

HENLEY GREEN

Primary School

Behaviour Policy

2025-2026

Aims and Expectations

Purpose The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils Henley Green to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, to give them the best possible chance of success. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpin this. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way, in an environment where everyone feels happy, safe and secure.

Henley Green has been working with the DfE Behaviour Hubs, to support and promote positive behaviour.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster and value strong and healthy relationships and recognise the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to equip children with strategies to manage their own behaviour and build positive relationships with others.
 - To create a culture of good behaviour: for learning community for life
 - To ensure that all learners are treated fairly and shown respect,
 - To promote firm action against all forms of bullying (including cyber bullying).
 - To ensure suspension is a last resort.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose core values are:

- Kindness
- Respect
- Resilience
- Pride
- Ambition

It is the policy of the school to encourage good behaviour rather than simply punish unacceptable behaviour. Nevertheless, unacceptable behaviour will be addressed in an appropriate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and become positive, responsible, and increasingly independent members of the school community.

We recognise that in the whole area of relationships between staff and children, there should be consistency of treatment, together with fairness and justice for all involved. The school also recognises the need to ensure a consistency of response to unacceptable behaviour irrespective of the gender, ethnicity or social background of the individual involved. We understand the importance of encouraging parental support and responsibility in the maintenance of behaviour expectations.

As a staff, we believe that the prevention of situations where physical restraint is used is always preferable to a reaction to a situation. This policy follows City-level agreed procedures, especially in the area of safeguarding children. At Henley Green Primary School, unless a child is in serious and immediate danger, this will only be undertaken by a member of staff trained in Team Teach (usually a member of the Leadership Team)

Promoting Positive Behaviour

Good behaviour must be modelled and promoted by all staff at all times. Around school, children are given regular, specific praise for excellent behaviour. Our school reward system is Dojos, an online behaviour management system that encourages and reinforces positive behaviour linked to Henley Green's core values. We also give award 'Diamond Dips' for following our school Core values. The reward systems are designed to celebrate and encourage the school's core values so children develop a positive attitude towards their learning and development, and to support them to become responsible members of the school community.

Collecting Rewards

Dojos and Diamond Dips can be rewarded to children by any adult in school. When awarding it is important that the adult is specific about the reason for giving the reward in order to reinforce the positive behaviour of the school's core values that a child is showing. Dojos are collected electronically or **via a token** which is then converted electronically. Diamond Dips are in the form of 'tickets' which are entered into a 'Diamond Dip' raffle jar. In EYFS and KS1, when children receive 30 or 50 Dojos respectively, they are awarded a certificate and prize in our achievement assembly. For KS2 this is 100 Dojos

Each week, every class will have two awards for 'Star of the Week': Stars are awarded for children who have shown excellence in demonstrating our five core values in any aspect of school life. The child(ren) will receive a certificate home to parents, a badge (KS1) and a mention on class DOJO.

Children are also invited to 'Hot Chocolate With the Head Teacher' on Friday afternoons. They are chosen by their teachers and rewarded for exemplary behaviour and for demonstrating our school core values.

Behaviour for Learning


Through teaching and promoting the core values, children at Henley Green learn that to achieve well and succeed in school, they must work hard, concentrate and persevere when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, and, in every lesson, teachers always ensure that the classroom is well organised, resources for lessons are prepared and all classes have established routines that maximise learning time. In all classes, positive behaviour is promoted, expected and encouraged.


Children, parents and staff have all been involved in the creation of the school policy and therefore have ownership over it.

Expectations of Adults:

- We ensure that all children are greeted at the door every day
- We ensure that children are met at the end of every lunch time
- We work through 'Relentless Routines' with children, whereby we continually reinforce our behaviour expectations.
- We never walk past or ignore children who are making the wrong behaviour choices.
- We model positive behaviours
- We are calm and try to 'prevent' before giving sanctions
- We have restorative conversations with children when they have made the wrong choices.

Relentless Routines and Restorative Conversation Scripts


What happened?
What were you thinking and feeling at the time?
How did this make other people feel?
Who has been affected and how?
What should we do to put things right?
If this happened <u>again</u> what would you do differently?


<u>We walk around school at all times.</u>
We line up quietly, one behind the other.
We are respectful to everyone that we speak to.
We listen to instructions and follow them.
We follow our school Core Values
We sit down in the dinner hall and stay in our spaces.


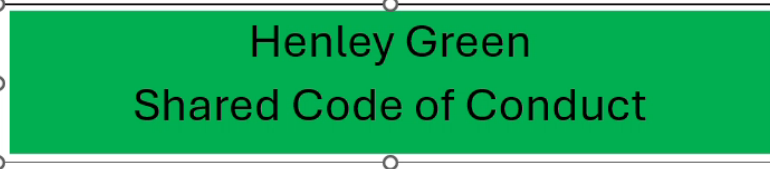


Charts Devised by Children and Staff – displayed in all areas of the School

KS1 Behaviour Chart						
Why will I get this consequence?	Verbal Warning	Lose Playtime	Work in the corridor	Lunchtime Reflection (10/20 mins)	Internal Suspension CT to phone home/speak to parent Child to be brought to office in morning/dismissed from office if in the afternoon Record on CPOMS	External Suspension
	Not on task	Persistence of previous behaviour	Persistence of previous behaviour	Persistence of previous behaviour	Persistence of previous behaviour	Persistence of previous behaviour
	Not following instructions	Not using kind words – name calling, unkind to friends	Continued behaviour from verbal warning and loss of playtime.	Not using kind words – swearing	Picking up and throwing or attempting to throw chairs or pushing tables.	Hurting staff or other children
	Not doing what an adult is asking	More than 3 reminders of verbal warning behaviours	Not following instructions or any of the verbal warnings.	Walking out the classroom by choice (after play)	Racist/Homophobic language	Persistent racial or prejudicial language or acts
	Stopping others from their learning	Not completing work in the lesson	Refusing to do work	Being rude or disrespectful to a member of staff	Persistent defiance	
	Not using kind hands/ kind feet	Breaking equipment on purpose.	Inappropriate use of IT	Taking other children`s/adults` property.		
	Shouting out	Walking out the classroom by choice (before		Destruction of classroom equipment		
	Not listening to the teacher			Fighting on the playground		
	Leaving the classroom without being told					

KS2 Behaviour Chart					
Why will I get this consequence?	Verbal Warning	Lose playtime or <u>lunchtime</u> 5-10 mins	Lunchtime Reflection (10/20 mins) or lunchtime suspension Record on CPOMS	Internal Suspension CT to phone home/speak to parent (or the member of staff who dealt with the incident) Child to be brought to office in morning/dismissed from office if in the afternoon Record on CPOMS	External Suspension Record on CPOMS
	Chatting in the lesson	Persistence of previous behaviour	Persistence of previous behaviour	Persistence of previous behaviours	Fighting leading to serious injury.
	Touching equipment when you should have empty hands.	If verbal warnings continue	Swearing at staff or children Fighting	Fighting on several occasions	Physical attack on staff.
	Not listening /concentrating	Refusing to do <u>work</u>	Deliberately damaging school property	Persistent refusal to enter the classroom or running <u>away</u>	Serious acts of sustained violence towards pupils and staff
	Distracting others	Throwing equipment across the table	Walking away from adults when they are talking to <u>you</u>	Deliberately hurting another child/violence <u>e.g.</u> spitting, hitting, kicking, pushing, shoving, punching.	Leaving school premises without consent
	Eye rolling/ negative body language	Name calling	Leaving the classroom without permission.	Violating other children`s privacy	Persistent racial or prejudicial language or acts
	Being out of your seat when you shouldn't <u>be</u>	Answering back	Continual refusal to do <u>work</u>	Bullying including cyber <u>bullying</u>	
	Swinging on chairs	Play <u>fighting</u>	Having a mobile phone in school	Racial or prejudicial acts	
			Inappropriate use of IT	Bringing dangerous items into school	
			Being rude or disrespectful to a member of staff.	Using technology inappropriately	

Henley Green Code of Conduct (COC)

Our Henley Green Code of Conduct applies to everyone in school. It outlines our shared language and expectations for behaviour. All staff support the COC and abide by it. The Head Teacher and other senior staff revisit and revise the COC regularly with children in assemblies and teachers explicitly teach it.

	 Henley Green Shared Code of Conduct	
<p>This is how we line up...</p> 	<ul style="list-style-type: none">• In our line order• One behind the other• Silently• In a straight line – looking at the person’s head in front of <u>you</u>• Facing forwards• Arms by our sides	

This is how we walk around school...



- Walking feet at all times
- Using an indoor voice



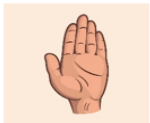
This is how we attend assembly...



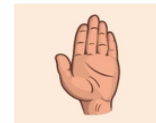
assembly

- Walk in to assembly in a straight line
- Silently
- On time
- Wait to be told to sit down by an adult
- Face the front
- Crossed legs
- Make space for each other

This is how we know that we have to be silent and listen to an adult...



- The adult will raise their hand
- We will raise our hands
- We will all be silent and look towards the adult



This is how we show respect when someone is talking to us...

Active Listening



- Look at the person who is talking
- Stop what we are doing
- Stay still
- Both feet on the floor
- Let them finish speaking before we speak
- My turn, your turn – when speaking

This is how we show pride and respect in the hall at lunchtimes...



- Walk into the hall
- Line up one behind the other
- Find a seat and stay sitting in the seat
- Use an indoor voice
- Talk to children on your table
- Put our hands up if we want to speak to an adult
- Use knives, forks and spoons to eat with
- Clear up after ourselves
- Leave by the back door and go straight outside

This is how we show pride, respect and kindness at breaktimes...

- Stay in our area.
- Show kind hands and feet.
- Use positive language to everyone.
- Put rubbish in the bin.
- Ask an adult if we want to go inside.
- Stand still when we hear a whistle.



This is how we leave and enter classrooms at the beginning and end of the day...

- Hang up our belongings and make sure they stay on the peg.
- Hang all coats and bags back up if they fall off the pegs
- Collect a bagel to eat inside the classroom
- At the end of the day, we wait quietly to be called before we go to the exit door
- Walking feet at all times



Behaviour Chart for Early Years Children

Positive reinforcement of desired behaviour
(used 3 times before next step)



Distraction – offer a change of situation



Reset of expectations



... Walking feet
... Kind hands/ feet
... Kind words
... Staying in the line

Busy learning suggestions:
... come and play with me over here ...
... let's have some time in ...

Setting a challenge
... can you find me ...
... can you make me ...

Carpet time suggestions:
... please can you get me a ***?
... please can you help me?

Thinking time

Dedicated space:

Little Acorns - ledge space

Nursery - area near door

Reception - circular mat for both classes

Time length:

Little Acorns/ Nursery - 1 minute

Reception - 5 minute timer

During time out, child does not get any attention/ positive or negative.

Staff member sits supervising at appropriate level.

.... **stop** running

.... **no** climbing

.... **finished** throwing

.... You are not showing me 'walking feet/ kind hands'

.... You now need some time to stop and think about how to show me



Restorative conversation

Notes:

- ... (insert child's name)
- Staff to use a quiet, calm voice
- One member of staff supports thinking time. Other members should not engage/ acknowledge the unless indicated otherwise but the supporting member of staff.

Our Early Year Outcomes are for our children to be:



Little Acorns/ Nursery –

.... (behaviour) is finished now.

Redirect child to a different activity

Nursery/ Reception -

.... you weren't keeping X safe when you remember we ... at Nursery/ School.

Expected Behaviour Online

The school will be responsible for ensuring that the school infrastructure/network is as safe and secure as possible and that policies and procedures approved within this policy are implemented. There will be regular reviews and audits of the safety and security of school technical systems.

All users in Y1-Y6 are provided with a username and secure password which are held by Class Teachers. Technical staff and the Computing Lead will keep an up to date record of users and their usernames. Users are responsible for the security of their username and password.

Internet access is filtered for all users. Illegal content is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list. Content lists are regularly updated and internet use is logged and regularly monitored through Impero. Children access the internet via the Impero system. School/ technical staff regularly monitor and record the activity of users on the school technical systems and users are made aware of this in the acceptable use agreement. Where children are using the internet inappropriately, this will be managed by SLT and sanctions may apply.

Mobile Phones

Children are not permitted to bring mobile phones to school unless they are in Y6 and have permission from a parent to walk home from school. If children bring phones into school with parental permission, the phone will be handed to an adult in year 6 in the morning, who will ensure that the phone is locked away and remains so until the end of the day. An adult will then return the phone before children walk home. Adults in school are not permitted to have mobile phones on their person in school and mobile phones must

be kept away from children. The exception is during staff break times or during PPA times, when staff are using designated areas, designed specifically for staff only and away from children.

Children with Additional Needs

We recognise that some children find making good choices in their behaviour challenging. If children are regularly displaying unacceptable behaviours, they will be referred to the school's Family Support and leadership team and a support programme of work will be planned with the SENDCO and the class teacher. This may also mean that children will have specific and tailored behaviour approaches that differ slightly from the whole school approach.

Children with attachment difficulties may find self-regulating their emotions a challenge. These children need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make the right choices.

Only when the child has been supported to calm themselves will the consequences of the behaviour be discussed. Adults make clear distinctions between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions.

It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying areas of poor behaviour. Behaviour is often a reaction to events or circumstances so adults need to understand how a change to provision or practice for the group or individual can help. At Henley Green, we have a team of learning mentors who also support children to manage their emotion and behaviour as individuals.

Induction of New Pupils and Staff

All new children and families are given a copy of the school behaviour policy as part of induction with the family support team. It is important that parents and carers understand the school core values and how the school promotes positive behavior. We ensure that the new pupils understand the school behaviour chart, support them to recognise rewards for positive behaviour and to make the right behaviour choices.

As part of new staff induction, all staff receive a copy of the behaviour policy, safeguarding documents and safeguarding CPD. All staff have ongoing CPD to ensure understanding and consistency of the policy. Any amendments made to the policy are made in conjunction with staff, children and parents.

Supply staff all have access to the behaviour class chart and use the same consistent rewards as permanent staff. Year group staff will talk supply staff through the system on arrival to the class they are covering.

Permanent staff continue to receive regular CPD from Senior members of staff as part of the Behaviour Hubs programme.

Behaviour Off Site

Where pupils are not adhering to our school values on the way to or from school, or near school premises, school may consider it reasonable to impose sanctions for inappropriate behaviour outside of school. Parents will be informed, and school will decide on the appropriate level of sanction. School will take into consideration:

- the severity of undesired behaviour
- the effect that the behaviour has had or may have on other pupils or members of the school community

Roles and Responsibilities of Designated Staff and Governors

Our designated Governor for Safeguarding and Behaviour is Gemma Sumner

Designated Safeguarding Lead – Rebecca Bond, Head Teacher

Deputy Designated Safeguarding Leads:

Cat Strickland – Deputy Head Teacher

Estelle Collett-Cox – Deputy Head Teacher

Jan Fossick – Family Support Team Manager

Jacqui Barker – Family Support Team

Kim Morris – Family Support Team and Attendance Officer

SENDSCO and Mental Health Lead – Estelle Collet-Cox

Child on Child abuse Including Sexual Violence and Sexual Harassment

Henley Green understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies.

Expected action taken from all staff at Henley Green;

It is important to deal with a situation of child-on-child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?).

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm, you must follow Henley Green safeguarding child protection procedures (where a crime has been committed the police should be involved also). If this is the case, once children services have been contacted and decided on what will happen next then you will be informed on your next steps.

Inform parents

If, once appropriate advice has been sought from police/children's services you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents.

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of harmful sexual behaviour, it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site. Particular support from identified services may be necessary through school/strengthening families/early help referral and the young person may require additional support from family members.

In the event that an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by Henley Green staff and referral to the MASH will be considered.

Henley Green will never pass off child on child abuse as 'banter', 'having a laugh'. 'Part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

The school will adhere to guidance set out in Keeping Children Safe in Education (2023) and Sexual Violence and Sexual Harassment in Schools (September 2022) when responding to incidents of child-on-child abuse.

Internal Suspension

To support children who are presenting challenging behaviour in the classroom, children may temporarily work in a separate area of school with a member of the Senior Leadership Team. The aim is to ensure they understand the acceptable behaviour in school and have a chance to re-set their behaviour with support. They will be supported by senior staff at all times and encouraged to have restorative conversations to take ownership of their choices. Parents are always informed of any internal suspension.

Short Term Reduced Timetables

In exceptional circumstances, there may be a need for a temporary, fixed term, part time timetable to meet a pupil's individual needs. Parents will attend a meeting with a senior leader to discuss the reduced timetable and will be given a signed copy of the plan at the end of the meeting. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors and the Local Authority. The action plan will:

- Specify an end date that the child is expected to return to full-time education
- Be reviewed at least fortnightly
- Be shared and understood by parents with clearly recorded objectives

- Be signed by parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will supervised when they off site

Reintegration Following a Fixed Term Suspension

If a child has been suspended from school, they will attend a reintegration meeting (with their parent/carer) on their first day back with a senior leader and parents/carers. This meeting will be to reflect on the behaviour that led to the suspension, to allow the child to understand how to repair the impact of their behaviour and promote a climate of success and expectation for when they return to class. Strategies for reintegration may include:

- A fixed period transition plan building up a child's time back in school.
- Actions for parents to put in place at home.
- Learning Mentor support or Family Support Team work either 1:1 or in the classroom- to support reintegration to school code of conduct.

In extreme cases the child may be permanently excluded; this sanction is used with the greatest reluctance. Fixed term suspensions and and permanent exclusions will follow guidelines set by DfE and the Local Authority.

If children have persistent unacceptable behavior, an individual behaviour plan will be put into place. This will outline support given by class teacher, learning mentors, senior leaders and external agencies where appropriate. The plan will be devised with the pupil and shared with parents in a meeting with the Head Teacher. The behaviour plan will support pupil identification of regulation and re-regulation and will involve support from parents and carers.

EYFS and Transition To Y1

In the foundation stage, the development of children's personal and social skills is very much at the heart of the curriculum. Children will have regular keyworker discussions about different types of behaviour and the consequences each behaviour has on others. If a child displays unwanted behaviour, the child will be given time to reflect on their behaviour and asked, with support, to think how they can improve it.

If a behaviour is dangerous to the child or others around them, then either they will be moved immediately to a safe place or if safer to do so, other children will be moved to a safe space.

It is essential that the reason for thinking time is clearly explained to the child so they understand which core value they have not shown. Following thinking time children should be praised for good behaviour to ensure positive re enforcement of Henley Green's core values.

Tracking and Monitoring Behaviour

All behaviour incidents will all be logged on CPOMS where they may need to be followed up by senior leaders and the Family Support team or Learning Mentors as necessary. Learning Mentors and the Family Support Team may also meet with the Family Support Team to discuss referrals for support.

Logged behaviour incidents are monitored on a weekly basis by the Headteacher and Senior Leaders who access all incidents. Every two weeks the Head Teacher meets with the Family Support Team, this allows any persistent issues to be identified. If a child is persistently making poor behaviour choices, this may indicate a safeguarding issue or signal an unmet learning or developmental need. Behaviour will be discussed with parents and support put in place.

Lunchtime Behaviour

Lunchtime supervisors will follow the same behaviour policy as teaching staff. They will always role model good behaviour, be positive, and praise children as much as possible for good behaviour choices. Lunchtime Supervisors will award Dojos to children and explain what core value a child is showing.

Lunchtime supervisors will support children to make good behaviour choices at lunchtimes. If the behaviour continues or if it is felt it is not safe for the child to stay on the playground, a member of SLT will be called. SLT will decide on the next steps. The reason for calling for SLT support should be clearly explained to the child.

Lunchtime Supervisors are expected to deal with behaviour issues that occur at lunchtime and any incidents will be fed back to the teacher or teaching assistant at handover time at the end of lunch time.

Malicious Allegations Against Staff

Any allegation against staff will be fully investigated by the Headteacher and, if the allegation is found to be malicious, consequences will be put in place and may lead to staff suspension.

Team Teach

Many of our staff have been Team Teach trained. *'Team Teach is an accredited, award-winning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.'* Team Teach teaches positive behaviour strategies and de-escalation skills in a positive and respectful manner.

As a staff, we believe that the prevention of situations where physical restraint is used is always preferable. This policy follows City-level agreed procedures. At Henley Green Primary School, and only if a child is in serious and immediate danger, physical restraint will be undertaken by a member of staff trained in Team Teach (usually a member of the Leadership Team).

Searching, Screening and Confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school identify as an item which may be searched for.

The list of prohibited items is:

- **knives and weapons;**
- **alcohol;**
- **illegal drugs;**
- **stolen items;**
- **any article that the member of staff reasonably suspects has been, or is likely to be used:**
- **to commit an offence, or**
- **to cause personal injury to, or damage to property of; any person(including the pupil).**
- **an article specified in regulations:**
- **tobacco and cigarette papers;**
- **fireworks; and**
- **pornographic images.**

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

- If a child is found in possession of a prohibited item as listed above the school will follow policy as outlined in Searching, Screening and Confiscation: Advice for Schools DfE July 2022. This will be in conjunction with school sanctions appropriate to the age and circumstances of the child involved.

This policy is to be read in conjunction with the School policies published on our website:

- SEND Policy
- Online Safety Policy & Acceptable use of IT Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Staff code of conduct – for expectations for all staff.
- Searching, Screening and Confiscation: Advice for Schools DfE July 2022.

Review Programme	Annually
Ratified by Governors	September 2025
Signed – Chair of Governors:	Chris Lockwood
Signed – Head Teacher	Rebecca Bond