and make positive contributions towards any decisions which are made to ensure that the school continues to show fairness to all, whilst being a safe and happy learning environment. Our School Council and Tutor groups meet fortnightly, where the children are encouraged to bring up and discuss any issues.

## In the classroom

All teachers and adults working in the classroom should set a good example by showing a positive and caring attitude. Continually acknowledging and praising good learning and social behaviours, should ensure that the teacher is laying down the ground rules for children to obtain quality teaching time. Each class has their own agreed class rules which set out expectations for social and learning behaviours. Classes will also each have their own reward system. Some classes may choose to allocate a Golden Time each week.

Each classroom has on display the school's 'Reach for the Stars' Vision and the 'Who Cares? We Do' poster is displayed in the main corridor. These provide useful prompts for discussion around expected behaviour and appropriate discipline and ensure the children have ownership of a structured framework of behaviour within which to work. Children also learn how to develop a good work ethic, both in school and at home via their homework, which holds them in good stead in their future education and career.

Each class will nominate one child to be Person of the Week. These children will be treated as very special for the week, starting with their peers drawing up a list of all the positive, good and interesting things about them, which is then shared with the whole class on Fridays, to which parents are invited. The special person will be able to share something special from home, a piece of work or a personal success with their classmates and the class teacher will ensure that the rest of the class celebrates all the positive characteristics of that child, while they are sharing. It is hoped that this positive experience will not only boost the child's self-esteem, but will reap further respect from their peers. A poster displaying all the children of the week is displayed outside the School Office, so that everyone involved in the school will know who has been chosen.

## **Around the School**

It is an expectation that when children are moving around the school, either individually or as a group, they do so calmly and quietly. This is especially important during whole school movements, such as break times, assemblies or Tutor Groups.

## **On the Playground**

Posters are on display around the school that promote positive playground behaviour. Examples of positive and sensible behaviour will be praised by the teacher or supervisor on duty, whilst any negative behaviour will be dealt with quickly to ensure bad habits do not develop. Children will be encouraged to tell an adult if they have experienced a problem through another child's behaviour. If a 'cooling off' period is needed, a child will be asked to take time out (up to five minutes) and stand on the edge of the playground to contemplate where they went wrong. If a child is continually breaching the Code of Conduct they will be sent to the Head or Deputy to miss the rest of their play.

In addition to Mid-Day Supervisors engaging children in play and activities at lunchtimes, older children are also encouraged to support play and mediate minor disputes between children. This promotes a happier and more fulfilling experience for the majority of children at play time and encourages responsibility and empathy in the older children. It also links back to our Tutor Groups, through the Tutor Group buddying system.

## **Rewards**

**'Catch them being good'** - Children are thanked and congratulated for behaviour that is positive and shows that they are complying with the school's Code of Conduct, for example, walking along the corridors or picking things up without having been asked to do so. Children can be awarded Bonus points linked to this by any adult. Some children who have behavioural problems may find that their days can start badly, often even before they come to school, and continue to deteriorate as the day goes on. 'Catching them being good' is an attempt on our part to break this negative spiral and to boost the child's self-esteem. If a child goes back into the classroom having been praised, they are going to feel better about themselves and settle more willingly into the class routine.

**Class Reward Systems** – Class Teachers reward good behaviour in a variety of ways and systems differ from class to class. Children respond well to new reward systems and changing each year helps them not to become 'stale'. Every reward system supports the high expectations promoted in The Tany's Dell Way.

**Class of the Term** - We operate a bonus points system in school (referred to above). Bronze (1pt) can be awarded by any adult. The Headteacher and Deputy Headteacher can also award a silver token (5pts) and gold token (10pts). These points are added up on a termly basis to find the Class of the Term and the Class of the Year. The classes who win are announced in the end of term assembly and are awarded a cup to keep on display, in class, for the next term. They also receive an appropriate prize.

## **Communication and Parental Partnership:**

We give a high priority to clear communication and working in partnership within the school. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the Class Teacher, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Deputy/Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents/carers. Where behaviour is causing concern, parents/carers will be informed at an early stage, and given an opportunity to discuss the situation.

## **Breaches of the Tany's Dell Way**

Although the school has adopted a positive approach, we acknowledge that there will be times when children need to have their behaviour corrected. We have agreed an appropriate system of sanctions (SEE Appendix A) that work alongside the positive rewards and will be followed in all classrooms to ensure a consistent approach for all children. Parents/carers will also be informed, so that they can work with the child at home, in an effort to improve their child's behaviour, in accordance with the agreed Home-School Partnership. Each class has a 'Thinking Chair' which is used to provide children who have misbehaved with an opportunity to think about their actions and then decide how they can make amends.

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

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

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

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

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

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

All staff are aware, through their contracts of employment, that Tany's Dell does **not** have a policy of corporal punishment. Furthermore, if an adult has cause to positively handle, because a child's behaviour is putting themselves or others at risk, or disrupting the education of others, then government guidelines are followed at all times to ensure that unnecessary force is not used. Several staff are trained in the use of reasonable force and physical restraint. Please see our guidelines for Positive Handling and Restraint (Appendix B).

Repeated serious breaches by a child of the school's Code of Conduct (The Tany's Dell Way) may result in the Deputy/Headteacher setting up a behaviour support programme, which involves the parents/carers and the child. Expectations are set and an agreement is signed by all parties. Failure to adhere to the agreed expected behaviour could result in the school carrying out an *Internal* or

*Fixed Term Suspension.* If corrective measures are not successful and a child's behaviour continues to put him or herself, or others at risk, then the Headteacher may ask the Governing Body for support in carrying out the ultimate sanction: that of Permanent Exclusion [laid out in the document entitled *Exclusion from maintained schools, academies and pupil referral units in England* dated September 2017 from the DfE]. This form of action is very extreme and would only ever be used if there had been a total breakdown of the relationship with a child and if the school had no alternative.

The Headteacher and the Governing Body also reserve the right to follow DfE advice and enforce the regulation which bans from the school, a parent/carer whose behaviour is violent, threatening or frequently intimidating and/or persistently undermines the work of the school, thus not setting a good example to the children. This is again an option the school would only use if every other strategy tried had not worked. We strongly believe that the child benefits when home and school are working together and not against each other.

## **Searching, Screening and Confiscation**

On very rare occasions a child or their belongings may need to be searched for prohibited items. Please refer to Appendix C, which clearly outlines our policy and practice relating to searching, screening and confiscation. It has been written following the latest DfE guidance (2022).

## **AGREED PROCEDURES FOR SANCTIONS**

**As a staff we recognise that the Tany's Dell Behaviour and Discipline Policy needs to be applied in a clear, fair and consistent way:**

To be as fair and consistent as possible, we have agreed the following order of sanctions for managing inappropriate classroom behaviours:

1. The child is given **'The Look'** - silent rule reminder.
2. The child is given a **verbal reminder** of appropriate behaviour.
3. The child is told that the behaviour is not acceptable and **warned** that if they **choose** to continue they will be sat on the Thinking Chair.
4. The child is sat on the **Thinking Chair** and encouraged to think about their behaviour. The general rule will be that a child will sit on the Thinking Chair for the **number of minutes equivalent to their age**.
5. The child is sat on the **Thinking Chair in another class** (Normally the Phase Leader). This may be reported to parents.
6. The child is taken to the **DHT** (or other senior member of staff if DHT not present) who will discuss their behaviour with them. They will be sat on the Thinking Chair outside the HT's office. The child will be asked to complete a Thinking Time Record Sheet. The incident will be logged in the incident folder and reported to parents.
7. The child is reported/taken to the **HT**. This will be logged and reported to parents.
8. Formal Behaviour Support Plan (Contract)

A child will be sent straight to the Thinking Chair in another class (Sanction 5) if they:

- hurt another child
- tell lies
- are rude to an adult
- are heard swearing by an adult

A child will be sent straight to the Thinking Chair outside the HT's office (Sanction 6) if they:

- argue with an adult
- show no remorse for their behaviour
- demonstrate extreme aggression and/or spitefulness towards another child.
- Deliberate damage to school property

If a child is sat on the class Thinking Chair (Sanction 4) two times in a week then parents will be informed and **class based positive re-enforcement strategies** will be put into place until behaviour has improved.

If all steps above are still failing to have an impact upon the child's behaviour, a **Behaviour Support Plan (contract)** will be agreed and signed, which will also involve the Headteacher. This contract could result in a programme of fixed-term suspensions. Continuous high levels of negative or dangerous behaviour could culminate in the child being permanently excluded.

Incidents that occur on the playground should be dealt with immediately wherever possible:

1. **Rule Reminder** - Remind the child of the playground rules and expectations.
2. **Time out** - The child should be removed from play and sent to a specified location for 5 minutes.
3. **Removal from playground** - If the child continues to behave inappropriately then they should be removed from the playground and taken to the DHT or HT as appropriate. This will then be logged using the school system and reported to parents. The child/ren will be given time to reflect and supported to/complete their own record.

If an issue has not been dealt with outside then it should be dealt with immediately using class sanctions or loss of play/lunchtime as appropriate (see previous page).

**Unsafe behaviour (actions which may have an impact on the safety of themselves or others) will result in time out immediately (KS1 – 5 minutes, KS2 – 10 minutes).**

**Aggressive behaviour (actions where there is an intent to harm) will result in child/ren being sent to the DHT or HT as appropriate.**

## **Positive Handling**

All staff are aware, through their contracts of employment, that we do **not** have a policy of corporal punishment. Furthermore, if an adult has cause to positively handle a child, because their behaviour is putting themselves or others at risk, then government guidelines must be followed at all times to ensure that unnecessary force is not used. Several staff are trained in the use of reasonable force and physical restraint.

## **Suspension and Exclusion**

Failure to adhere to the agreed expected behaviour could result in the school carrying out an *Internal* or *Fixed Term Suspension*, following guidelines set by the government and local authority. If corrective measures are not successful and a child's behaviour continues to put him or herself, or others at risk, then the Headteacher may ask the Governing Body for support in carrying out the ultimate sanction: that of Permanent Exclusion. This is laid out in document entitled *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including Pupil Movement* dated 2022 from the Department for Education.



# **TANY'S DELL PRIMARY SCHOOL & NURSERY**

## **POSITIVE HANDLING GUIDELINES**



Tany's Dell Primary School is committed to promoting a calming atmosphere for our community, which is based on respect, care and safety for all. Safety is our primary concern. We have high expectations for pupil behaviour. To ensure the safety and happiness of our pupils, they are encouraged to be thoughtful, honest, fair and kind and to 'Reach for the Stars' in all they do.

This document follows DfE Guidance (July 2013). It states... It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- ≈ Examples of where touching a pupil might be proper or necessary. These include...:
  - holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
  - when comforting a distressed pupil
  - when a pupil is being congratulated or praised
  - demonstrating how to use a musical instrument
  - demonstrating exercises or techniques during PE lessons or sports coaching
  - giving first aid
- ≈ What is reasonable force? DfE guidance states...
  - The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils
  - Force is usually used either to control or restrain
  - 'Reasonable in the circumstances' means using no more force than is needed
  - Schools should always try to avoid acting in a way that might cause injury but in extreme cases, it may not always be possible to avoid injuring the pupil
- ≈ Who can use reasonable force? DfE guidance states...
  - All members of school staff have a legal power to use reasonable force
  - This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit
- ≈ When can reasonable force be used? DfE Guidance states...
  - Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
  - In a school, force is used for two main purposes - to control pupils or to restrain them
  - The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances

We should make every attempt to avoid using reasonable force or restraint but understand there may be times when it is necessary. Reasonable adjustments are to be made for disabled children and children with special educational needs (SEN). The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

- ≈ The DfE states schools can use reasonable force to:
  - remove disruptive children from the classroom where they have refused to follow an instruction to do so
  - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

An 'on the spot' risk assessment should be carried out for each occasion that you feel reasonable force or restraint may be necessary.

### **SENCO/Inclusion Manager**

The SENCO will keep staff informed about pupils with special educational needs who may require special attention with regard to their physical management. Staff will consult with the SENCO/Inclusion Manager regarding any concerns that they have about the physical management of pupils with special educational needs.

### **Record Keeping**

All incidents involving the use of reasonable force should be recorded on CPOMs and the school will keep an up-to-date record of all such incidents. Such records may be required for future reference. Immediately following any such incident the member of staff concerned should inform the Headteacher or a senior member of staff. Parents/carers will be contacted as soon as possible and the incident explained to them. Staff should keep their own copy of any written report.

### **Strategies**

All staff in school are aware of strategies and techniques for dealing with difficult pupils and the steps they can take to defuse and calm a situation. The strategies listed below are a few examples and these will be influenced by the age of the pupil(s) and the context in which they are applied.

### **EARLY INTERVENTION AND RISK ASSESSMENT**

- Intervene early, try to diffuse the situation;
- Make simple, clear statements;
- Reassure the child;
- If necessary summon help before the problem escalates;
- Assess the risk and act accordingly.

### **ACTION STEPS IF RESTRAINT IS NECESSARY**

- If possible, remove the audience from the immediate location;
- Tell the pupil who is misbehaving to stop and tell him/her the possible consequences of failure to do so;
- Summon another adult. When possible, this should be a member of the senior leadership team. (Another adult should be present if physical restraint of any kind needs to be applied.);
- Move calmly and confidently, try to maintain eye contact;
- Continue to communicate with the pupil throughout the restraint;
- Make it clear that physical intervention will cease as soon as it is no longer necessary;
- Assure the child that the restraint is not a punishment.

An account of the incident and the steps taken to prevent and deal with it must be made to the Headteacher as soon as possible. A written report of the incident and action taken is to be completed, signed by the person using restraint / reasonable force and the witness and logged with the Headteacher. The incident should be followed up with time for the adult and child to talk about the situation.

# Confiscation, searches, screening

## Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

## Searching a pupil

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

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and 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 pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

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

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

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

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

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

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

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

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

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

**Screening:** We do not screen at this school.