



**RELATIONSHIPS & BEHAVIOUR MANAGEMENT
POLICY
(Including Exclusions)**

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1. INTRODUCTION.

Parkview Academy offers short, medium and long-term provision for pupils with social, emotional and behavioural difficulties and a range of other special educational needs. This policy acknowledges that our pupils will likely find managing their emotions and behaviour more difficult than their mainstream peers.

Our school aims to foster a caring, calm and secure environment where tolerance, understanding and respect for others are fostered. We aim to promote a positive culture and encourage a sense of responsibility in all pupils, ourselves, our school, and the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership. We strive to create a school environment that aims to:

- Provide a positive, safe, caring learning environment where every person is valued and respected.
- Parents, staff and pupils contribute to a sense of safety for everyone. Foster positive attitudes towards learning.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing social, emotional and behavioural skills.
- Promote positive and pro-social behaviour both inside and outside classrooms.
- Our pupils experience a sense of achievement and can feel proud of their emotional and academic growth and achievements
- Encourage students to take responsibility for their actions and develop self-discipline.
- Foster an understanding of students' roles in the community and the importance of treating others with respect.
- Ensure consistent and effective behaviour management by all staff, contributing to long-term improvements.
- Implement mental health and trauma-informed approach to behaviour in our school.

The fundamental beliefs that underpin our approach are:

- All pupils have a right to feel safe, respected and cared for
- All pupils have the right to consistent and high-quality learning with minimal disruption from other pupils
- All pupils have the right to have their voices heard and to contribute to decision-making within the school
- Every learner is treated as an individual, and their SEND is considered in all aspects of school life.
- In the unlikely event that children are hurt, abused or bullied by others in school, they will be listened to and will receive support – such incidents are taken very seriously
- The developing self-esteem and emotional literacy of our pupils supports them to be successful learners and successful future adults

2. RULES AND EXPECTATIONS ABOUT BEHAVIOUR FOR PUPILS

The role of the Pastoral Lead at Parkview Academy is to take a lead in the management (in conjunction with SMT) of behaviour within the school. The Pastoral Lead will work with all staff to maintain a positive and productive teaching and learning environment and will support other colleagues in maintaining positive behaviour, and deliver training on our approaches.

This policy outlines how positive behaviour and attitudes are promoted at Parkview Academy and how we plan to eliminate instances of behaviours that challenge. Where appropriate, the Pastoral Lead may draw up an individual behaviour support plan in consultation with staff, SMT and other professionals. The rules at Parkview Academy are as follows:

- We expect all pupils to respect school property, staff, visitors and other learners.
- Lessons will start on time, and discretion will be used for visits to the toilet and the use of 'comfort breaks' in lesson time.
- Students (where identified on Risk assessments) will be supervised when moving from place to place, and this will be essential if there are health and safety concerns regarding that pupil.
- No one is expected to leave the classroom without permission.
- Students are encouraged not to bring phones into school. If students have mobile phones in school, they must be switched off or on silent mode and not visible or used at any point during lessons without permission. Any phones used inappropriately will be confiscated.
- No headphones or other unnecessary items are to be worn unless with the specific permission of the staff member leading a lesson/activity and the Senior Management Team.

3. TRAUMA-INFORMED RELATIONSHIPS APPROACH

Trauma informed behavioural approaches prioritise relationships, empathy and feeling safe above discipline and other behaviour management principles. Our school recognises that punishing negative behaviour without understanding the reasons behind will not provide a lasting solution or support pupils in learning to regulate their emotions.

When dealing with behaviour that challenges, we follow these principles:

1. Recognising, validating and attuning to children and young people takes precedence over other means of discipline – **'connection before correction.'**
2. Difficult situations, including emotional and behavioural dysregulation, are utilised as **opportunities for learning**. Pupils are supported to learn to reflect, problem-solve and repair relationships with others.
3. Staff must recognise the impact of an incident on their feelings, behaviours and triggers before applying disciplinary approaches. Pupils are supported by **well-regulated adults**.

4. Focus on the **function of the behaviour** rather than the behaviour itself.

Trauma-Informed Whole School Approach and Targeted Interventions

Parkview Academy is invested in supporting the best possible relational health and emotional development for all our pupils. To this end, our school is committed to utilising a variety of psychologically informed approaches which **Protect, Relate, Regulate, Reflect;**

Protect

- Increased 'safety cues' in all aspects of the school day, 'meet and greet' at the classroom door, and an open-door policy for informal discussions with parents/carers.
- Staff trained in '**PACE**' **modes of interaction (Hughes 2015)***, being warm, emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive to decrease the likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to cease all use of harsh voices, shouting, put-downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences which are interfering with their ability to learn and their quality of life.
- Pupils have easy and daily access to at least one named, emotionally available adult and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally regulated and, in so doing, supports them to interact throughout the school day with positive social engagement rather than defensiveness.

PACE approach (whole school)

	Strategies
Playfulness	<ul style="list-style-type: none"> Integrate playfulness into learning and engagement activities. <p>Encourage a light-hearted and positive atmosphere to promote a sense of joy and connection.</p>
Acceptance	<ul style="list-style-type: none"> Embrace each individual's unique qualities and strengths. <p>Foster an environment where all students feel accepted and valued for who they are.</p>
Curiosity	<ul style="list-style-type: none"> Cultivate a curious mindset to understand the perspectives and experiences of each individual. <p>Encourage open dialogue and exploration of emotions and challenges.</p>
Empathy	<ul style="list-style-type: none"> Foster empathy among students, staff, and families. <p>Encourage a compassionate understanding of others' experiences and feelings</p>

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively rather than through a lens of threat, danger or self-blame. Vulnerable children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust and from self-help to 'help-seeking'.

Regulate

Relational interventions are specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This supports learning and quality of life and protects against stress-induced physical and mental illness, now and in later life. Evidence-based interventions that aim to repair psychological damage caused by traumatic life experiences through emotionally regulating, playful, enriched adult-child interactions.

The Zones of Regulation framework and curriculum are implemented as a whole-school and individual approach to emotional regulation. The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

During instances of emotional and behavioural dysregulation, staff are trained to implement Emotion Coaching to effectively support pupils, through co-regulation. Utilising moments of dysregulation as opportunities for learning and emotional growth.

The four steps of emotion coaching are: 1) Notice empathy, 2) Label, validate, attune 3) Set limits 4) Problem solve.

The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

The following support/supervision is provided for staff:

- Fortnightly wellbeing sessions with therapist
- Half-termly debriefing sessions with therapist
- Half-termly supervision for those involved in serious incidents
- 6 free counselling sessions per academic year
- Monthly meetings with Pastoral Lead
- Fortnightly whole staff debrief meetings

Reflect

Staff are trained in active listening and effective dialogue, showing empathy and understanding (instead of asking a series of questions/ giving lectures). There is a provision of skills and resources to support parents and staff in meaningful empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

Within the context of an established and trusted relationship with a member of staff, pupils are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards. PSHE (Personal, Social and Health Education) and psycho-education as preventative input, informed by current research psychology and neuroscience) on mental health. Curricular content enables pupils to make informed choices about

how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

Examples of targeted support:

ELSA (Emotional Literacy Support Assistant, Targeted): An intervention designed by Educational Psychologists, aimed at developing emotional literacy in children and young people. A member of the school staff is a trained ELSA, delivering targeted interventions to pupils. The staff member receives regular supervision with an Educational Psychologist, in line with the ELSA Network policy.

Counselling (Targeted): A trained therapist uses creative elements, such as play, drawing, movement, and drama tailored to students' needs. The counselling session takes place weekly and is for students to talk about their worries and concerns and to explore their thoughts, feelings, and behaviour so they can develop a better understanding of themselves and of others.

Educational Psychologist: The school works actively with external professionals, such as Educational Psychologists to provide bespoke advice for most vulnerable pupils.

3. ASSESSMENT AND MONITORING

Parkview Academy uses a range of measures to monitor student's well-being. In particular, for those who have experienced trauma, we use reliable, valid and standardised measures to assess children's emotional wellbeing

Whole school measure: Parkview's Well-being Measure

Looked after Children: Strengths and Difficulties Questionnaire (SDQ)

Students with more than 1 serious incident per half-term: Boxall Profile

4. PARENTS AND CARERS

The involvement of parents and carers is essential to the effectiveness of this policy. Good communication is vital, and staff are available for parents to contact by phone or email. Home school communication books are used with some pupils as a means of a consistent dialogue of reflecting on their school day, highlighting positives and improvements. We have established a routine of offering parents evenings once

yearly when parents can view their child's work and the school environment and discuss their progress with the staff.

5. BEHAVIOUR AND CONDUCT IN AND AROUND SCHOOL

Pupils arrive at school at 9:15am (at the earliest) and are greeted by staff members before being taken to their learning areas. At lunchtimes meals are provided and the school promotes healthy eating with menus reflecting this. Special dietary requirements will be catered for. Pupils will eat in designated areas (including their classroom) and will be supervised/accompanied by staff. Parkview Academy promotes healthy living and therefore smoking is discouraged. All jewellery must be removed for PE and vocational subjects but at other times ear studs or small sleepers may be worn. At the end of the school day, learners are escorted to their transport to ensure they are safe on leaving the school site. The end of the school day has been set at 3pm, although student collections begin at 2:45pm as some students live out of borough.

Students in KS4 and KS5 are permitted off site during breaks and lunchtimes providing the school has written permission from either a parent or carer. Whilst off site, students must display exemplary behaviour.

6. REWARDS, POSITIVE HANDLING AND CONSEQUENCES

Rewards

We regularly celebrate all pupils' success in various ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. Staff will share news about positive work and behaviour with parents. Examples of rewards used include:

- Verbal praise and acknowledgement
- Written comments on pupils' work either in a general celebratory way or including developmental comments
- Use of stickers – according to age/developmental level
- Visit to Head Teacher/SMT for praise
- Positive comments during parents' evenings or in newsletters to parents
- Working towards a reward goal such as a special visit or trip
- Displaying work/achievements on the school website
- Phone call home from Pastoral Lead

- Special awards in assembly
- Enrichment activities
- Reward Money
- Student Ambassador Award

Serious Incidents

All of our staff will undergo regular Trauma Informed training and key information including ACES and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviour is often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour. Nevertheless, it is possible that despite implementing trauma-informed approaches, serious incidents, including unacceptable or unsafe behaviour might still take place.

A serious incident is:

- One where the result is an injury to someone in school
- Where damage to property is caused
- Stealing
- Deliberate or provocative remarks against protected characteristics
- Persistent bullying
- Intentional violence towards others

Where a serious incident occurs, there will be an opportunity for the pupil to reflect on his/her behaviour and actions and the chance to discuss with an adult how it can be avoided in the future.

Where a learner is involved in an incident a member of the senior management team or the Pastoral Lead contacts the parent or carer by phone or in person to discuss the incident and any sanctions that have been given to the student. This needs to be timely and should occur on the same day, immediately after the incident.

Positive Handling

Parkview Academy follows the TEAM TEACH approach when dealing with unsafe behaviours, which includes strategies to de-escalate situations as well as safe holds for serious situations. All staff will complete TEAM TEACH training during their first 6-9 months of appointment. In addition, staff who are newly appointed will complete positive behaviour guidance training (delivered by Pastoral Lead) during their induction. Staff who are TEAM TEACH trained can restrain without supervision from senior managers or Pastoral Lead. Staff who are yet to complete TEAM TEACH training will be supported when working with high-risk learners. Should a student's behaviour require physical intervention, a staff member who is not TEAM TEACH trained may support if confident and directed to, ensuring safety of all involved.

“Team-Teach is designed to reduce the reliance on restraint and restriction by expanding the toolbox of positive behavioural supports. Reducing risk involves giving staff the confidence to take decisive action when it is necessary, in order to keep people safe, whilst at the same time encouraging better assessment, planning

and communication to enable staff teams to anticipate foreseeable hazards and avoid them.” (Taken from the Team-Teach workbook). If a pupil has had to be restrained, this will be recorded on an ‘intervention form’, and an incident report written by the staff involved will be created. Reports are to be filed in the Behaviours Folder. All incident reports should be referenced with the relevant incident report number.

All pupils have a positive handling plan (PHPs) that is regularly reviewed and updated in line with the student’s behaviour.

Sanctions

Whatever sanction is used, it is likely to be less effective if it is overused and as far as possible, pupils are encouraged to make good choices about their behaviour. Sanctions will be differentiated according to age, the needs of the student, and the Key Stage and will consider the special needs and the developmental level of a pupil. Examples of sanctions that can be used are:

- A professional discussion relating to the incident, the impact and consequences
- Parents contacted or asked to meet with staff in school
- Withdrawal of privileges
- Being referred to the SMT
- Withholding of participation in a school trip that is not an essential part of the curriculum
- A reduced timetable / outreach which is reviewed regularly in line with the student’s needs/behaviours
- Fixed term exclusion - known as a ‘Cooling Off period’
- Permanent exclusion.

Exclusions / Cooling Off Periods

Fixed Term Exclusions are referred to as ‘Cooling Off Periods’

The exclusion process will only be applied as a last resort or in response to a serious or extreme case. It could occur if the pupil has made a serious breach or frequent breaches of the school’s behaviour policy or if their behaviour is a threat to themselves and others in the school. It may be used after a series of other discipline measures have previously been used in school and have not been effective.

The Head Teacher can decide on the length of the Cooling Off Period. Where there have been persistent incidents over a period of time, the student may be placed on a reduced timetable or an outreach programme, or in extreme circumstances, a Permanent Exclusion may be considered by the Head Teacher.

All sanctions are recorded, and a separate exclusions file is used to record both cooling-off periods and permanent exclusions. The data is also displayed in the school's annual report.

Permanent Exclusions

Parkview Academy uses Permanent Exclusions as a last resort and should consider all other sanctions before they are applied.

Full details of the permanent exclusion should be recorded in the learner's file. Parents / Carers and the Local Authority should be contacted immediately.

Parkview Academy will consider 'Managed Moves' to support a learner who would otherwise be permanently excluded in order to provide them with a fresh start. The move may be to a school who are more able to meet the learner's needs. A permanent Exclusion must be approved by the Chair or Vice Chair of the board

7. OUTSIDE SCHOOL

Taking part in educational visits, work experience and accessing alternative provision are all a significant part of what Parkview Academy is able to offer pupils. Every effort will be made to ensure that these experiences are offered to all pupils according to need and in all situations risk assessments will be completed in advance. A pupil may be prevented from accessing planned out of school activities where poor behaviour suggests that the pupil may put the health and safety of themselves or others at risk.

8. CONFISCATION, SEARCHES AND SCREENING

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). (See Appendix 1)

9 OFF-SITE MISBEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

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

10. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

11. Suspected criminal behaviour

If a pupil 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 Headteacher or the Assistant Head 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 sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

12. 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.

Pupils 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

Refer to early help

Refer to children's social care

Report to the police

Please refer to our child protection and safeguarding policy for more information

12. Malicious allegations

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

Where a pupil 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 whether to discipline the pupil 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 pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

13. SUPPORT OF PUPILS

Parkview Academy believe that those pupils who are hurt, abused or bullied by others in school should receive support. Pupils should feel confident that they have the right to talk to an adult in school if they are in receipt of such behaviour. See the school's anti-bullying policy for further information.

The school acknowledges its legal responsibilities and duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN) and will take the appropriate action in response to any concerns.

Policy Updated January 2023
Review date January 2024

Appendix 1

CONFISCATION, SEARCHES AND SCREENING

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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.

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.

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 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 sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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:

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil 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 pupil the opportunity to ask questions

Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or the designated safeguarding lead (or deputy) or the Pastoral Lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in Appendix 1, but not to search for items that are only identified in the school rules.

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

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

Searching pupils' possessions

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

Desks, Lockers, Bags

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 (listed in Appendix 1) 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 as listed in Appendix 1

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in Appendix 1), 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 (listed in Appendix 1). 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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil 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 safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

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 pupil'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.

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 pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil'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 pupil'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, and monitor them for any trends that emerge.

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 pupil, 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 pupil 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 pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil 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 pupil

Not be a police officer or otherwise associated with the police

Not be the headteacher

Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil 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).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils 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.