



Behaviour Policy

Revised by	Mrs Zoe Driver
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Date: 17.11.22

Behaviour Policy


Rationale

'Schools work best when adults believe in children and children believe they believe in them' Brien, J- 2020 *Leading Better Behaviour*, Corwin, London

Burbage Junior School (B.J.S) is committed to helping pupils and adults achieve more; disperse positive behaviours and operate management strategies to promote emotional well-being, learning and enjoyment of pupils. B.J.S expects high standards of behaviour and conduct from pupils, staff and parents or carers to ensure the safety and happiness of everybody at the school and within the community.

B.J.S has written this policy to ensure that best practice, informed by research and DfE guidance enables us to have consistent procedures that are carried out at the school; creating a culture of mutual respect, recognition of responsibilities and associated actions.

Relationships are our number one priority within our Quality First Teaching Top 10 (please refer to Everyone a Leader of Learning-Continued Professional Learning Policy- see below). This over-arching element is crucial for B.J.S pupils to succeed. Staff that know their pupils well will meet all of their needs. At B.J.S we are a **team** and aim to develop a sense of belonging!

<p>Relationships</p> 	<p>This overarching element is crucial for our children to succeed. Staff 'know' their children. We are all polite and respectful of each other. The classroom is a safe place to make mistakes- after all- this is how we learn. Praise is valued. Staff work collaboratively with each other to ensure ALL needs are met. Staff develop strategies for pupils to work collaboratively. There is an 'urgency to learn!'</p>
<p>1. Assessment</p>	<p>Quantitative and qualitative informs impact; to modify their teaching at an individual or group level. This is in the form of instant feedback to pupils, reflective marking, standardised testing and reflection opportunities. Questioning is highly considered and structured. Pre-considered before the lesson. There is an appropriate ratio of open and closed questioning. Questioning is targeted.</p>
<p>2. Cultural Capital</p>	<p>ALL children are given opportunities to explore, providing a platform to: make links to prior knowledge, develop communication and language and learn new things.</p>
<p>3. Language</p>	<p>Staff reinforce and promote subject specific vocabulary, tiered-vocabulary and prior knowledge. Children use acquired language through verbal and written communication.</p>
<p>4. Activate prior knowledge</p>	<p>Meta-cognition: By activating prior knowledge through real-life experience, language and reading children will be able to make cognitive links. Drip feed effect.</p>

5. Build upon previous learning	Children will shift from novice to expert learners through a well-planned, progressive curriculum. Staff may use 'gap' analysis to inform planning.
6. Modelling	Collaborative working strategies are incorporated enabling all children to participate. Teachers model their thinking 'out loud'- this ranges from approach/method, editing, recalling prior knowledge, reflection and success.
7. Memorisation (Meta-cognition)	Developed through a variety of strategies to embed learning from working memory to long term. This is through chunking, repetition, chanting, links to prior knowledge, spaced learning, modelling and questioning; through low stakes quizzing to stimulate retrieval.
8. Practice and Apply (Meta-cognition)	Meta-cognition and self-regulated learning. It is essential that content vs purpose is equally balanced with an appropriate level of challenge , but avoiding cognitive over-load. When learning new content ensure that children have mastery of the recording style. Children need to rehearse the skill to learn the content. Staff display a deep subject-knowledge allowing them to challenge ALL children.
9. Reflect	Self-regulated learning. Children have the time to monitor their learning and assess if it was a successful strategy. By the end of KS2 they can identify the progress they have made. Elaboration opportunities present themselves throughout the curriculum. Staff have the time to reflect on feedback.

'Research indicates that children and staff who feel a greater sense of belonging tend to be more motivated and engaged in school and classroom activities, and more dedicated to school. They have higher enjoyment, enthusiasm, happiness, interest and more confidence in engaging in learning.'" Brien, J- 2020 *Leading Better Behaviour*, Corwin, London

B.J.S is an inclusive community. We welcome pupils from all backgrounds: we treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in modern Britain and the world. To enable this, the school has the following values:

The Burbage Way-striving to be the best version of ourselves.

We will achieve this by following our core values:

Integrity

- Always admit it if we do something wrong
- Let someone know if we are finding something hard

- Be honest with ourselves

Excellence

- Never give up and always try our hardest to improve on our personal best
- Support others to be the best that they can be
- Take pride in our work

Kindness

- Share our equipment
- Help others whenever we can
- Never take anyone for granted and take care of each other

Enjoyment

- Make sure our school is a fun place to be for everyone
- Make sure we find time to smile and laugh
- Enjoy challenging ourselves

Respect

- Keep our classroom, lunch hall and playground tidy
- Treat each other as we would like to be treated
- Take care of our possessions and the school property

Inclusivity

- Include everyone in all activities
- Listen to everyone's ideas
- Work in teams to have fun and achieve more

Aims of Behaviour Management Policy

- It is the main aim of our school for every member of the community to feel valued, respected and that everyone has a right to be treated fairly. We all have a sense of belonging.
- Pupils can learn and reach their full potential.
- The school will provide a caring community, where ethos and values are built on respect for all. A team ethos is fostered.
- The school aims to promote an environment where everyone feels happy, safe and secure.
- To help pupils to develop a sense of caring and respect for one another.

- To build caring and co-operative relationships with other pupils and adults. We aim to operate The THRIVE Approach using vital relational functions with the pupils and adults within school and our community.
- To help pupils develop a wide range of personal, emotional and social skills and teach pupils how to manage their emotions effectively, developing self-regulation.
- To foster and embed the character muscles of Route to Resilience.

Implementation of the Policy

Principles:

- The staff and pupils at B.J.S will work together to establish a clear set of expectations for behaviour in our school built around The Burbage Way- striving to be the best version of ourselves. These expectations are to be made clear to all pupils and pupils taught and supported to meet these.
- The school places an emphasis on developing self-regulation by directly identifying emotions and teaching the principles of choice and consequence.
- Each class set their 'class rules'. They generally feature the following:
 - Working together as a team.
 - We will be kind and considerate.
 - We will listen and follow instructions.
 - We will look after our school and possessions.
 - We will walk in and around our school, except in play areas.
 - We will be the best we can be.

The class rules will be reviewed regularly and the school will ensure that new pupils are taught the rules and have a voice in reviewing the set of rules for the class. Class teachers must regularly refer to their class rules to reinforce behaviour expectations.

- Positive behaviour will be celebrated and rewarded by using a range of strategies including:
 - Praise and encouragement
 - Stickers and certificates
 - Well done slips which lead to Bronze, Silver and Gold awards
 - Class points, working towards a whole-class reward.
 - Positive notes (e.g. Dojo or phone calls home).

- Seeing the Headteacher/Deputy Headteacher for positive praise – perhaps with a special piece of work.
- Special mention in our celebration assembly.

Route to Resilience

What is Character Education?

Character education is the explicit and implicit educational activities that help children to develop positive personal strengths that will allow them to navigate the school environment, communities and the wider world – it supports the core structure of the education of the whole child as an individual. It strengthens relationships.

The emphasis of character education is not about ‘fixing’ the children but to make them successful individuals that flourish.

The use of character strengths and a focus on flourishing play a vital role in promoting a positive mental health and wellbeing for children.

Character education and the strengthening of muscles requires praise and recognition to be placed on a child’s character and attitude, not just their competence – how they do something, not just what they do!

The impact of character education

- Science explains that when we are using and strengthening our character muscles it releases dopamine.
- When children understand and use their character muscles it increases their self-esteem.
- Character education provides the foundation for improved attainment, better behaviour and increased employability and flourishing societies.
- Develops partnerships with parents, families and the wider community.
- It supports the understanding and recognition of British Values and children’s SMSC development.

‘We must place a character education where it will nourish and nurture, challenge and confront, extend and enlarge educational and life experiences for our children. It must underpin, not undermine, the wider curriculum and teaching and learning as a whole’ (Cowley, A, 2021).

Our Character Muscles are:

- **T - Teamwork**
- **I - Independence**
- **G - Gratitude**
- **E - Endurance (Perseverance)**
- **R - Resilience**
- **S - Self-regulation**

We will have a focus on different 'Character Muscles' throughout the year.



Teamwork
Tallish and Tess



Independence
Iggy



Gratitude
Gabe



Endurance
Eric



Resilience
Reggie



Self-regulation
Sara

All pupils and adults are expected to meet and exhibit **Route to Resilience**. Staff must make regular reference to character muscles, with their pupils; modelling the appropriate language. These characteristics are also recognised on our staff 'Shout Out' display and within our celebration assembly.

All Character Muscles are linked to our Dojo Points. Children will receive points directly from their teachers and parents are instantly informed.

Promotion of Positive Behaviours

Staff at school have access to the following methods of reward, designed to instil and model high expectations:

- Well Dones- awarded to pupils for showing positive/expected behaviours, for work or learning attitudes that are demonstrated in the classroom or as part of daily practice. Individuals are rewarded with badges at the following stages: 100, 200, 300 and 400. This is an annual cycle.
- Afternoon Playtime reward- A weekly reward time for the class, accumulated over the week and recognising individual and group contributions to an effective learning environment.
- Character muscles- each classteacher will choose one pupil to receive an award certificate- for pupils who have demonstrated one the characteristics.
- Class Rewards- teachers personalised reward strategies used to promote the highest standards for the class.
- All staff to praise pupils around school demonstrating positive/expected behaviours.
- Dojo points awarded to individual pupils displaying the character muscles.
- PSHCE certificate each week linked to the curriculum focus.

Pupil Support for Self-Regulation

At B.J.S we are focussed on, 'WHY is the pupil showing particular behaviours?' If we can 'uncover' the root cause, then we can support the pupil. Classteachers use the WIN statements within their classrooms for 'Right Time' support.

The WIN statements are:

I'm wondering...

I imagine...

I notice...

Allow pupils some time to self-regulate before resolving any issues. Some pupils may need co-regulation and a safe place to calm.

In addition, our school provides a range of Early Help. This ranges from interventions, for example: Behaviour Mentor support, ELSA (Emotional Literacy Support Assistant), sign

posting for bereavement and school based social activities. Some families may benefit from an Early Help Assessment. Some pupils may need 1:1 'reparative' work.

Each class has a Well-being check in. This is an emotion chart. Staff monitor this and provide support when needed. Concerns are reported to a Designated Safeguarding Lead.

Dealing with Negative Behaviour

'All behaviours are an **unmet** need' (O'Brien, J). Negative behaviours occur when a person is dispersing emotions. Please remember, if emotions are unregulated at that point in time, they are unable to engage the 'thinking' aspect of their brain. We have to support them first; to self-regulate, before any resolution can be found.

Pupils exhibiting negative or aggressive behaviour will be dealt with in a **calm manner** using the **THRIVE** vital relational functions (VRFs). VRFs are:

- STEP 1: Attune (catch and match the feeling)
- STEP 2: Validate (Stop the behaviour, validate the feeling).
- STEP 3: Contain (make the unbearable survivable)
- Regulate (meet the intensity then calm and soothe).

Pupils to be made aware that their adult will deal with the issue at an appropriate time, this may not always be straight away as learning takes priority.

- When dealing with negative behaviour, staff will **always remain calm and in control**. Pupils must not be pulled, pushed or physically restrained. If they are posing a danger to themselves or others staff may apply 'positive handling' and must complete an incident report log sheet.
- Staff members will set a positive example by behaving in a respectful manner at all times. This will encourage and foster an atmosphere where pupils and adults respect and value one another and treat each other with respect and care. Staff must adhere to the Safer Working Practice (See Safeguarding in Education Induction leaflet).
- Staff will encourage pupils to resolve conflicts by discussion and negotiation. This will be done through the use of the VRF process.
- When negative behaviour occurs, members of staff will apply the VRFs; listening intently to the pupil or pupils concerned and identify the reason(s) for the behaviour. Eventually, staff will explain to the pupil or pupils why their behaviour was inappropriate and the consequences for themselves and other people involved in the incident. For example: the pupil must be supported to understand:
'It *is ok* to feel angry about but *it is not ok* to...

- Staff to complete a behaviour form so SLT can identify trends/patterns. If the unacceptable behaviour is repeated, further strategies may need to be implemented. This is discussed by the Pastoral Team.
- Some pupils may require an Individual Education Plan for Social for Emotional Mental Health to ensure specific support is in place and parents/carers are well informed. See SEND Policy.

Application of Sanctions- A Stepped Approach

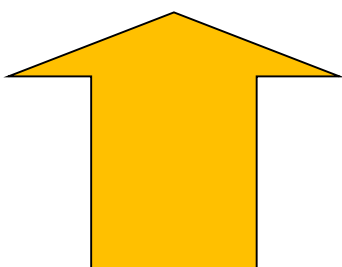
Fair and appropriate responses to the rare occasions of inappropriate behaviour should be taken, not 'knee jerk' reactions that do not meet the needs of the pupils in our care.

It is not always the 'sanction' that is important, but the fact that a 'sanction' has been applied.

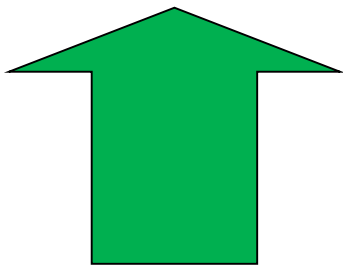
Always consider:

- WHY? What signs or symptoms could this behaviour be related to in regards to safeguarding (neglect/abuse etc)?
- The pupil's emotions were unregulated at that moment in time, they were unable to communicate with their 'thinking' part of the brain.
- The extent to which the aims of the policy have been neglected;
- The extent to which 'school values' have been disregarded;
- The pupil's honesty regarding their actions;
- Once self-regulated, any remorse shown by the pupil;
- Any historical reports of similar behaviour, ask the question why? Does the pupil experience success by this behaviour (not a favoured success, but success all the same);
- The pupil's age or specific needs.
- Transitioning pupils will require more time to learn the positive/expected behaviours. Did you undertake an induction with the new pupil(s)?
- Is the child able to access their learning? Does the task need ADAPTING to ensure they can access the B.J.S ambitious curriculum?

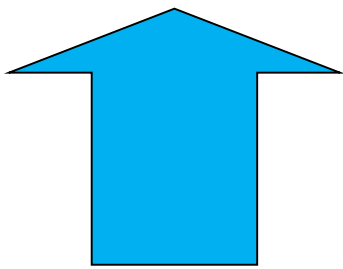
The classroom Behaviour Ladder Approach



Pupils who have already been awarded Green can be moved to GOLD! Gold pupils get a Dojo point so their parents/carers can congratulate them at home. These pupils are excelling in meeting our school values, demonstrating a character muscle or meeting the positive/expected behaviours.



Pupils who have shown they are meeting our school values, demonstrating a character muscle or meeting the positive/expected behaviours can be moved up to green. It is Good to be Green!

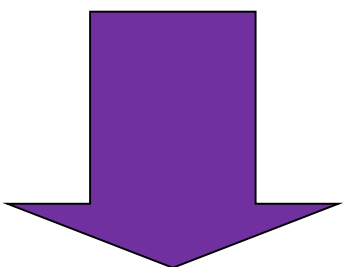


Fresh Start- All pupils begin the day and afternoon on a 'Fresh Start'. This is a positive starting point for all pupils. Pupil's names/photos are placed on this arrow.

1st STEPS

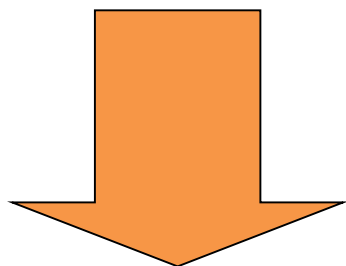
Positive reinforcements- First actions to address low level disruption based upon positive language, such as, "please talk quietly", rather than "don't shout"; to highlight and reward others who are showing positive/expected behaviours using 'Well Dones'. When trying to establish the events, actions undertaken, pupil involved or words spoken, all staff **MUST** use the WIN statements before any further step. Use the following language to 'Attune' with the pupil: I'm wondering..., I imagine..., I notice...

At any point, if unacceptable behaviours cease then staff must ask the child to move back to fresh start, so the pupil has the opportunity to get to green. The aim is for a child to show self-regulation and reflection!

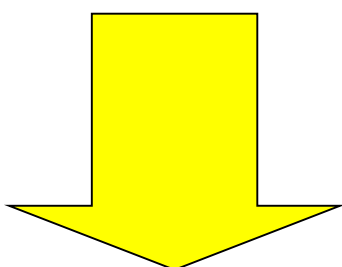


Formal Verbal Warning- Action carried out if positive reinforcements have had no impact of following VRFs. Warning is to be made clear; "I am now giving you a warning for..." followed by an explanation of what the pupil must do to have the warning retracted, such as, "I expect you to ..." It may sometimes be appropriate to move the pupil away from others in order for them to work independently and to check if the task needs adapting to meet the needs of the learner.

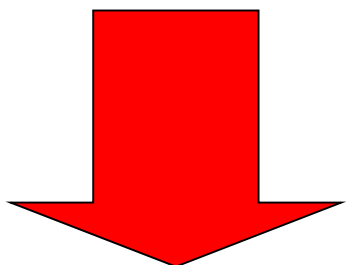
Initial Sanctions and Loss of Privilege



Restriction of break privilege- If the pupil's behaviour has shown no improvement after the '1st Steps', pupil is to have minutes removed from their break. The time is at the discretion of the classteacher.



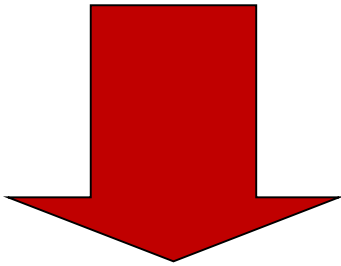
A yellow card- Pupil's name is moved down the ladder, if behaviour does not improve after the restriction of a break privilege. If the pupil does not show an improvement- the pupil and the completed behaviour form should be sent to another class for no more than 15 minutes. The pupil must take work/task with them to complete independently. The host teacher must support their learning as if the child is a member of their class. The host teacher will hand the yellow card to SLT for the incident to be entered onto the whole school behaviour tracker. This is monitored by the Pastoral Team. The classteacher will notify the parent via Dojo.



A red card- Pupil's name is moved down the ladder. If on return to the classroom behaviour has not improved, SLT should be contacted and will collect the pupil. A phone call home is made to the parent or carer. The call is to be recorded on the behaviour tracker.

When to issue a Red Card:

- After all the above options have been exhausted with no improvement in behaviour; a red card is to be issued.



A Straight red card: actions for Headteacher or Deputy Headteacher

A red card is only to be issued without the use of the 'initial steps' and 'initial sanctions' if:

There has been an act that is deemed '*serious':

Child on Child Abuse

Bullying

Damaging property

Prohibited item

Abuse towards an adult

Leaving the classroom without permission

The behaviour is severe enough to significantly hinder the teaching and learning in the classroom.

The behaviour contravenes the Equality Act- protected characteristics.

SLT response for red cards:

Determine if this is unprovoked/provoked.

Determine if the pupil was regulated/unregulated before/during/after event.

Determine whether this is uncharacteristic/characteristic:

Uncharacteristic act that is unlikely to be repeated	Characteristic offence that reflects a pattern	Act that, regardless of history or previous patterns, is deemed *serious enough to instigate possible referral to outside agency such as Oakfield Inclusion Support, Police or children's services or where previous actions have failed to have impact on less serious incidents over a period of time (persistent disruptive behaviour, persistent defiance, persistent breach of behaviour expectations).
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Clarification of expectations and warning issued.	Clarification of expectations and warning issued.	Dealt with by Headteacher or in their absence the DHT for action.
Actions to include call home and sanction in line with the school Behaviour Policy.	Actions to include: Call home and sanctions in line with the Behaviour Policy which may include an internal suspension (in agreement with the Headteacher).	Action may result in external agency intervention, Multi-agency referral, reduced demand, dual registration. Further action may result in suspension, managed move, exclusion.

Monitoring

The school records incidents on a secure database. Data records the pupils involved and the sanctions. This Behaviour Tracker is reviewed, if a pattern emerges the Pastoral Team will initiate intervention or consider a pupil for 'reparative' work; involving the classteacher, pupil and parents or carers. All yellow and red cards are recorded on the Behaviour Tracker. Repeated incidents of yellow cards will result in parents or carers receiving a letter. If continued, a meeting will take place with the classteacher and parents or carers to discuss concerns and agree a way forward.

Child on Child Abuse

Child on Child abuse is the **deliberate** act to cause harm to another. This can be physical, verbal or sexual. This will not be tolerated and is a serious act. This is dealt with by the HT/DHT.

Bullying

Any concerns of bullying result in a referral to an anti-bullying officer. School uses the STOP (Several Times on Purpose) Campaign. Please refer to the school's Anti-Bullying Policy.

All staff must REMEMBER: **consistency of approach**; we are **all responsible** for promoting acceptable behaviours- **everywhere** in school.

Therefore, staff have agreed the behaviour expectations. These are:

Staff expectations and Pupil Expectations will aim to meet <i>The Burbage Way</i> . Children will be encouraged to develop the character muscles.		
	Positive/Expected behaviours	Unacceptable behaviours
Classroom	<ul style="list-style-type: none"> • Try your best • <i>Always admit it if we do something wrong</i> • Listen carefully • Follow instructions first time • <i>Work in teams to have fun and achieve more</i> • <i>Help others whenever we can</i> • <i>Never give up, always try our hardest to improve on our personal best</i> • Think carefully • Be brave, have a go • Focused • Kind words, hands and feet • Follow class rules • <i>Treat each other as we would like to be treated</i> • <i>Include everyone in all activities</i> • 'Good sitting', ready to learn • Manners • Hand up to speak • <i>Let someone know if we are finding something hard</i> • <i>Take pride in our work</i> • <i>Take care of our possessions and the school property</i> • <i>Be honest with ourselves</i> • <i>Support others to be the best that they can be</i> • <i>Enjoy challenging ourselves</i> 	<ul style="list-style-type: none"> • Talking over/calling out • Defiance • Damaging school property • Hurting others through words and actions • Rudeness to all adults • Not being honest • Not doing your best • Leaving the classroom without permission • Refusing to work • Inappropriate words/swearing • Bullying • Making others feel unsafe • Toys from home • Entering storage cupboards • Taking items from a teacher's desk
Playground	<ul style="list-style-type: none"> • Listen carefully • Follow instructions first time • Play fairly with others • Kind words, hands and feet • Manners • Take care of our possessions and the school property • Work in teams to have fun and achieve more • Use the zones correctly • Tolerant of others choices • Use the bins for litter • Respect the play leaders • Treat each other as we would like to be treated • Keep our classroom, lunch hall and playground tidy 	<ul style="list-style-type: none"> • Play fighting • Rough play • Entering building before teacher/midday handover • Damaging resources/carelessness • Use of inappropriate words/swearing • Being unkind • Not sharing equipment • Rudeness to all adults • No trading cards • No gifting

	<ul style="list-style-type: none"> • Walk on the paths around the school site 	
Other	<ul style="list-style-type: none"> • <i>Never take anyone for granted and take care of each other</i> • Holding doors open • <i>Make sure our school is a fun place to be</i> • <i>Find time to smile and laugh</i> • Polite greetings • Walking sensibly around school • Listening • Following instructions • Sharing • Patience in cloakrooms • Can Do! attitude • Work as a 'team' • Communicate my worries to a trusted adult • Manners • Be a role model • Toilet hygiene • Taking care of property • Picking things up • Hang coats and bags up • Indoor voices by all • Great attendance • Accepting a mistake • Completing homework • Positive conduct within the community when travelling to and from school • <i>Keep our classroom, lunch hall and playground tidy</i> • Follow school rules before and after school • Use the internet appropriately 	<ul style="list-style-type: none"> • Talking during assembly • Running indoors • Leaning on corridor displays • Inappropriate use of online communication between pupils • Being in the classroom without an adult present

Persistent/Serious Acts of Misconduct

- **Internal Exclusion**

Where appropriate, pupil may be subject to an internal exclusion, working within the school but in isolation to their peers. This should only be used when dealing with a characteristic offence that reflects a pattern. Pupils must still access their learning.

The Headteacher is not authorised, even if requested by the parents or carers, to allow them to voluntarily take their child home to 'reflect'.

- **Suspension and Exclusion**

The school adopts the Local Authority Guidance for this, which may be adopted for pupils who consistently display unacceptable behaviour or act in a manner that is serious enough to warrant its application.

- **Exclusions may be:**

‘Suspension’: A set period of time set by the Headteacher.

‘Exclusion’: Removal from the school roll.

In the case of permanent exclusions, pupils will not be permitted on school site. The Local Authority will be informed of the action and take necessary steps to find alternative education. The school Governing Board adopts the Local Authority guidance regarding exclusions.

- **Specified Suspension times**

The Headteacher may choose to suspend a pupil from school site at specified times in order to address periods where ‘behaviour triggers’ occur. For example, pupils may be suspended from the school site at lunch times, break times or before and after the school day. It is the responsibility of the parent or carer to ensure appropriate care arrangements for their child during any periods of suspension.

- **Positive Handling/reasonable force**

The handling of pupils is to be avoided at all times and staff act in accordance with Positive Handling. As a guide to law:

Only appropriate ‘positive handling’ is to be used in such cases (all occurrences must be reported immediately to a member of the Pastoral Care Team, or a member of the SLT).

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and positive behaviours at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. When considering using reasonable force staff should, in

considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Searching

Only the headteacher and Lead DSL are authorised to carry out a search- together. For example, to search for stolen property or prohibited items. We will also ensure that a matching gender representative is present. The headteacher may not require any other member of staff to undertake a search if they refuse.

The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.

If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Before searching

A search can be considered if the 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. See paragraphs 2-4 on powers to search.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve;
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items but not to search for items which are identified only in the school rules.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

During a search

Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must 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.

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the

search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the 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 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.

A member of staff may search a pupil's outer clothing, pockets, possessions, drawers or bags. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes drawers and bags. A member of staff is able to search drawers or bags or other personal spaces at the school for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the school rules for which a search can be made.

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

The member of staff's power to search outlined above does not enable them to conduct a strip search. No member of staff will conduct a strip search. The Headteacher will not allow an external agency to conduct this on site.

Any questions or concerns regarding this policy should be made to Mrs Z Driver, Executive Headteacher.

This policy has been written in consultation with our Mental Health Steering Group, Mental Health Lead, staff and pupils of B.J.S.

References

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