Beech Green Primary School

'Respect Achieve Belong'

Behaviour Policy
2026 – 2027

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1 Aims

1.1 This is the behaviour policy of Beech Green Primary School.

1.2 The aims of this policy are as follows:

i) to create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;

ii) to create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour;

iii) to actively promote and safeguard the welfare of pupils at the school and to protect all who come into contact with the school from harm;

iv) to ensure, so far as possible, that every pupil in the school is able to benefit from and make their full contribution to the life of the school, consistent always with the needs of the school's community;

v) to set out a clear and fair process for the proper investigations of allegations of poor behaviour and / or breaches of discipline;

vi) to encourage pupils to accept responsibility for their behaviour;

vii) to consider how negative behaviours can be prevented or prevented from recurring;

viii) to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;

ix) to set out the sanctions available to the school in the event of pupil misbehaviour;

x) to help promote a whole school culture of safety, equality, inclusion and protection.

1.3 This policy forms part of the school's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the school to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

1.4 Although this policy is necessarily detailed, it is important to the school that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. We welcome feedback on how we can continue to improve our policies.

2 Scope and application

2.1 This policy applies to the whole school including the Early Years Foundation Stage (**EYFS**).

2.2 This policy, together with our Anti Bullying Policy applies to all pupils at the school and at all times when a pupil is:

i) in or at the school (to include any period of remote education);

ii) representing the school or wearing school uniform;

iii) travelling to or from the school;

iv) on school organised trips;

v) associated with the school at any time.

2.3 This policy shall also apply to pupils at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:

i) affect the health, safety or well-being of a member of the school's community or a member of the public;

ii) have repercussions for the orderly running of the school; or

iii) bring the school into disrepute.

3 Regulatory framework

3.1 This policy has been prepared to meet the school's responsibilities under:

i) Education Act 2002, as amended by the Education Act 2011;

ii) The school Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;

iii) The Education and Inspections Act 2006;

iv) The Education Act 1996;

v) The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;

vi) EYFS statutory framework for group and school-based providers *(DfE, 2026);*

vii) Education and Skills Act 2008;

viii) Children Act 1989;

ix) Childcare Act 2006;

x) Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);

xi) Human Rights Act 1998; and

xii) Equality Act 2010.

xiii) Suspension and Permanent Exclusion Guidance (DFE. July 2026)

3.2 This policy has regard to the following guidance and advice:

i) Keeping children safe in education (DfE, September 2026) (**KCSIE**);

ii) Working together to safeguard children 2026 (DfE, March 2026);

iii) Information Sharing Duty (UK Government, September 2026)

iv) Behaviour in schools: advice for headteachers and school staff (DfE February 2024);

v) Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, July 2017)

vi) School (DfE, July 2026);

vii) Use of Reasonable Force in Schools (DfE, December 2025);

viii) Searching, screening and confiscation: Advice for schools (DfE, July 2022, in force from 1 September 2022);

ix) Mobile phones in schools (DfE, June 2026)

x) Alternative provision (DfE, January 2013) (**AP Guidance**);

xi) Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);

xii) Mental health and behaviour in schools (DfE, November 2018);

xiii) Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018);

xiv) Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019);

xv) Guidance for Appropriate Adults (Home Office, April 2003);

xvi) Relationships education, relationships and sex education and health education (DfE, June 2025); and

xvii) The designated teacher for looked-after and previously looked-after children (DfE, February 2018)

3.3 The following school policies, procedures and resource materials are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

i) Acceptable use policy for pupils;

ii) Anti-bullying policy;

iii) Statement of behaviour principles;

iv) Acceptable use policy for pupils;

v) Safeguarding and child protection policy and procedures;

vi) SEND Policy;

vii) Staff code of conduct;

viii) Use of reasonable force and physical restraint policy; and

ix) Relationships education and / or Relationships and sex education policy

4 Publication and availability

4.1 This policy is published on the school's website.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available for inspection from the office during the school day.

4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

i) References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).

ii) References to **school days** mean Monday to Friday, when the school is open to pupils during term time. The dates of terms are published on the school's website.

6 Responsibility statement and allocation of tasks

6.1 The Governors have overall responsibility for all matters which are the subject of this policy.

6.2 The Governors are aware of its duties under the Equality Act 2010 and the requirement under section 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Governors are required to have due regard to the need to:

i) eliminate discrimination and other conduct that is prohibited by the Act;

ii) advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

iii) foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.3 Any punishment imposed on a pupil will be legal and proportionate. The punishment will be reasonable in all the circumstances and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.4 In discharging of its responsibilities under this policy, the Governors expect school leaders and staff to undertake the following roles:

6.5 School leaders will:

i) Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported in line with the school's vision;

ii) Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;

iii) Make sure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;

iv) Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy[1];

[1] The behaviour in schools guidance states schools should consider aligning this training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications (NPQ). Although note that eligibility to undertake some NPQs is limited to teachers and school leaders in state funded schools.

v) Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour.

vi) Encourage engagement with experts e.g. educational psychologists, advisory teachers and mental health support teams to inform effective implementation and design of behaviour policies and ensure this links to the whole school approach to mental health and wellbeing.

6.6 School staff will:

i) play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour.

ii) uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and are confident to ask for help when needed;

iii) challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct;

iv) communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;

v) consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

7 Promoting high expectations of good behaviour

7.1 Pupils are educated about good behaviour through the operation of the school's curriculum, PSHE and the school's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). Illustrative of the ways in which the school teaches the behaviour curriculum are set out in Appendix 1. This will also include induction to school systems and routines on joining the school and re-induction after removal from the classroom, time spent at off-site provision or in Pupil Support Units and following suspension.

7.2 The school understands that rewards can be more effective than punishment in motivating pupils. The ways in which the school may reward good behaviour are set out in Appendix 2.

7.3 The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes.

7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), takes account of their age where they might not have comprehended their actions, has been subject to criminal exploitation, or is experiencing significant challenges at home .

8 Pastoral Support

8.1 We understand that behaviour is often a way of communicating an unmet need. We will endeavour to use strategies and support to understand more about what their needs are. We know that understanding children comes from building positive, t rusted and consistent relationships that enable them to feel safe and ready to learn.

8.2 We know that misbehaviour can be a sign that a child is dysregulated and that they are responding to a situation with their threat response, of 'fight, flight, freeze'.

8.3 Through the school's pastoral support, use of the Graduated Pathway and engaging external agencies we will aim to explore the right help for children and find strategies that help children regulate and avoid dysregulation that presents as misbehaviour.

8.4 Shame - our response to misbehaviour will avoid shaming a child. We know that shaming a child can escalate misbehaviour and be damaging for an already traumatised child. We believe it is important that misbehaviour is not shamed or highlighted unnecessarily. We know that focussing on positive behaviour and creating a nurturing, supportive environment instead is more beneficial for all our children.

9 Responding to unacceptable behaviour

9.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with this policy.

9.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.

9.3 The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

10 Minor breaches of discipline

10.1 The school adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the school at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.

10.2 The school has a range of systems, including pastoral support, to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the school's policies on behaviour.

10.3 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.

10.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see **Appendix 2** for details of possible sanctions).

10.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.

10.6 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any

action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the school's community as a whole.

11 Serious and / or persistent breaches of discipline

11.1 Allegations, complaints or rumours of serious and / or persistent breaches of discipline should be referred to the headteacher. This will always be considered alongside 7.4 of this policy.

11.2 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.

11.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:

i) physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling)

ii) physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");

iii) behaviour which may constitute a criminal offence, such as:

(a) possession or use of knives or other weapons;

(b) vandalism, defacement and / or destruction of school property;

iv) persistent breaches of discipline or attitudes or behaviour which are inconsistent with the school's ethos;

v) actual or attempted theft, intimidation, cyber-based bullying or prejudice-based bullying, discriminatory based bullying or other potentially criminal offences;

vi) behaviour in contravention of the school's policies on the acceptable use of technologies or online safety;

vii) activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);

viii) sexual violence, sexual harassment and other harmful / inappropriate sexual behaviour;

ix) sharing of indecent images and / or videos (including digitally manipulated or AI-generated images);

x) other misconduct which affects the welfare of a member or members of the school's community or which brings the school into disrepute (single or repeated episodes) on or off the school's premises; and

11.4 The school aims to operate within the principles of fairness and natural Justice. A decision to exclude a pupil permanently will only be taken:

xi) in response to a serious breach and / or persistent breaches of the School's Behaviour policy; and

xii) where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.

11.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in **Appendix 4.**

11.6 Complainants will be taken seriously and the school will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the school. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

11.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in **Appendix 4.**

11.8 **Appendix 3** sets out a non-exhaustive list of possible sanctions which may be imposed for serious and / or persistent breaches of discipline / this policy.

12 Suspected criminal behaviour

12.1 Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the Police.

12.2 The school will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the school (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.

12.3 Where a report is made to the Police, the school will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The school will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.

12.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the school may decide to continue its investigation and impose sanctions.

7.5 The school will follow its Safeguarding and Child Protection Policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

13 Removal from the classroom

13.1 This section must be read alongside **Appendix 2**.

13.2 The school will only remove a pupil from the classroom for serious or repeated breaches of the school's behaviour code. Removal from the classroom is different to the use of separate spaces (for example, sensory / nurture rooms used for non-disciplinary reasons to meet a pupil's needs).

13.3 Removal from the classroom will only happen for the following reasons:

i) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

ii) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

iii) to allow the pupil to regain calm in a safe space.

13.4 The school will consider whether removal from the classroom is proportionate and will take into account the circumstances of each individual case, with parents being notified on the day.

13.5 The school will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal.

13.6 The headteacher will maintain overall strategic oversight of the use of removal from the classroom.

14 Intervention, support and reintegration

14.1 The school will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The school has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.

14.2 The school recognises the close relationship between attendance, wellbeing and behaviour and will consider attendance patterns when assessing behavioural concerns.

14.3 The school will the use the graduated pathway to support behaviour needs.

14.4 The range of intervention strategies that the school will put in place include as appropriate, include for example, but are not limited to:

i) frequent and open engagement with parents, including home visits if deemed necessary;

ii) providing mentoring and coaching;

iii) short-term behaviour report cards or longer-term behaviour plans;

iv) Alternative Provision units; and

v) engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

14.5 Where the school has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and / or whether a multi-agency assessment is appropriate.

14.6 Following a sanction, the school will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the school. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.

14.7 The school will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom, time at a Pupil Support Unit, time at an alternative site under an off-site direction or suspension.

14.8 Behaviour incidences safeguarding concerns and serious sanctions will be recorded on CPOMS in accordance with the school's safeguarding procedures.

15 The role of Parents

15.1 The school seeks to work in partnership with parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the parents' obligations to the school to support the school's policies on behaviour.

15.2 The school recognises that communicating the school policy to all members of the school community, including parents, is an important way of building and maintaining the school's culture.

15.3 Where a parent has a concern about the management of behaviour, they should raise this directly with the school whilst continuing to work in partnership with them.

15.4 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately e.g. by the police if they are involved.

15.5 Parents will be notified of disciplinary sanctions:

i) imposed for significant minor breaches of discipline (persistent minor breaches such as repeated disruptive behaviour); and

ii) those imposed for serious breaches of discipline and any rights of review

as required and / or within school reports.

15.6 Parents will be consulted about the child's conduct and the application of this policy to their child where the school considers, in its professional judgement, that these give rise to a significant concern about pupil welfare.

15.7 Whenever the headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

16 The role of pupils

16.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards consequence processes. Pupils will be taught they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.

16.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarise them with the school behaviour culture.

17 Additional needs

17.1 Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, the school should consider requesting an early annual review or interim / emergency review.

17.2 The school will try to anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the

specific circumstances and requirements of the pupil concerned.

17.3 The headteacher and governors must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.

17.4 Whilst an exclusion may still be an appropriate sanction, the headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues, trauma or has been subject to bullying.

17.5 In respect of a pupil with a disability as defined by the Equality Act 2010, the school will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the school will have regard to the following:

iii) whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;

iv) whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

v) whether in the light of conclusions reached in respect of 16.5.1 and 16.5.2, the action to be taken under this policy is a proportionate means of achieving one or more of the school's legitimate aims, which include:

(a) ensuring that education, benefits, facilities and services are targeted at those who most need them

(b) the fair exercise of powers

(c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the school's safeguarding and child protection policy and procedures

(d) maintaining academic and behaviour standards; and

(e) ensuring the well-being and dignity of pupils.

17.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the headteacher / SENCO and further action in accordance with the school's Special Educational Needs and Disability Policy will be considered.

17.7 Where a suspension or permanent exclusion is being considered, the school will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

18 Safeguarding and child-on-child abuse

18.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The school will adopt a zero-tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

vi) bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);

vii) physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);

viii) initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

18.2 Child-on-child abuse can occur both inside and outside of the school and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can led to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

18.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

18.4 In line with the school's aims and culture of openness and encouragement to report, the school's policy and procedures with regard to child-on-child abuse are set out in the school's Safeguarding and Child Protection Policy and Procedures. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and Child Protection Policy and procedures will take priority.

19 Malicious allegations

19.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The headteacher will also consider whether to take disciplinary action against the pupil in accordance with this policy.

19.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

19.3 The school will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

20 Use of reasonable force

20.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in the **Restrictive Interventions, including use of Reasonable Force, in schools**.

21 Searching pupils

21.1 School staff may search a pupil and their possessions for any item if the parent

agrees. The member of staff must ensure the parent understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched.

21.2 The school will always follow its safeguarding and child protection policy and procedures if a safeguarding concern arising as a result of any actions connected with a search of a pupil.

21.2 If a pupil is not willing to co-operate with the search, the school will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL or headteacher.

21.3 If a pupil refuses to co-operate with a search, the headteacher and staff authorised by the headteacher, may use reasonable force to search a pupils' possessions where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession. Reasonable force cannot be used to search for items that are banned by the school.

21.4 If a pupil continues to refuse to co-operate, they may be sanctioned in line with the school's behaviour policy where this appropriate, in a consistent, fair and proportionate way.

22 Staff training

22.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

This includes:

ix) how staff can support pupils in meeting high standards of behaviour

x) how staff will ensure that pupils understand the expectations of the behaviour in the school.

xi) how staff can ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way.

xii) where applicable to reflect the need of particular pupils.

xiii) Use of reasonable force.

22.2 The level and frequency of training depends on the role of the individual member of staff.

22.3 The school maintains written records of all staff training.

23 Risk assessment

23.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

23.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, Behaviour Plans, as appropriate). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.

23.3 The headteacher has overall responsibility for ensuring that matters which affect

pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.

23.4 Day to day responsibility to carry out risk assessments under this policy will be undertaken by the headteacher.

24 Record keeping

24.1 All records created in accordance with this policy are managed in accordance with school policies that apply to the retention and destruction of records.

24.2 The school will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a rage of sources and that is regularly objectively analysed and monitored by the senior leadership team.

24.3 The school will keep a separate record for allegations and concerns reported in respect of:

(a) sexual harassment or sexual violence;

(b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents.

24.4 The school will keep a record of any search be a member of staff for a "prohibited item" and all searches conducted by police officers. This will be recorded in the school's safeguarding reporting system.

24.5 The school will keep a separate record of sanctions imposed for serious misbehaviour. The record will include:

xiv) the name and year group of the pupil concerned;

xv) the nature and date of the offence;

xvi) the sanction imposed and reason for it; and

xvii) the name of the person imposing the sanction

24.6 This record will be reviewed regularly by the headteacher so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way a case has been handled by the school.

24.7 This record will be review by the Governing body will in order to evaluate all data recorded in order to meet their obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).

24.8 The records created in accordance with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published on its website privacy notices which explain how the school will use personal data.

Appendix 1 School behaviour expectations and routines

We aim to help all members of our school family know, understand and live our school rules. Our school rules are displayed around our school and in every classroom.

- ☺ **We are READY** – to learn, to listen, for a challenge, to work hard, for P.E…
- ☺ **We are RESPECTFUL** – to each other, to adults, of property, of uniform…
- ☺ **We are SAFE** – when playing, aware of risks, in our actions…

Staff support pupils to understand and follow classroom rules and routines. Staff inform pupils of classroom rules and routines at the beginning of the academic year and revisit these regularly. Where appropriate, staff explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Staff also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

Positive staff-pupil relationships

Positive staff-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Positive behaviour will be taught to all pupils as part of the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils.

Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Should behaviour fall short of expectations, the following systems will be followed:

Appendix 1a Beech Green Child Friendly School Behaviour Flowchart
(n.b. some pupils may have a bespoke behaviour plan which is adapted from this flowchart to meet their individual needs).

At Beech Green we are…

1. Ready
2. Respectful
3. Safe

We celebrate this by:

- Adults saying thank you and giving a thumbs up
- Giving specific private praise
- Giving House Points
- Giving values certificates
- Giving marbles in the jar for great teamwork
- Marble Rewards
- House Rewards
- Newsletter celebration
- Letters and postcards home

Stage 1 Calling out Talking when others are speaking Making noises for attention Leaving your seat Distracting others Using equipment in the wrong way Being unkind to each other Ignoring adult instruction Not demonstrating Beech Green values 'Respect, Achieve, Belong'	1. Warning- An adult will remind you what good behaviour looks like. 2. Move to another part of the room 3. Move to another classroom 4. Miss 10 minutes of playtime
Stage 2 3+ incidents of Stage 1 behaviour in a week Being rude to adults Leaving the classroom without asking Ignoring instructions Answering back Indirect swearing (e.g. under breath) Drawing or writing on equipment and walls	5. Miss 20 minutes of playtime and loss of trips, clubs, visits and privileges until further notice 6. Report Card 7. Internal suspension with and meeting with parents or carers

At Beech Green we…

Stage 3 3+ incidents of Stage 1/2 behaviour in a week Dangerous behaviour Throwing objects Bullying, including online Damaging or breaking things on purpose Stealing Treating people unfairly (e.g. racism) Swearing Hurting others on purpose	Internal suspension with SLT Report Card Meeting with parents or carers
Stage 4 2+ incidents of Stage 2/3 behaviours in a term Injury to others on purpose Bringing something into school which is not allowed	Suspension Loss of trips, clubs, visits, privileges until further notice. Reintegration with parents/carers when returning to school
Stage 5 2+ Stage 3/4 behaviours in a term Serious or regular times when behaviour policy isn't followed When allowing the pupil to stay at school would seriously harm the education or health of other pupils or adults.	Permanent Exclusion



Beech Green's privileges which might be lost:

- Responsibilities in school
- Sitting on benches during assembly
- Access to particular areas at lunchtimes

Appendix 1b Beech Green Child Friendly Playtime and Wildwoods Behaviour Flowchart
(n.b. some pupils may have a bespoke behaviour plan which is adapted from this flowchart to meet their individual needs).

Playtime and Wildwoods Rules

At Beech Green we are…

1. Ready
2. Respectful
3. Safe

We celebrate this by:

- Adults saying thank you and giving a thumbs up
- Giving specific private praise
- Giving House Points
- Giving values certificates
- Giving marbles in the jar for great teamwork
- Marble Rewards
- House Rewards
- Newsletter celebration
- Letters and postcards home

Stage 1 Not following playtime rules Misusing play equipment Being unkind to each other Ignoring adult instruction Rough play Not demonstrating Beech Green values 'Respect, Achieve, Belong'	1. Warning- An adult will remind you what good behaviour looks like. 2. Sit out for 5 minutes of playtime 3. Sit out for 10 minutes of playtime
Stage 2 2+ incidents of Stage 1 behaviour during a lunchtime Being rude to adults Answering back Unsafe play Indirect swearing (e.g. under breath)	4. Class teacher will be told 5. Miss 20 minutes of playtime and loss of trips, clubs, visits and privileges until further notice 6. Report Card 7. Internal suspension and meeting with parents or carers

Stage 3 3+ incidents of Stage 1/2 behaviour in a week Dangerous behaviour Throwing objects Bullying Damaging or breaking things on purpose Stealing Treating people unfairly (e.g. racism) Swearing Hurting others on purpose	Class Teacher/ SLT informed immediately Internal suspension with SLT Report Card Meeting with parents or carers
Stage 4 2+ incidents of Stage 2/3 behaviours in a term Injury to others on purpose Bringing something into school which is not allowed	Suspension Loss of trips, clubs, visits, privileges until further notice. Reintegration with parents/carers when returning to school
Stage 5 2+ Stage 3/4 behaviours in a term Serious or regular times when behaviour policy isn't followed When allowing the pupil to stay at school would seriously harm the education or health of other pupils or adults.	Permanent Exclusion

Beech Green's privileges which might be lost:

- Responsibilities in school
- Sitting on benches during assembly
- Access to particular areas at lunchtimes

Appendix 2 Rewards and sanctions

1 Introduction

1.1 Examples of the rewards and sanctions the school ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and sanctions may be used insofar as they comply with good education practice, and promote good behaviour and compliance with the School's Policies on behaviour.

1.2 Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and sanctions imposed.

1.3 Where a particular reward or sanction is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different sanction imposed, where it is appropriate to do so.

2 Rewards

Positive behaviour will be taught to all pupils as part of the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, staff ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from staff, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Staff encourage pupils to praise one another, and praise another pupil to staff, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards

At Beech Green Primary School, we look for the behaviours we want to see and promote and reward positive behaviour and achievement in the following ways:

- Verbal and non-verbal praise e.g. smiles and thumbs-up;
- Positive written comments;
- Stickers;
- House Points from Y1-6;
- Class Rewards or Points earned towards a class treat selected by the class (marbles in a jar);

House Points are collected on a weekly basis and the winning house receives our House Cup. The house with the greatest number of House Points at the end of the year will also receive an extra house reward.

Supporting children in their efforts to follow and keep the rules

In addition to the rewards detailed above, we promote good behaviour and a warm and respectful atmosphere in school in the following ways:

- Class time, to enable children to discuss problems with each other in a calm, supportive atmosphere;
- School Council meetings to enable children to make suggestions and offer opinions on school improvement;
- One to one discussions with adults on behaviour and friendships;
- Discussions, stories and role plays which promote and support our rules as part of our assemblies and work in class;
- House Captains provide positive role models for other children.

3 **Sanctions**

3.1 *Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be at the same time if necessary.*

3.2 Appendix 2 shows a flow chart for behaviour and examples of each step.

3.3 *Examples of sanctions may include:*

3.3.1 *a verbal reprimand and reminder of the expectations of behaviour*

3.3.2 *the setting of written tasks such as an account of their behaviour on a behaviour think sheet*

3.3.3 *loss of privileges e.g. the loss of prized responsibility*

3.3.4 *staying in at break or lunch*

3.3.5 confiscation of items e.g. mobile electronic devices such as mobile phones or smart technology

3.3.6 school-based community service, such as tidying a classroom

3.3.7 regular reporting including early morning reporting; scheduled uniform checks; or being placed on a behaviour plan;

3.3.8 removal from the classroom;

3.3.9 suspension; and

3.3.10 in the most serious of circumstances, permanent exclusion.

3.4 Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

3.5 The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

3.6 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

3.7 It will also consider any special circumstances relevant to its imposition including:

3.7.1 the pupil's age;

3.7.2 any special educational needs or disability they may have; and

3.7.3 any religious requirements affecting them

4 Suspension and permanent exclusion from school

4.1 Only the headteacher has the power to impose a suspension or permanent exclusion from school. An "Acting Head" who has been formally appointed to this position, will also have this power.

4.2 Suspension and permanent exclusion from school can take the form of:

4.2.1 Suspension for a fixed term (including lunchtime suspensions, which each count as half a day); or

4.2.2 permanent exclusion.

4.3 Permanent exclusion from school will only be imposed for:

4.3.1 a serious breach or breaches and / or persistent breaches of this policy; and

4.3.2 where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

4.4 **The principles, guidance and procedure set out in the Suspension and Permanent Exclusion Guidance will be followed at all times**. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

4.5 The headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion for which a Governors' Discipline Committee meeting has not yet commenced to review that decision. This may include where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

4.6 In all cases, the headteacher will comply with the requirements of the Suspension and Permanent Exclusion Guidance in respect of notifying / reporting the cancellation to parents and others, and offering a meeting with parents to explain the reasons for the cancellation.

Appendix 3 Investigations of incidents and alternative action

1 Investigation

1.1 The headteacher may investigate incidents which potentially give rise to a breach of the school's policies on behaviour and discipline or may appoint a member of staff (usually a member of the Senior Leadership Team) to carry out the investigation.

1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.

1.3 The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events.

1.4 Parents do **not** need to be notified in advance that interviews are taking place, and their consent is not required.

1.5 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff depending on the pupils age and abilities. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate if appropriate, again depending on age and ability.

1.6 CCTV footage, if available, may be viewed and pupils' personal belongings may be searched during an investigation. See Appendix 4 of this policy for the school's policy on searching and confiscation.

1.7 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will consider advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the school will have regard to KCSIE and the School's Designated Safeguarding lead (or a deputy) will take a leading role on decisions.

1.8 Where the headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the school, the investigating member of staff will fully report the outcome of their investigation to the headteacher to enable an informed decision to be made.

2 Removal from the classroom / suspension pending further investigation / enquiries

2.1 Where the incident is serious and / or complex and it has not been possible to complete the full investigation on the day that the incident occurred or was brought to the attention of the school, the pupil may be removed from the classroom while the investigation continues. During this time the pupil is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be considered by the headteacher when determining the final sanction.

2.2 Alternatively, where it is not appropriate for the pupil to remain on the school's premises while the investigation continues / enquiries are made, the pupil may be formally suspended from the school for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation / enquiries.

2.3 Before a suspension pending further investigation / enquiries is imposed, the

headteacher must be satisfied that a prima facie case has already been established in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.

2.4 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Suspension and Permanent Exclusion Guidance will be followed (including sending a notification letter to the parents containing all mandatory information).

2.5 Once the investigation / enquiries are complete, the headteacher will be able to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the parents confirming the further suspension or permanent exclusion.

3 Decision

3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).

3.2 Pupils' behaviour and discipline records will be taken into account, together with the pupils' background, and any special educational needs and / or disabilities they may have. The school will follow its special educational needs and equalities policy where this is relevant.

3.3 All disciplinary sanctions imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, taking into account the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.

3.4 Disciplinary sanctions will be recorded in the pupil's behaviour and discipline record.

3.5 The school will usually notify the parents of disciplinary sanctions imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

4 Off-site directions

4.1 The school has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary sanction or punishment for misconduct.

4.2 The off-site direction may be to a Pupil Referral Unit (**PRU**), and Alternative Provision School, or another school / school (or unit therein).

4.3 Parental consent is **not** required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

4.4 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-

time, or part-time in combination with attendance at the school or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.

4.5 A "personalised plan for intervention" will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.

4.6 The off-site placement will be regularly reviewed, and parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it.

4.7 during the period of an off-site direction by the school to another school, the pupil must be dual registered which means that they will be registered at both the school and the school/APS to which the pupil is directed off-site.

4.8 The school will follow the Alternative Provision Guidance when exercising this power.

5 Managed moves

5.1 A "managed move" is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school / school following a trial period. It is designed to give pupils who are **at risk of** permanent exclusion a fresh start in another school without a permanent exclusion on their educational record.

5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and parents will be consulted when while this is being explored.

5.3 If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.

5.4 A planned managed move will only happen when it is in the pupil's best interests.

5.5 During the trial period, the pupil will be dual registered at both the school and the new school / school. If the managed move breaks down during the trial period, the new school / school will terminate the trail period and delete the pupil's name from the register. The pupil will then return to their home school.

5.6 For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the behaviour policy for which permanent exclusion is deemed by the headteacher to be the only appropriate sanction, where the school would not be prepared to accept the pupil back at the school if the managed move broke down during a trial period.

5.7 The school will agree a fixed period for the trial period at the outset, after which the new school / school will be expected to give permission to the school for the pupil's name to be deleted from the school's roll, at which time the transfer becomes permanent.

Appendix 4 Searching, screening and confiscation

1 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

2 The school's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE, July 2023).

3 **Prohibited items**

3.1 The following are "prohibited items" by law under section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

3.1.1 Knives or weapons, alcohol, illegal drugs and stolen items;

3.1.2 Tobacco and cigarette papers, fireworks and pornographic images;

3.1.3 Any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence; or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil); and

3.2 In addition to the above, the school has prohibited (or restricted the use of] the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:

3.2.1 mobile phones (unless locked in year group lockable cupboards or for medical use);

3.2.2 smart watches;

3.2.3 tablets;

3.2.4 hand-held electronic games;

3.2.5 Chewing gum

3.2.6 Energy drinks and bottles;

3.2.7 Football, Pokémon cards and any other toys (unless with permission from the headteacher at break / lunchtime);

3.2.8 other electronic devices including google glass; and

3.2.9 vaping devices / e-cigarettes

Pupils must not have these items in their possession on the school's premises, or at any time when they are in the lawful charge and control of school staff (e.g. on educational visits).

3.3 Pupils may be searched for any item which is prohibited by the school (as set out above) with their parents agreement.

4 **Searching pupils**

4.1 Under common law, school staff have the power to search for any item if a parent agrees. The member of staff undertaking the search should ensure the parent understands the reason for the search and how it will be conducted so their agreement is informed.

4.2 When exercising these powers the school must consider the age and needs of the pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (**SEN**) and making reasonable adjustments that may be required where a pupil has a disability.

4.3 If a parent has given permission to search, but the pupil refuses to co-operate with a search for an item prohibited by law, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the school has prohibited, as set out in 3.3 above.

4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.

4.6 If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.

4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the headteacher will be sought. During this time the pupil should be supervised and kept away from other pupils.

4.8 Searches will be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings[2].

4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

4.9.1 search of outer clothing; and / or

4.9.2 search of the School property (e.g. drawers)

4.9.3 search of personal property (e.g. bag or pencil case).

4.10 Where possible, staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.

4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be

[2] The power to search a pupil on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.

caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

4.12 Where the headteacher, or staff authorised by the headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the Designated Safeguarding Lead (**DSL**) or deputy and the pupil will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

5 After a search

5.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.

5.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

6 Recording searches

6.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above, items banned by the school rules in section 3.2 above and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

6.2 Records of the search will include:

6.2.1 the date, time and location of the search;

6.2.2 which pupil was searched;

6.2.3 who conducted the search and any other adults or pupils present;

6.2.4 what was being searched for;

6.2.5 the reason for searching;

6.2.6 what items, if any, were found; and

6.2.7 what follow-up action was taken as a consequence of the search.

6.3 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

7 Confiscation

7.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

7.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.

8 Electronic devices

8.1 The school has adopted a policy to prohibit pupils using mobile electronic devices during the school day, unless they are used to support medical needs. **Mobile electronic devices** include, but are not limited to, mobile phones, smartphones or other smart technology, tablets, laptops, MP3 players and any wearable technology that has the ability to send and / or receive notifications or messages via mobile phone networks, or the ability to record audio and / or video. Further details about the school's policy can be found in the Acceptable use policy for pupils.

8.2 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

8.3 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour.

8.4 Subject to the requirements set out in KCSIE. If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of school discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.

8.5 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.

8.6 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the school's policy on sharing nudes and semi-nudes images or videos as set out in the Safeguarding and child protection policy.

8.7 The school will comply with data protection law in relation to any search of an electronic device following guidance from the governors data protection officer. [3]

9 Disposal of confiscated items

9.1 **Stolen items**: Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the

9.2 **Article used to commit an offence or to cause personal injury or damage to property**: Such articles may, at the discretion of the headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and whether and when it is

safe to return the item.

9.3 **Weapons or items which are evidence of an offence**: Such items will be passed to the police as soon as possible.

9.4 **An item prohibited by the school**: Such items may, at the discretion of the headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.

9.5 Where staff confiscate a mobile electronic device that has been used to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the headteacher considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 10.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the electronic device will be confiscated and must be collected by a Parent.

9.6 **Electronic devices**: If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the school's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent and the pupil may be prohibited from bringing such a device onto school premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

10 Communication with Parents

10.1 There is no legal requirement for the school to inform parents before a search for prohibited items takes place or to seek their consent to search their child but will always make every effort to do so.

10.2 Parents should always be informed of any search for a "prohibited item" listed above that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

10.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

10.4 A record will be kept of all searches carried out, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.

10.5 Complaints about searching or confiscation will be dealt with through the school's published Complaints policy and procedures.

10.6 The school will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.