

Behaviour, Anti-Bullying, Searching, Screening and Confiscation Policy

Author of Policy	Simon Thompson, Principal
Policy Approved by	Local Academy Council
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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.



3. Definitions

Our behaviour framework sets out to positively encourage all children to behave with care and consideration for others and their school environment at all times, whilst also teaching respect for themselves and their successes.

We recognise that **unacceptable** behaviour can in itself have an **understandable** communicative function and can be an indicator of distress or a symptom of trauma within children, either linked to school, home or wider contextual issues. As a result, we adopt a clear, graduated approach to behaviour management and support within school. This allows us the opportunity to understand the complexity of the possible trauma and to ensure that all children can be safe, secure and happy within our school environment. We recognise the importance of partnership between staff, parents, children and other agencies in encouraging a positive attitude to school and to learning.

We pride ourselves on a holistic approach to behaviour management and support, respecting children fully, and encouraging them to show respect to all members of the school community.

Low-level unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious unacceptable behaviour is defined as:

- Repeated breaches of the school rules / SHINE charter
- Any form of child-on-child abuse, including bullying in any form
- Sexual violence such as rape, assault by penetration or sexual assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft



- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Electronic / digital / mobile devices (including mobile phones, tablets, laptops and smart watches)
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

This list is set out in Section 3 of the DfE's guidance on searching, screening and confiscation.

Other items banned by the school

In addition to the list above, the Principal and authorised staff members can also search for other specific items banned in the school:

- Vapes, e-cigarettes and related paraphernalia.
- Items that carry an age rating above the age of the child.
- Mobile phones not stored in line with school's policy on children bringing mobile devices to school, including mobile devices brought to school by children.
- Items that could be used to disrupt the orderly running of school.



4. Child-on-child abuse, including bullying

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse; upskirting; initiating/hazing type violence and rituals; abuse in intimate personal relationships between children; consensual or non-consensual sharing of nudes or semi-nude images or videos, or causing someone to engage in sexual activity without consent.

**See also, Child-on-child abuse procedure.*

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against



Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

It is also important to acknowledge that bullying behaviour can and does occur anywhere and everywhere; in schools, online, within the home and the community.

Details of our school's anti-bullying strategy are set out below:

- Children, parents and staff can report incidents of bullying to any member of staff, in person, through the reporting button on www.ppastars.co.uk/besafe.html and via



the school office. The staff member logs the incident on CPOMs to alert DSLs. Details of any meetings or consequences required will be actions to the original incident.

- The alleged incident will be explored by a senior or a key stage leader. This will include time to understand the incident, support the child to understand the consequences of their actions and discuss appropriate consequences.
- Consequences for the bullying behaviour will be actioned following the guidance contained in the appropriate section of this policy.
- School provides support for those children affected by or vulnerable to bullying by offering opportunities to talk to any member of staff that they feel comfortable with, support from a Wellbeing Leader/counsellor based on the school premises.
- Children are made aware through talk assemblies and in-class PSHE and Computing lessons, that bullying often constitutes a repeated, planned and targeted series of incidents.

5. Roles and responsibilities

5.1 The Local Academy Council (LAC)

The LAC:

- Reviews and approves the written statement of behaviour principles.
- Is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.
- Supports the Principal in all attempts to eliminate bullying from the school.
- Require the Principal to keep accurate records of all incidents of bullying, and to report to the governors, on request, about the incidents of bullying and effectiveness of the school anti-bullying strategies.

5.2 The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with unacceptable behaviour.
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of children.



- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Safeguarding and Child Protection and other related policies to offer children both consequences and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

5.3 Staff

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Implement the behaviour policy consistently, include the display of a reference to the children's SHINE charter.
- Create a calm, safe, predictable and stimulating environment for children, that encourages them to be engaged.
- Establish and maintain clear boundaries of acceptable behaviour.
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children.
- Establish themselves as a safe and trusted adult.
- Model expected behaviour and positive relationships.
- Provide a personalised approach to the specific behavioural needs of particular children.
- Conclude the day positively with all children and start the next day afresh.
- Utilise the five-stage traffic light system to deal with behavioural issues on a daily basis. *See Appendix 1.*
- Record behaviour incidents using CPOMS.

The senior leadership team will support staff in responding to behaviour incidents.



5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following instances of unacceptable behaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and will work in collaboration with them to tackle behavioural issues.

5.5 Children

Children will be made aware of the following when they start school:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for children who are mid-phase/mid-year arrivals.



6. Children's code of conduct (SHINE charter)

At our school we work towards standards of behaviour based on the basic principles of our Children's SHINE charter:

- Being safe, in school, at home, in the community and online.
- Being here, both physically at school and through taking an active role in learning.
- Being inspired to try one's best and to engage in new experiences.
- Being neighbourly, treating one another kindly, with respect and consideration.
- Being excellent in their attitude to others and to learning.

The academy's children's charter is written in child-friendly language to ensure that all children understand with total clarity what is expected of them, and what they can expect from others, in terms of positive learning behaviours.

It follows that accepted standards of behaviour for learning are those that reflect these principles.

Children are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all children to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept consequences when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

Children are encouraged to participate in decision making processes including reviewing the fairness of the behavioural expectations and reward systems in school. We believe that children need to be part of these processes, to know they are listened to and that their views are valued.

Children are encouraged to tell anybody they trust if they are being bullied or feel in any way unsafe or unhappy in school, and if the bullying continues, they must keep on letting people know.



7. Responding to behaviour

7.1 Behaviour for Learning

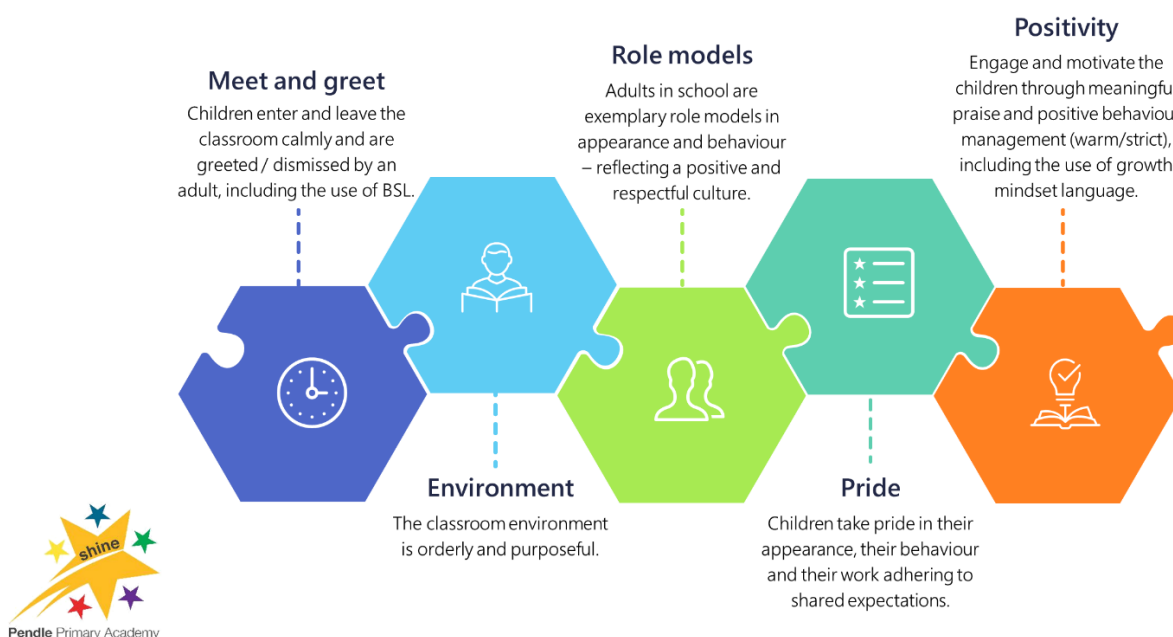
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the Children's SHINE Charter in their classroom.
- Develop a positive relationship with children, which may include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

Learning Behaviour

We have high expectations of learning behaviour from all children



7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a child needs help or protection.

We will consider whether a child's unacceptable behaviour may be understandable and linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our [Child Protection and Safeguarding policy](#), and consider whether pastoral support from a Wellbeing Leader/counsellor, an Early Help Assessment or a referral to Children's Social Care is appropriate.

7.3 Responding to good behaviour

All staff and children in school are encouraged to actively praise positive behaviours they see across school. Members of the school community should experience praise or positive comments on a daily basis to reinforce positive behaviours and efforts. The emphasis is always on the positive approach of encouragement and praise rather than on more negative one of criticism and consequences. As well as praise, we recognise that other extrinsic rewards have a motivational role, helping children to see that good behaviour for learning is valued.

7.3.1 Rewards

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Dojos – Children can earn dojos for a wide range of reasons including good behaviour, good attendance, being helpful, completing work to a high standard, completing reading challenges etc. These are recorded using an online system with vouchers presented to children by class teachers for the children to use to select a prize from the Dojo shop or the class prize or treasure box.

Star of the Week – A child from each class will be awarded Star of the Week for reasons determined by the class teacher which link to our SHINE charter and high standards of behaviour. A certificate with a brief reason why will be sent home with the child.

SHINE awards – Five children from each class will be awarded a SHINE award in the end of term assembly for reasons determined by the class teacher which link to our SHINE charter and high standards of attitude and behaviour across the whole school term. A certificate with a brief reason why will be sent home with the child after the end of term assembly.

7.4 Responding to unacceptable behaviour

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.



Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the reasonable expected standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that unacceptable behaviour will always be addressed.

See also: [De-escalation and Positive Handling policy](#), which also covers interventions involving physical contact with pupils (use of reasonable force).

The use of consequences at Pendle Primary Academy is characterised by certain features:

- Consequences must be proportionate and reasonable, taking into account the age as well as any SEND the child may have (see also: Section 9, Recognising the impact of SEND on behaviour).
- Everyone involved should know why the consequence is being applied and the reasons explained clearly, usually after an initial warning.
- Required changes in behaviour are set out to avoid future unacceptable behaviour.
- Consequences range from expressions of disapproval, through to withdrawal of privileges and/or a period of reflection where a member of the leadership team will deal with the situation.

Consequences can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing a letter of apology.
- Loss of privileges – for instance the loss of a prized responsibility, loss of opportunity to represent a school team or not being able to participate in a non-curricular activity/trip.
- Missing playtime.
- Time for reflection or catch-up, including during lunch time or after school.
- Removal of the child from their usual classroom for a limited time with the agreement of the Principal or other senior leader.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.



To give consequences for unacceptable behaviour and not look for the reasons behind it will only have a short-term effect and will not provide a lasting solution. Any criticisms should always address the unacceptability of the behaviour rather than the person so that self-esteem remains intact.

7.4.1 Reflection

‘Reflection’ represents period of time spent quietly with a member of the leadership team for, for a child whose behaviours have escalated beyond infrequent minor issues to a state which has put themselves or others at harm, or impacted on the learning of others in class.

To ensure consistent treatment of behavioural issues across the school, ‘Reflection’ is staffed by a member of SLT or key stage leader who records all issues, investigates the circumstances of the incident and decides as to whether or not a formal meeting with parents is required. The reflection also creates an opportunity for building/reminding children of self-regulating skills. It is not to be used for completion of work or issues arising from ‘one-off’ behavioural disruptions within class – for such issues the class teacher should use in-class behaviour systems.

All children will be treated equitably under this policy, with any factors that contributed to the behavioural incident identified and taken into account.

7.5 Off-site behaviour, including online

Consequences may be applied where a child has behaved unacceptably off-site when representing the school. This means unacceptable behaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips, sporting events)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child who attends our school

Consequences may also be applied where a pupil has behaved unacceptably off-site at any time, including online, whether or not the conditions above apply, if the unacceptable behaviour:

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

Consequences will only be given out on school premises or elsewhere when the child is under the lawful control of the staff member (e.g. on a school-organised trip).



7.6 Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal, the DSL, or deputy DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the DSL will act in line with the school's Child Protection and Safeguarding policy/procedures, which may include a referral to Children's Social Care.

7.7 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Complete an Early Help Assessment (EHA)
 - Refer to Children's Social Care
 - Report to the Police



See also: *Child Protection and Safeguarding Policy*

7.8 Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider imposing consequences in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider imposing consequences in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, the DSL will act in line with the school's Child Protection and Safeguarding policy/procedures, which may include a referral to Children's Social Care.

Please refer to our Safeguarding and Child Protection Policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

The school will also consider the pastoral needs of staff and children against whom an allegation has been made.

8. Suspensions and Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent unacceptable behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

See also: Suspensions and Exclusions Policy.

9. Responding to unacceptable behaviour from children with SEND or additional social and emotional needs

9.1 Recognising the impact of SEND and additional social and emotional needs on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).



When incidents of unacceptable behaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of unacceptable behaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of unacceptable behaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of unacceptable behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned. These may include:

- Short, planned movement breaks;
- Adjusting seating plans;
- Adjusting uniform requirements for a pupil with sensory issues or medical conditions;
- CPD for staff in understanding and providing strategies to support children with particular needs;
- Use of separation spaces where pupils can regulate and avoid sensory overload.

9.2 Adapting consequences for children with SEND and additional social and emotional needs

When considering a behavioural consequence for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction.
- The child was unable to act differently at the time as a result of their SEND.
- The child is likely to behave aggressively due to their particular SEND.



If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

9.3 Considering whether a child displaying challenging behaviour may have unidentified SEND

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's special educational needs and disabilities co-ordinator (SENDCo) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, a speech and language therapist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Children with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency multi-agency meeting and/or review of the EHCP.

See also: SEND Policy.

10. Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The aim of any search, screening or confiscation is to secure the safety of pupils and staff, ensure that effective safeguarding is in place and to maintain the good and orderly running of school.

A pupil in possession of prohibited items such as drugs, alcohol, weapons, or imagery stored on electronic devices will be considered by the school as vulnerable and at risk of



exploitation. Keeping Children Safe in Education highlights the need for the school to be alert to the potential risks of children who are:

- Showing signs of being drawn in to anti-social or criminal behaviour
- In challenging family circumstances, such as drug and alcohol misuse
- Misusing drugs or alcohol themselves

A search can 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. The school's DSL will make an immediate referral if they find evidence that children are at risk of harm.

10.1 Confiscation and disposal of property

Any prohibited items (listed in section 3) found in a child's possession, including those found as a result of a search, will be confiscated. Prohibited items will be held securely at the school office. Pendle Primary Academy will not be held liable for loss or damage of confiscated items. These items will not be returned directly to the child directly and will have to be collected from the school office by a parent/carer.

The school will also confiscate any item which is deemed by a member of staff to be harmful or detrimental to school discipline. These items will be returned to the child (or parent) after discussion with a member of SLT/key stage leader and parents, if appropriate.

Staff authorised in this policy can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or children.
- Is a prohibited or banned item.
- Is evidence in relation to an offence.

Details as to the correct disposal of confiscated items follow the current DfE Advice for schools [Searching, Screening and Confiscation](#).

10.2 Searching

10.2.1 Reasonable grounds for a search

- Hear the child or other children talking about an item.
- Be told directly of an item by a child, member of staff, or a member of the public.
- Information provided by external services engaged in the safeguarding of children.
- A member of staff has seen an item.



- Notice a child behaving in a way that causes you to suspect that they're concealing an item.
- Observations made via CCTV.

10.2.2 Gaining consent for a search of a child

Staff at Pendle Primary Academy will openly and honestly communicate with the child and, if appropriate, their parent / guardian to gain consent for a search for prohibited or banned items. Staff members have the power to search children for any item if the child agrees, under the common law (paragraph 4 of the DfE guidance).

10.2.3 Searches without the consent of a child

Where the child does not give consent to be searched, the authorised member of staff should first consider why this is, and act proportionally. It may be that the child:

- Is in possession of a prohibited or banned item.
- Doesn't understand your instructions or what a search will involve.
- Has had a previous distressing experience of being searched.

If the child still refuses to cooperate:

- The school will sanction the child in line with the behaviour policy.
- If you don't think that a search is needed urgently, seek advice from the Principal, DSL or pastoral member of staff. During this time, the child should be supervised somewhere away from other pupils.
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the child from harming themselves or others, damaging property or causing disorder.
- The authorised member of staff will assess whether it's necessary to use reasonable force to conduct the search. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder.
- **Note:** reasonable force will only be used to search for **prohibited** items (see section 3), but not other items banned in the school.
- Only the Principal and members of staff authorised by the Principal have the power to search a child for a prohibited or banned item, regardless of whether the child agrees.
- Staff members authorised to conduct a search are trained as DSLs: **Simon**



Thompson (Principal), Catherine Jermyn (Assistant Principal), Joanne Birmingham (Lead Practitioner), Bethany Garden (KS2 Leader), Julie Gill (KS1 Leader), Lydia McMinn (EYFS Leader), Jonny Baxter (Sports Coach), Holly Da Rosa (Wellbeing Leader and Counsellor), Gemma Duxbury (Wellbeing Leader and Counsellor), Umbreen Zulfequer (Attendance Office and Family Support Worker).

10.2.4 Conducting a search

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

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of senior staff and ensure that the CPOMS record of the search explicitly states that the search was conducted without a witness.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal or Designated Safeguarding Lead (or deputy), who may have more information about the child involved. Searches will consider the current wellbeing of the child and take account of any historical concerns known about the child. During this time the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item for which a search can be made, or if the child has agreed to be searched.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on a school trip. Any search will be conducted with as much privacy for the child as can be afforded in the given circumstances.



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

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

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a child's outer clothing, pockets, possessions or desk/tray.

10.2.5 Searching a child's clothes

The search of the child will be carried out in an appropriate location that offers privacy from other children.

Authorised staff can search a child's pockets (e.g. by asking the child to empty and pull their pockets inside out) and require children to remove outer clothing.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt).
- Hats, scarves, gloves, shoes, boots.

The school will not ask children to take off any further items of clothing under any circumstances.

The authorised member of staff will be sensitive to whether a child is wearing outer clothing for religious reasons when staff conduct a search. For example, you shouldn't require a female pupil to remove a headscarf she's wearing for religious reasons if there is a male member of staff present.



10.2.6 Searching children's possessions

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

- Desks/trays/pencil cases.
- Bags.

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

An authorised member of staff can search a child's possessions when the child 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.

10.2.7 Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay verbally and record the search on CPOMS:

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

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on CPOMS. The record on CPOMS must include:

- The date and location of the search.
- Who conducted the search and which other adults were present.
- Why the search was deemed necessary.
- If any prohibited items were found.

10.2.8 Informing parents / carers

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

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.



- What action the school has taken, including any consequences that have been applied to their child.

10.2.9 Support after a search

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

If this is the case, staff will follow the school's *Child Protection and Safeguarding* policy and speak to the DSL. The DSL will consider if pastoral support, an early help assessment or a referral to children's social care is appropriate.

10.3 Strip searches

School staff will not conduct a strip search of a child under any circumstances.

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

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

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

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

The Principal and their staffs' role is to advocate for pupils' wellbeing at all times. A strip search can be highly distressing for the child, and for staff and other children affected.

The police **cannot** overrule the Principal's (or delegated staff's) safeguarding duty, for example by requesting that the appropriate adult leave the room when they talk to the child.

More information is available on the process the police must follow on page 13 of the DfE's searching, screening and confiscation guidance.



10.3.1 Communication and record-keeping

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

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

10.3.2 Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Make sure an 'appropriate adult' is present during the search. The definition of an appropriate adult is a person whose role is to safeguard the rights and welfare of children who are suspected of a criminal offence, by ensuring they're treated fairly and can



participate effectively. In the absence of a parent/guardian, a DSL will always be present as an appropriate adult and at least one member of staff will be the same gender as the child. The police officers conducting a strip search **must** be the same gender as the child. There **must** be at least 2 people present other than the child, including the 'appropriate adult'.

The search may only take place without an appropriate adult if:

- The police deem that it's an urgent case where there is risk of serious harm to the child or others, or
- The child explicitly states that they don't want an appropriate adult present for the search, and the appropriate adult agrees and signs a record of the child's decision.
- The appropriate adult should be the same gender as the child, unless they specifically request someone else.

10.3.3 Care after a strip search

The school will always put safeguarding at the centre when supporting the child regardless of whether a prohibited item is found. The child should have an opportunity to express their views regarding the search.

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

If a prohibited item is found:

- The school will consider it a safeguarding matter as well as a police matter.
- The school will involve relevant staff such as the DSL and treat the child as potentially vulnerable.

If a prohibited item is not found:

- The school will take a safeguarding approach to supporting the child to cope with the experience of being searched.
- The school will consider the wider issues that may have informed the decision to request a search in the first place.

Staff will follow the school's Child Protection and Safeguarding policy and speak to the DSL. The DSL will consider if, in addition to pastoral support, an early help assessment or a referral to children's social care is appropriate.

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



10.4 Recording searches

The school will make a record on CPOMS of:

- Any searches for prohibited or banned items, including who was involved, where the search was conducted and when the search took place
- Any search conducted by police officers (including the recording collar numbers).
- The school will record a search whether any items were found or not.
- The school will record any conversations with parents/guardians in relation to a search and any necessary follow up conversations.

The school will use the CPOMS record to look for any trends in the searches carried out at the school, and to identify any possible risks that may require a safeguarding response.

10.4 Screening

Screening is the use of a walk-through or hand-held metal detector to scan all children before they enter the school site. The school can require children to undergo screening but will not do so until:

- The local Police have been consulted, as they may be able to provide advice about whether installing / using these devices is appropriate.
- Children and parents have been informed to explain what it will involve.
- Make sure to make reasonable adjustments to the screening process to meet specific children's needs.

Pendle Primary Academy does not routinely screen children upon entry to school but reserves the right to screen individuals or groups of children where it is deemed necessary by the Principal in order to preserve the safety of children and staff or to restrict prohibited items being brought into school.

10.5 Electronic Devices

Children are not allowed to bring mobile phones or other personal electronic / mobile devices, including smart watches, to school or use them in the school, all items of this nature are considered 'prohibited items' in section 3 of this policy. The authorised member of staff should also take reasonable steps to check the ownership of the device before carrying out a search of the device itself.

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so.



The school will reasonably suspect that the device has (or could be used to):

- Cause harm to themselves or others.
- Undermine the safe environment of the school and/or cause disorder to the running of school.
- Commit an offence.

If the school discovers inappropriate images, video, or other material, including pornographic material, it may dispose of them (see p19 and 20 [Searching, Screening and Confiscation](#)).

If the school has reasonable grounds to suspect that their possession is related to a specific illegal offence, it will not destroy the material. Instead, it will hand the material, or device containing the material, over to the police as soon as possible.

If the school suspect it may find an indecent image or video of a child on a device, staff will avoid viewing it and will never copy, share, or save it. Instead, it will refer the incident to the police. It will also follow the DfE's guidance on responding to pornographic image sharing in education settings.

[Part 2 of the Education Act 2011 \(Discipline\)](#) allows authorised members of staff (the Principal, DSL or deputy, or those authorised by the Principal) to examine data on electronic/mobile devices if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files the authorised staff member must reasonably suspect that the data or file on the device in question relates to an offence and/or may be used to cause harm, to disrupt teaching or could break the school's SHINE Charter (Code of Conduct).

Following an examination, if the authorised member of staff has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. The owner of the device should be present when data/files are erased and be made aware of the reasons for this action.

The authorised member of staff will ensure that full records are kept on CPOMS of incidents involving the searching for and of electronic devices and the deletion of data/files.

11. Transition

To ensure a smooth transition to the next year, teachers meet prior to transition to share behaviour strategies and information. Children have an extended period of transition in their new classes at the end of the academic year to ensure a settled start to the next academic year.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour is stored on CPOMS and/or provision map may be transferred to relevant staff at the start of the term or year if it is still relevant.



12. Monitoring

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of Alternative Provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the Principal.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

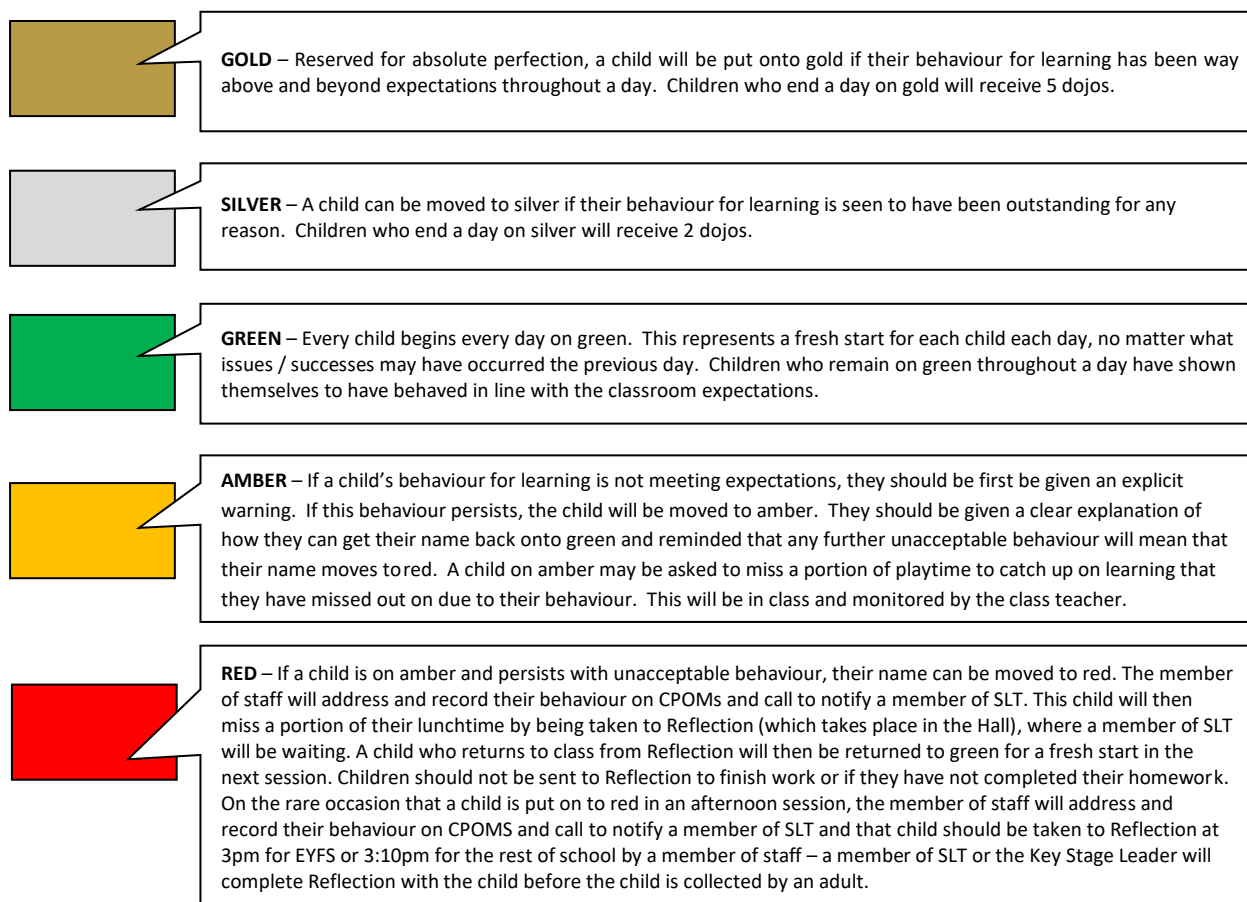
This behaviour policy will be reviewed by the Principal and Local Academy Council at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the Local Academy Council.



APPENDIX 1 – Behaviour practices and procedures

Adults working within the classroom environment use a 5-stage traffic light system to deal with behavioural issues that occur on a day-to-day basis. All classes have a 5-step behaviour ladder in place with each child's name or picture on. Use of the traffic light system should always take into account the individual needs and sensitivities of the child, including SEND, in order to avoid unnecessary or additional stress / embarrassment.

The theme of this 'ladder' may vary from class to class to ensure it is age appropriate, but the basis is as follows:



The traffic light system is for behaviour for learning in class **only** and remains entirely separate to incidents and consequences arising from break times. A child should not be sent in from the yard to move their name onto a different colour on the traffic lights. If a child is sent to 'Reflection' from the yard, the class teacher will be informed by a member of SLT or the key stage leader.

During playtimes and lunchtimes, safe play and conduct stems from the central rule of '*Kind hands, kind feet, kind words*'. Members of staff on duty have a responsibility to ensure that they deal with misdemeanours swiftly and effectively. Instances where it is clear that the playtime rule has been broken may lead to time-out in 'Reflection'.



APPENDIX 2 – Statement behaviour principles

Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.

- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to children at all times.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the relevant policies.
- The behaviour policy is understood by staff.
- The SHINE charter and behaviour procedures are understood by children.
- The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Children are helped to take responsibility for their actions.
- Families are engaged in supporting their children's behaviour, fostering good relationships between the school and children's home life.

