

# BEHAVIOUR POLICY FOR RIVER VIEW PRIMARY SCHOOL



Date of issue: *July 2011*

Reviewed: *January 2024*

Date of next review: *September 2024*



## CORE BELIEFS/MISSION STATEMENT

At River View, our aim is to have happy and secure children in an environment that promotes good behaviour. This is driven through strong and effective relationships, respect for all, regardless of race, gender or creed and civilised behaviour which ensures the safety and well-being of all staff and pupils. We strive to give children a sense of self-respect; to help them attain success at their own level, growing in confidence and hence in the ability to respect and co-operate with others. Our children understand that our approach is consistent and fair, providing opportunities for them to behave well. The children understand that the language staff use will always refer to their behaviour and will not be directed at the child.

River View's behaviour system is underpinned by our school motto:

**Be Your Best Self: work hard, show respect, be a good citizen.**

## AIMS

At River View, all staff will:

- Recognise and highlight good behaviour
- Ensure that all children are praised for behaving well
- Ensure criticism is constructive - highlighting the inappropriate behaviour and not directed at the child
- Explain and model the behaviour we expect to see
- Encourage children to be responsible for their own behaviour
- Inform parents about children's good behaviour
- Reward individual and groups of children for behaving well
- Be consistent in their approach to dealing with all behaviours
- Promote routines that support good behaviour
- Create a learning environment
- Record levels of behaviour on the school system for future reference
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies using praise
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

At River View, all children understand that good behaviour impacts on their learning. All children will:

- Recognise positive behaviour in others
- Understand that positive behaviours will be rewarded
- Be positive role models for each other
- Respect themselves and each other by following school rules
- Understand that negative behaviour has a consequence
- Accept that the more severe the behaviour, the more severe the consequence

## POSITIVE BEHAVIOUR AND REWARDS

At River View, we have a positive approach to behaviour. School rules have been written in conjunction with the children and are referred to at all times. These are written using positive language to reinforce whole school expectations of behaviour. The school uses a variety of rewards, both whole school and in class. These are used to promote good behaviour, good work and effort. Reward systems include but are not limited to:

- Verbal praise & gestures which are specific to behaviour and learning
- Rewards from class teachers and from the head/deputy
- Celebration Assembly led by SLT
- Raffle tickets
- Certificates
- Attendance awards & incentives
- Dojos
- Behaviour days
- Individual class rewards based on targets
- Whole phase targets & rewards
- 'Special' time incentives
- Letters and phone calls home
- Playground leaders
- Secret student

This list is not exhaustive and not all these reward systems are used at all times. All staff make sure that rewards are relevant to both groups and individuals. Targets are set with specific behaviour goals.

### Whole school reward system

Our whole school reward system is designed so that the children who are always behaving appropriately are the ones who are rewarded.

At the end of every day, all children who have completed the day without a consequence will be able to colour in a square on their behaviour chart. At the end of each half term, all children who have coloured the required number of boxes coloured will take part in the whole school behaviour reward.

Children's behaviour achievements are recorded every half term and reported to the Head teacher. At the end of the year, children are rewarded behaviour badges if they meet their behaviour target every half term.

### Class reward systems

Every class runs their own reward system which is designed by the teacher to support any particular behaviours in their class. This will be recorded individually by each class teacher and a reward will be given at the end of every half term.

### Individual reward systems

Individual reward systems may be set up for particular children where appropriate to help improve a specific behaviour. This system may be in connection with a child's IBP. The individual reward system is short, specific and achievable. Parents are informed when an individual reward system is put in place so they are able to support with this at home.

## INAPPROPRIATE BEHAVIOUR AND CONSEQUENCES

Rewards are the principal driving force in creating a positive and effective learning environment for all pupils and staff. We do, however, recognise that consequences should be issued when negative behaviours have been displayed.

At River View, children are aware of the boundaries and consequences placed on negative behaviour. They recognise that, on displaying the negative behaviours, they will receive a consequence that is in line with their behaviour. These consequences and levels of behaviour will be displayed in a consequence chart which is referred to by all staff and remains consistent across phases. (see below)

Children will be given the opportunity to reflect on their behaviour and make plans for a positive change. It is expected that the child takes responsibility for their behaviour and endeavours to restore the balance of relationships through an apology. It is also anticipated that children will learn to manage their own behaviour through the use of class and group strategies but that they learn to develop their own strategies for controlling their behaviour.

It is expected that staff keep records of children who have displayed serious or ongoing behaviours using Integris. This can then be referred to when more serious consequences are issued and/or when reporting back to parents. The behaviour log is received by the Head teacher every fortnight to look for trends and to ensure that key children receive appropriate support.

### **Responding to developing concerns**

From time to time particular aspects of behaviour may become a concern. The school leadership team, guided by the head teacher, meets to discuss the concerns and develop a suitable response. This could include but not limited to:

- a meeting with children or parents
- a letter home
- a temporary time limited adjustment to the usual timetable
- a report card or behaviour contract focused on a particular behaviour and linked to a particular reward
- the removal of the reward where behaviour hasn't improved

If it is deemed that a child is displaying extreme behaviours that may affect the safety of themselves or others, staff will use appropriate measures to ensure their safety in line with Local Authority guidelines and school policy. This could include the decision to remove a child from a trip or event.

The following chart has been discussed with children and staff in order to make it relevant to a whole school approach.

# Be Your Best Self @ River View

**Our behaviour at River View is driven by our motto**

**Be Your Best Self.**

**This includes:**

**Work hard**

**Show respect**

**Be a good citizen**

**At River View, we expect children to show this behaviour every day. When children complete their 'Be Your Best Self' behaviour log they will be rewarded at the end of each half term.**



## **Medium Level**

Telling Lies  
 Not staying in seat during lesson time  
 Distracting others-giving petrol  
 Shouting out  
 Name calling  
 Refusing to take consequences  
 Causing damage  
 Disrespectful speech to adults  
 Ignoring staff instructions  
 Throwing objects  
 Threatening other children  
 Hurting other children on purpose  
 Making ourselves and others unsafe  
 Fighting  
 Swearing/using offensive language  
 Treating others in a disrespectful way

Parents will be informed when a child receives a missed break. If a child receives more than 3 missed breaks during one week, individual behaviour support will be given

Caution (once a caution has been given, teachers will set a timer for 2 minutes take-up time, speak to the child individually- 'How are you feeling?' 'Is there a reason for this behaviour?')

Missed break

½ Consequence Time – parents informed by HT/DHT

Full Consequence Time - parents informed by HT/DHT

## **High Level**

Swearing/using offensive language to a member of staff  
 Physical aggression towards an adult  
 Threatening an adult  
 Leaving class or school without permission  
 Stealing  
 Damaging property  
 Breaking Health and Safety Rules; e.g. pond, boundary, balconies.  
 Kicking, punching, thumping (etc.) objects around school; e.g., walls, furniture  
 Bringing banned items into school

Full consequence time - parents informed by HT/DHT

Isolation 1 session – parents phoned

Isolation 2 sessions – parents phoned

Isolation from all children all day- parents phoned and meeting arranged

Brought back from school trip

Suspension

Permanent Exclusion

**This school does not tolerate Child-on-child abuse. This could include cyberbullying, bullying or hurting another child either physically or mentally, racist or homophobic abuse, making rude or sexual comments about another child, sharing rude photographs (sexting), upskirting or humiliating another child as a test to join a group. If child-on-child abuse is suspected, this will always be dealt with by senior staff in line with other high level behaviour.**

Notes:

- Exclusion (permanent) is only used in exceptional circumstances, where there has been an extremely serious incident or where there has been a long series of misdemeanours. It is only considered when there is a threat to the provision of efficient education, or the safety and welfare of the majority of children, where the school rules have been persistently broken or where physical or verbal abuse is offered to staff and all behaviour strategies have been exhausted.
- In nearly all cases the decision to move to an after school detention (consequence) will be made by or in consultation with a member of the senior leadership team.
- Medium levels consequences will be issued by teaching staff in conjunction with SLT. **Where a member of staff feels a child's behaviour has reached high level (red), the appropriate consequence will be decided upon after consultation with a member of the SLT.** These will be recorded in Integris.

## BULLYING

As a staff we aim to keep the issue of bullying in the open and see the following steps to be essential if we are to deal with bullying in a positive way:

- Be available – We are aware that bullying goes on and that we are always ready to listen to any concerns the children have.
- Investigate - Each incident is investigated as soon as possible and all parties are asked to give their views, discretion is always used.
- Record – The teacher who is investigating will record the incident with a Senior Management Team member if it is felt necessary a written record will be kept. The children are told of this process so they realise that the incident is taken seriously.
- Respond – Depending on the severity of the incident there are various responses and consequences available to the Head teacher (stated previously).
- Follow-up – Usually in the form of a meeting, it is important for the children to know that they are supported in a positive way.
- Educate-children are taught through the curriculum what to do if they feel they are being bullied themselves or they suspect someone is being bullied.

When responding to issues of cyberbullying, these procedures apply. Children are taught how to collect evidence through the use of new technologies and how to report or block people online. For additional information, please see the school's Acceptable Use Policy.

## PLAYGROUND BEHAVIOUR

At River View, we have recognised that children's behaviour can be affected during unstructured social times. Therefore, we have endeavoured to ensure the correct supervision and systems are in place to aid and model good behaviour to all children. We have invested on improving our

outdoor spaces creating lots of opportunities for children to experience engaging play during play times. Some of these include:

- BMX track
- Ping pong tables
- climbing frame
- 'look out' area
- forest area
- organised activities such as football, rounders and hockey
- orienteering
- sculptures

## BEHAVIOUR AND SEN

Children who have been recognised to have a Special Educational Need with regards to their behaviour are given an Individual Behaviour Plan (IBP). This outlines any difficulties the child may have and the approaches used by staff to help combat these problems. IBPs have clear success criteria and time scales incorporated into them to aid the evaluation and reviewing process. These are issued following discussions with parents, staff and other professionals where required.

At River View, we work alongside other agencies to support our behaviour policy.

The partnership between home and school is vital and needs to be a positive working relationship which the child may benefit from. We always seek parental support when dealing with behaviour issues in school. Parents are encouraged to work with school and share strategies which can be implemented both at home and school.

Support for children and their families can also be accessed through our Child and Family Development officer.

River View also works closely with other agencies such as the Primary Inclusion Team, CAMHS, Educational Psychologists, Local Community Police Officers, Education Welfare Officer (EWO), Early Help Coordinator, School Nurse and other support services and these are involved when needed.

## STAFF TRAINING

All staff follow the behaviour policy and receive additional training when required.

Additional training is provided by outside agencies and, when appropriate, in conjunction with other schools, to support children with specific needs that may impact on behaviour.

## ADDITIONAL POINTS TO NOTE

- We will endeavour to use positive reinforcement of appropriate behaviour as the primary means of dealing with inappropriate behaviour.
- We will record incidents on the school systems.
- We will always offer children a choice, e.g. 'you can choose to lose 2 minutes off break or you can choose to carry on with your work' and we will endeavour to allow 'take up time.'

- We will ensure our response to inappropriate behaviour does not escalate the situation and any consequences will be given in a calm and caring manner where alternative courses of actions are developed.
- We will ensure that the consequence relates to the level of behaviour displayed and is not excessive but relevant to the child.
- We will endeavour to treat children with the utmost respect at all times, never using sarcasm or demeaning speech or physical presence. The sanction is the consequence and not public humiliation.
- We will give the required period of time to parents when informing them of consequence time after school and make sure the arrangements fit in with parents' needs.
- Where a consequence has been given, we will always discuss with the child after the incident so the child is clear what went wrong, why it went wrong and how to deal with the situation better next time. This includes ensuring the child has the chance to apologise to the appropriate person for their behaviour and make amends.
- We will involve and work with outside agencies to ensure that every child has access to the support they need.

*We recognise that every day should be seen as a new day with children being given the opportunity to make a fresh start following a consequence.*

## APPENDIX 1: WHOLE SCHOOL POSITIVE BEHAVIOUR STRATEGIES

### WALKABOUT

The aim of walkabout is to ensure that pupils are moving around the school in a safe and sensible manner.

Pupils should:

- Walk in a line
- Respect others who may be working by keeping noise level to minimum
- Keep to the left hand side when walking down the stairs
- Enter and leave assembly in a quiet line

### WALKABOUT-AWARDING POINTS

- Each class will begin the day on 8 points. Points are added or removed depending on how well the children are moving around the school
- Points will be awarded and recorded on each classroom door at the end of each day
- Members of staff should carry a number fan to show points
- Members of staff should escort the class/groups they are responsible for around the building at key times during the day:
- Staff should ensure that pupils are collected promptly at the end of each break to ensure that learning time is not lost.
- Class points run from Friday until Thursday and will be collected on a Friday morning. The week's winning class will be awarded an extra 10 minutes play on Friday (to be supervised by the class teacher) and will hold the walkabout teddy for a week.



## APPENDIX 2: RIVER VIEW ENVIRONMENT CHECKLIST

In every classroom there will be displayed:

- the consequence chart
- children's 'behaviour log' charts
- any specific class reward system
- 'Give Me 5' rules-ears listening, eyes looking, hands and body still, mouths closed, brains engaged may be used
- the 'Walkabout' score

## APPENDIX 3: REFRESH

**Refresh** sits between isolation and exclusion as an extension of an isolation. It will be a longer period of supervised time in a room where the children will have no contact with other children, including break time and lunchtimes.

Refresh 1 – half a day

Refresh 2 – full day

Refresh 3 – two days

### PROCEDURE FOR REFRESH

1. Parents/carers contacted to explain arrangements and reasons for Refresh consequence including length of time child will be in Refresh

**PLEASE NOTE:** *Parents will **always** be offered the opportunity to view the Refresh area if they wish*

2. Staff member supervising Refresh collects work for the child to complete prior to the start of the Refresh consequence
3. Following day/same day - Child is brought to Reception by parent/carer
4. Child is met by member of staff (CFST member) and taken to Refresh room
5. Child is taken to the Refresh room to complete work for the period of time agreed
6. Child has break times and lunchtimes in Refresh room. (Those children on school dinners have lunches brought to them by a member of staff) If the child needs fresh air then this can be done outside the normal break and lunchtimes
7. Prior to the end of Refresh, behaviour is discussed with child and approaches to support behaviour improvement are negotiated and agreed.

### ORGANISATION OF REFRESH

#### HOW IS THIS DIFFERENT TO ISOLATION?

Isolation is a fixed period of time for a child to be out of class, monitored by a member of staff, and can be in another part of the school or outside another classroom. Refresh is a school suspension which is longer than 1 or 2 sessions where children have no contact with other pupils during the agreed period of time.

#### WHO CAN ISSUE THIS LEVEL OF CONSEQUENCE?

Only senior leaders can issue a red level consequence – including a Refresh consequence – following an investigation of the behaviour with child and staff members and **contact with the parent/carer.**

#### HOW WILL THIS BE RECORDED AND MONITORED?

Any orange or red level consequence is recorded in Integris by the staff member who has issued the consequence. Behaviour reports are produced fortnightly and analysed by senior leaders to identify trends and patterns and any further interventions that are required.

## APPENDIX 4: RPI

Challenging behaviours often form a pattern, in which episodes of behaviour may become out of control, requiring trained staff to intervene to maintain an appropriate learning environment, prevent injury or property damage. It may be necessary for individual solutions to challenging behaviours to include some form of physical intervention. This use of physical intervention is referred to as Restrictive Physical Intervention (RPI).

### RESTRICTIVE PHYSICAL INTERVENTION (RPI)

Restrictive Physical Intervention (RPI) describes a wide range of strategies which can be used to manage children and young people who put themselves and others in danger or are likely to cause significant damage to property. It does not just refer to hands on contact by one person on another.

### KEY PRINCIPLES OF RPI

This strategy is founded on a number of key principles. They underpin the need to understand the use of restrictive practices in River View and to ensure that when, as a last resort they have to be used, it is in the most supportive manner.

At River View we believe:

- Children and Young People's human rights must be protected and honoured at all times.
- Understanding people's behaviour allows their unique and individual needs to be identified and quality of life enhanced.
- Involvement and participation of service users, their families, carers and advocates is essential.
- People must be treated with compassion, dignity and kindness.
- Education, health and social care services must keep people safe and free from harm
- Positive relationships between the people who deliver services and those they serve must be protected and preserved.

### IMPLEMENTATION OF RESTRICTIVE PHYSICAL INTERVENTION (RPI)

River View Primary School will ensure that Behaviour Support Plans include the full range of strategies to be used with that child and aim to prevent the use of restrictive practices. RPI will be included in the plans where necessary.

If it is necessary to use RPI then it will be carried out by Staff who have been trained through specialised agencies although this does not undermine or supersede the authority for all staff to use reasonable force in line with the DfE guidelines; [Use of Reasonable Force July 2013](#)

The SEN & Behaviour support staff will ensure that reviews of Behaviour Support Plans are included within their internal audit / monitoring / evaluating and reporting programmes. Schools and settings will ensure that the recording of RPI is reported annually to the governing body and where requested to the Local Authority.

If RPI is used, school will:

- record in the RPI log book
- record on Integris
- inform parents

## APPENDIX 5

Following the publication of OFSTEDs review of sexual abuse in schools from Summer 2021 and changes to Keeping Children Safe in Education 2021 school has considered the recommendations and has responded as follows:

<p><b>School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.</b></p>	
<p><b>In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:</b></p>	<p><b>River View Response</b></p>
<ul style="list-style-type: none"> <li>● a carefully sequenced RSHE curriculum, based on the Department for Education’s (DfE’s) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of ‘nudes</li> </ul>	<p>School uses Jigsaw:          “Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.”</p>

<ul style="list-style-type: none"> <li>• high-quality training for teachers delivering RSHE</li> </ul>	<p>All teachers receive training before they deliver the Jigsaw programme. This is delivered by the DSL, the HT, The subject leader and with ongoing support from the phase leaders. During the September INSET staff were briefed about OFSTED's current findings on Peer on peer abuse as outlined in the Keeping Children Safe In Education documentation. Staff were made aware that we must prevent a culture that ignores and inadvertently promotes sexual harassment and violence. Staff were directed to the many lessons within our Computing and SMSC JIGSAW scheme for each year group, which help to inform and keep our children safe. The scheme includes lessons on stereotypes, boundaries, respectful relationships and being safe online.</p>
<ul style="list-style-type: none"> <li>• routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse</li> </ul>	<p>Staff are clear that we take a zero tolerance approach to any language or behaviour that could foster a culture of sexual harassment. Our behaviour policy has recently been updated and displayed in every classroom. The policy states 'this school does not tolerate peer on peer abuse etc' with a definition of what this could mean. Sexist and stereotypical comments are addressed immediately. Any incidents of sexual harassment or violence are passed on to our Safeguarding Lead and are logged on Integris or CPOMs.* At River View, we take the approach that "It can happen in our school" .</p>
<ul style="list-style-type: none"> <li>• a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated</li> </ul>	<p>The school behaviour chart has been shared with all children and appears in the behaviour policy and on the walls of classrooms and offices. It states: This school does not tolerate peer-on-peer abuse. This could include cyberbullying, bullying or hurting another child physically or mentally, racist or homophobic abuse, making rude or sexual comments about another child, sharing rude photographs (sexting), upskirting or humiliating another child as a test to join a group. If peer-on-peer abuse is suspected, this will always be dealt with by senior staff in line with other high level behaviour.</p>

<ul style="list-style-type: none"> <li>working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour</li> </ul>	<p>The school receives whole school safeguarding training delivered on behalf of the local safeguarding partnership every 18 months. New staff receive full training in their first half term and then fall in line with whole school updates.</p>
<ul style="list-style-type: none"> <li>support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs</li> </ul>	<p>DSL has a single role focused on safeguarding and is an accredited trainer for the LA in conjunction with training programmes determined by the LSP</p>
<ul style="list-style-type: none"> <li>training to ensure that all staff (and governors, where relevant) are able to: <ul style="list-style-type: none"> <li>better understand the definitions of sexual harassment and sexual violence, including online sexual abuse</li> <li>identify early signs of peer-on-peer sexual abuse</li> <li>consistently uphold standards in their responses to sexual harassment and online sexual abuse</li> </ul> </li> </ul>	<p>This is thorough and ongoing. All governors are invited to attend whole school safeguarding updates. In the autumn of 2021 three governors attended this training. All school staff attended the training.</p>

The lead teacher for relationships sex and health education has prepared the following statement in the autumn term of 2021:

During the September INSET staff were briefed about OFSTED's current findings on Peer on peer abuse as outlined in the Keeping Children Safe In Education documentation. Staff were made aware that we must prevent a culture that ignores and inadvertently promotes sexual harassment and violence. Staff were directed to the many lessons within our Computing and SMSC JIGSAW scheme for each year group, which help to inform and keep our children safe. The scheme includes lessons on stereotypes, boundaries, respectful relationships and being safe online. Staff are clear that we take a zero tolerance approach to any language or behaviour that could foster a culture of sexual harassment. Our behaviour policy has recently been updated and displayed in every classroom. The policy states 'this school does not tolerate peer on peer abuse etc' with a definition of what this could mean. Sexist and stereotypical comments are addressed **immediately**. Any incidents of sexual harassment or violence are passed on to our Safeguarding Lead and are logged on Integris or CPOMs\*. At River View, we take the approach that **"It can happen in our school"**.

## **Searching, Screening and Confiscation**

This policy sits within the the River View Primary Safeguarding Policy and applies to all staff, governors, volunteers, and contractors, paid and unpaid, working in the school. It also applies to all pupils including those in the EYFS. Care and consideration will be given to the age of the child when following the guidance in this policy.

The school acknowledges their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on [Searching, screening and confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Only the Headteacher, Daniel Gauld or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

The Headteacher Daniel Gauld will 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 CeriLaughton

The Headteacher Daniel Gauld will 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.

All staff will understand their rights and the rights of the pupil who is being searched.

### **Searching a pupil**

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

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

In exceptional circumstances, an authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness, if the authorised member of staff carrying out the search reasonably believes there is risk that:-

1. serious harm will be caused to a person if the search is not carried out as a matter of urgency and
2. In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
3. It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher Daniel Gauld or the designated safeguarding lead Ceri Laughton who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

If they still refuse to cooperate, the member of staff will contact the headteacher Daniel Gauld or the designated safeguarding lead Ceri Laughton to try and determine why the pupil is refusing to comply.

### **Searching pupil's possessions**

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

## **Informing parents**

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

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

Banned Items include but are not limited to:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- vapes
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence