



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Behaviour Policy

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose

When dealing with the behaviour of students at The Walderslade & Greenacre Schools Partnership, we aim to: Create a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect Government legislation as represented in The Education Act 2002 (amended 2011); The Equality Act 2010; The Education and Inspection Act 2006; DFE Suspension and Permanent Exclusion Guidance; The School Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2017; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000);

Aims

- Teach respect for individuals and the understanding that we are all different.
- Ensure a consistent, positive approach to behaviour management throughout the school day.
- Create a school culture of high expectations.
- Provide students and staff with an environment that is suitable for learning.
- Ensure the social, emotional and learning needs are addressed appropriately.
- Establish clear procedures for dealing with and managing unacceptable behaviour.
- Empower students so that they are able to self-manage their behaviour.
- Prepare students for entry into the next phase of their education or employment or further education.
- Praise and reward good work, positive behaviour and attitudes.
- Encourage the active and early involvement of parents in supporting positive behaviour.
- Ensure everyone is treated with dignity, kindness and respect.

Roles and Responsibilities

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the behaviour policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children within the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. Also ensuring that there is regular training for existing staff and that new staff are appropriately trained in the expectations of this policy and the school systems.

The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.

The Role of the School Leadership team

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the positive culture of the school.

The Role of the Parent

The school staff work collaboratively with the parents/carers, so pupils receive consistent messages about how to behave at home and at the school. The role of parents/carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents/carers are encouraged to get to know the school's behaviour policy.

We expect parents/carers to support their children's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions in response to negative behaviours of a child, parents should support the actions of the staff. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the form tutor, pastoral support team, SENCO, HOY, Deputy Headteacher or Headteacher. If they feel that the situation has not been resolved after consultation with the Headteacher they should follow the Trust's complaints procedure. Details can be found on the school website.

Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending meetings or reviews of specific behaviour interventions in place.

The Role of the Staff

Staff are trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. Staff should develop calm and safe environments for pupils and establish clear boundaries of acceptable pupil behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected

behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. Staff teach pupils what good behaviour looks like, supporting pupils will need additional support to reach the expected standard of behaviour. Class teachers will provide a stimulating engaging learning environment where students are able to engage in the curriculum.

Staff reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding meetings with parents to help them understand the school's behaviour policy.

The Role of Students

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and any potential consequence for poor behaviour. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and that they should contribute positively to the school's culture.

The Role of the Governors

The Headteacher has the day-to-day authority to implement the behaviour policy, the Local Governing Body (LGB) will work with the Headteacher in reviewing the effectiveness of the behaviour policy. Governors may be asked to attend governors' meetings for students that receive high numbers of suspensions or for serious offences that results in the issue of a permanent exclusion.

Developing positive behaviours in the school and community

The Walderslade & Greenacre Schools Partnership follows a robust behaviour system. Staff are trained to challenge behaviour in a manner that prevents further disruption within the school and within lessons and keep students safe.

We strongly believe in the values of The Walderslade & Greenacre Schools Partnership and encourage our stakeholders to uphold them at all times, including when mistakes are made. Our values are displayed around the school's buildings and can be found on our website.

It is crucial that all stakeholders follow and demonstrate these rules at all times. It is crucial that all stakeholders understand the value placed on this policy. By working together students will make the progress they deserve and become an ambassador for The Walderslade & Greenacre Schools Partnership after they leave the school.



Links with other policies and documents

- Anti-Bullying policy.
- Suspension and Exclusion policy.
- Sex and Relationship Education policy.
- Drug and alcohol policy.
- Social Media Usage Policy (for Pupils).
- Electronic Devices Policy.
- SEND policy.
- Safeguarding and Child Protection policy.
- Keeping Children Safe in Education 2024.
- Suspensions and Permanent Exclusion Guidance August 2024.
- Behaviour in Schools February 2024.

Transitions

The school rules will be explained to students at the start to each year. Students that start the school mid-year will receive an information session on behaviour expectations as part of their admissions meeting with their Head of Year or SLT member.

Should a student be issued a sanction that takes them out of school such as a suspension, during their return to school meeting expectations are discussed as part of re-integration to the school's systems, rules and routines. Students may be asked to sign an Acceptable Behaviour Agreement to acknowledge their understanding of the school rules.

The school rules can be found in Appendix B.

Any staff that join WGSP during the academic year are subject to an induction process where there will be training and guidance on following the policy and using the Behaviour systems in place. Staff sign to acknowledge their understanding of this policy as part of their induction.

Responding to Behaviour

The way students behave in school is strongly correlated with their eventual outcomes at year 11 and 13. When behaviour, in general, improves *throughout* a school, the impact is:

- Students achieve more academically and socially.
- Time is reclaimed for better and more learning.
- Students feel more confident and safer in the school environment.

The WGSP Behaviour system delivers clarity and consistency in a concise manner to minimise disruption to learning allowing teachers to focus on what they do best and ensure all our students are calm and safe.

- A clear guide for accepted behaviours – those that are rewarded and those that risk sanction.

- A clear strategy bringing consistency across the entire school, in every classroom.

When a member of school staff becomes aware of any misbehaviour, they should respond to it promptly using the schools' systems set out in appendix A and B. The safety of all pupils is the first priority. Staff must respond to behaviours consistently, fairly and proportionately so pupils understand that misbehaviour will always be addressed. De-escalation techniques can be used to help to prevent further behaviour issues arising.

Staff will use a variety of methods to manage behaviour and different sanctions based on the situation of poor behaviour that has occurred. These can include, but are not limited to; verbal reprimands, loss of privileges, detentions, school-based community service, reports, isolation, alternative provision, suspension, in the most serious cases permanent exclusion.

Where a supportive classroom approach has not been successful, staff will consider next steps and if a sanction is appropriate. Any sanctions must:

- Make it clear that unacceptable/disruptive behaviour affects others and is taken seriously.
- Not apply to a whole group for the activities of individuals.
- Are consistently applied by all staff to help to ensure that children and staff feel supported and secure.

When considering sanctions staff will take into account any SEND that a pupil may have as well as any contributing factors such as a pupil's mental health or adverse childhood experiences (ACEs).

Following on from any sanction staff may: have a discussion with the pupil, contact parents, investigate patterns in behaviour, inquire into circumstances affecting the pupil outside of school, consider support that can be offered.

Please see Appendix A for the classroom Behaviour System.

Appendix B shows the WGSP School Rules.

Please see subject intervention on low level classroom behaviour in Appendix C.

Responding to Good Behaviours

We believe recognition and praise are paramount for all, using rewards maintains a positive culture and reinforces behaviours which reflect our values as well as encouraging students to engage in their learning.

When students do well, we recognise this. Forms of recognition include;

- verbal praise.
- Phone calls to parents/carers.
- values points.
- Postcards.
- milestone badges.

- Trips.
- Headteacher awards.
- Deputy Headteacher awards.
- attendance awards.
- contribution awards.
- termly awards from form tutor, Head of Year and Head of Pastoral.

Removal from classrooms

Removal is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. Teachers will use this method through following the system outlines in Appendix A.

Isolation

Isolation is a sanction that can be put in place by HOY or SLT member. Students can be placed in Isolation for breaches of the behaviour policy. Isolation is a room in the school building away where students are placed that is not part of their timetabled lessons. Work will be provided for students to complete for the period of their isolation and there will always be a staff member in isolation with students.

External Isolation

The Walderslade & Greenacre Schools Partnership works with other Medway schools to utilise their isolation units. This method of sanction is used so that the student is still in school and works in a controlled environment with supervision. Should the student be free school meals, this will still be taken at the external isolation school. If a parent were to refuse their child/ward to attend the external isolation this would impact their attendance.

Suspension

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Full information can be found in our Suspension and Exclusion policy.

Behaviour off Site

The behaviour of our students off site can have an impact on the safety of students in our school community and our behaviour policy applies to student actions outside of school as well as inside school. Schools can sanction students for misbehaviour outside of the school premises. Any non-criminal poor behaviour or bullying which occurs off the school premises or online or which is witnessed by a staff member or reported to the school, can be sanctioned in school. These sanctions will consider all details and the pupils statement relating to an incident.

Examples of conduct outside the school premises, including online conduct, that can be sanctioned includes but is not limited to:

- when taking part in any school-organised or school-related activity.
- when travelling to or from school.
- when wearing school uniform.
- when in some other way identifiable as a pupil at the school.
- those that could have repercussions for the orderly running of the school.
- those that poses a threat to another pupil; or those that could adversely affect the reputation of the school.

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. These can be used in the best interests of a pupil following on from challenges in school.

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 support, 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 students where an allegation has been made.

Use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Responding to Misbehaviour from Students with SEND

Recognising the impact of SEND on behaviour

WGSP consistently promotes high standards of behaviour and provide support to ensure all pupils can achieve and thrive both in and out of the classroom. All students should feel a sense of belonging in the school community and that they are clear on the whole-school approach to behaviour. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 pupil caused by the school's policies or practices (Equality Act 2010).

Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
Examples of preventative approaches:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as ASC, ADHD, ODD.
- Use of our learning support unit where students can regulate their emotions during a moment of sensory overload.

If a pupil 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 with the elements of this plan.

Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for Students with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND.
- Whether the pupil 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 pupil for the behaviour. The school will then consider reasonable adjustments to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, 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.

Students with an education, health and care plan (EHCP)

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 review of the EHCP.

Searching, Screening and Confiscation

On 1st September 2022, the DfE updated its [guidance](#) of Headteachers, Staff and Governing bodies over searching, screening and confiscation.

In line with our values, WGSP recognises that we have a duty of care to students in our school. This means that we balance the need to safeguard all students by confiscating harmful, illegal, or disruptive items with the safeguarding needs and wellbeing of students suspected of possessing these items. We are also cognisant that all students have a right to expect a reasonable level of personal privacy, under [Article 8](#) of the European Convention on Human Rights. Any 'interference' with this right by a Trust School must be justified and proportionate. We are aware of, and encourage staff to be especially vigilant about, possible biases affecting decisions to carry out or escalate searches. The Headteacher will ensure that a culture of safe, proportionate and appropriate searching is maintained.

Full details of banned items and searching can be found in Appendix D.

Preventing recurrence of misbehaviour

At the Walderslade and Greenacre Schools Partnership we adopt a range of intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. The aim of interventions are to help pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more

support than others and this will be provided as proactively as possible. It may be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Support and Interventions

Students will be supported with managing their behaviour through interventions such as:

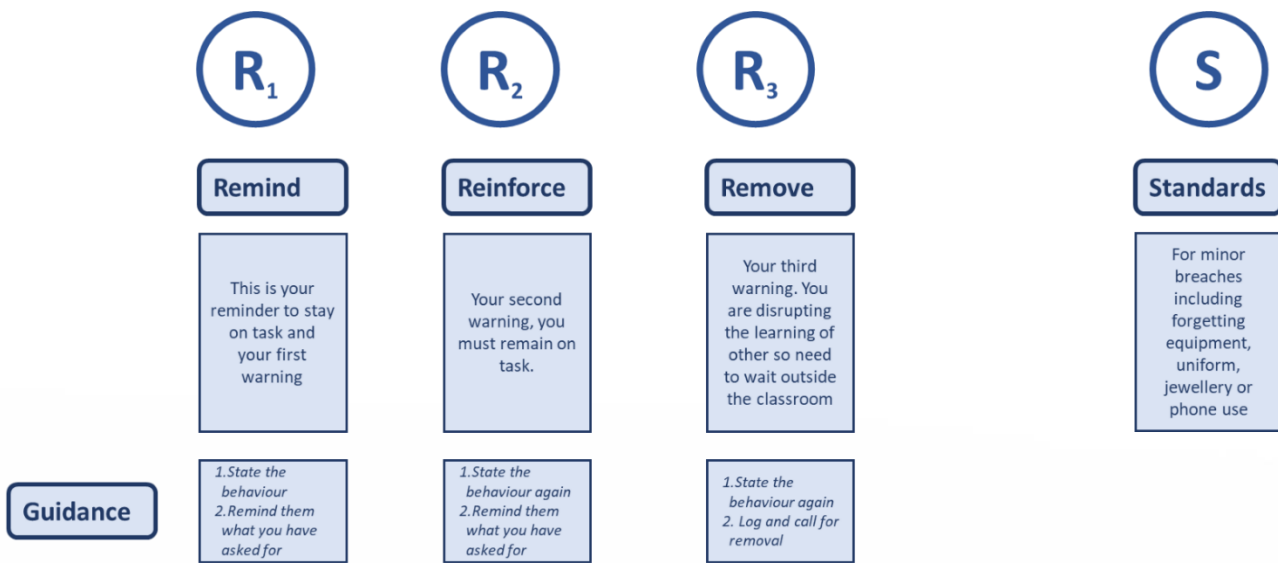
- frequent and open engagement with parents, including home visits if deemed necessary.
- providing mentoring and coaching.
- Emotional Literacy Support (ELS).
- Anger management.
- Access to Mental Health First Aiders.
- Counselling.
- Social skills intervention.
- Alternative Provision sessions.
- Pupil support plans.
- Behaviour action plans and reports.
- Pastoral support.

Initial intervention to address underlying factors leading to misbehaviour can include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have.

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

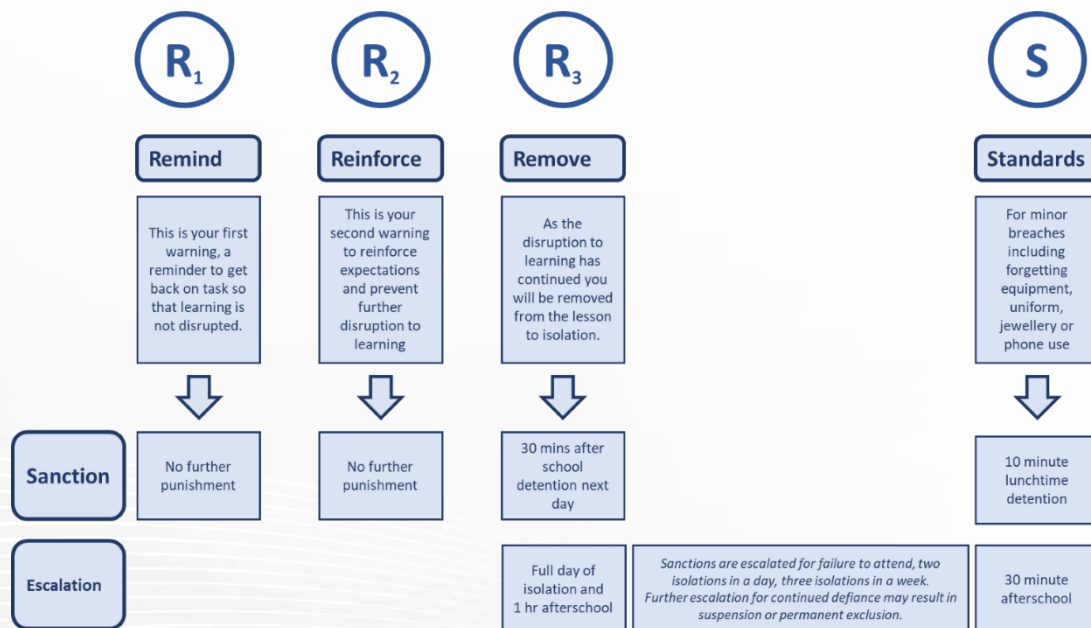
Appendix A – TWGSP Behaviour System

In Class Procedure



Class teacher records **all** poor student behavior at R1/2 and 3.

Escalation in lessons




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The Behaviour Curriculum


The behaviour curriculum outlines the behaviours that WGSP intends to promote and reward and behaviours that disrupt learning and will be at risk of sanction. Through these repeated routines students will understand behavioural norms and the expectations on them.

Strong Start







1
Arrive on time




2
Meet, greet and uniform check




1
Pack equipment away tidily




2
Stand behind chairs




3
Sit down in silence, place equipment on desk and begin starter



4
Respond positively to feedback and instructions



3
Check uniform



4
Orderly exit on teacher instruction

Excellent Exit
7

Above the line or below the line?



Effort	Saying please	Saying thank you	Determination
Presentation	Honesty	Helping others	Integrity
Independence	Leadership	Respect	Care
Excellence	Empathy	Focus	Being prepared
Ownership	Resilience	Pride	Saying sorry



Disrespect	Interruption	Swearing	Not prepared
Not following instructions	Defiance	Rudeness	Blame
Lack of effort	Refusing any R's	Mobile phone use	Laughing at others
Uniform infringements	Dishonesty	Bullying	Threats

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Delivery Guidance

A low-level response to low level disruption.

“It is the certainty of punishment, not it’s severity, that deters unwanted behaviours”

- State the behaviour. “You’re talking while I am ...”
- Partially agree. “I’m sure you thought it was important but...”
- Remind them of what they should be doing. “You should be listening to me...”
- Let them know the consequence. “So this is your first reminder.”

Appendix B - WGSP - The Rules

The WGSP Rules

- We use polite language at all times; we do not use prejudice or derogatory language.
- We conduct ourselves appropriately and quietly around school; we attend every day and arrive promptly to lessons.
- We respect the school, staff and our local community; we listen, we care, we enjoy.
- We do not use our mobile phones/earphones/smart watches anywhere on school site. If we are seen with an electronic device, we hand them in without argument.
- We take pride in our learning and we do not disrupt the education of others. We all have equal rights to education; we respect that others have additional learning needs.
- We understand that everyone in the school has a responsibility to safeguard us. We will not tolerate bullying, violent or aggressive behaviour.
- We tell the truth, show integrity and take ownership for our actions. We take part in restorative conversations; we need to apologise if we are in the wrong.
- We wear full school uniform (including PE kit & protective wear in practical subjects) and ensure we have all of our basic equipment.
- We do not bring or use banned items in school. Smoking and Vaping will not be tolerated.
- We do not tolerate theft or vandalism within school or in the local community.



Appendix C – Department Behaviour procedures

Truancy

If a student truants a lesson, the class teacher must set a detention and phone parents to inform them. *Calls must be logged on Arbor.*

R3

If an R3 is issued and a student is removed from lesson / parked in another lesson, then the class teacher must set a detention and phone parents to inform them. *Calls must be logged on Arbor.*

Homework

KS3 - if a student fails to complete homework in a standards detention must be issued.

KS4 – if a student fails to complete homework the following procedure should be followed:

- 1st Incident – Standards Detention
- 2nd Incident – 30 Minute Detention
- 3rd Incident – 60 Minute Detention

This will be tracked by class teachers and then QA'd by HoDs.

Homework detentions will be scheduled to take place alongside all other detentions however, class teachers and HoDs may wish to supervise students themselves within their own departments.

Subject Behaviour Incidents

This process should be followed for incidents in lesson that result in teachers logging an R2 or R3 for behaviour. All incidents must be logged on Arbor.

1st Log – Discussion

Class teacher discusses the incident with the student.

2nd Incident – Contact Home

The class teacher must phone home to discuss with parents.
Call must be logged on Arbor.

3rd Incident – Teacher Meeting

Support, intervention and behaviour repercussions discussed.
Meeting must be logged on Arbor.

4th Incident – Teacher and HoD Internal Meeting

HoD to meet with class teacher and discuss the strategies and

interventions that have been put in place since parental meeting.
HoD to offer suggestions and support.

5th Incident – Head of Department

The Head of Department must phone home to discuss with parents.
Call must be logged on Arbor. Subject Behaviour Report to be issued.

6th Incident – Parental Meeting

Parents invited in for meeting with class teacher and HOD.
Support, intervention and behaviour repercussions discussed.
Meeting must be logged on Arbor.

7th Incident – SLT Intervention

SLT Line Manager of the department to meet with parents.
Meeting must be logged on Arbor.

***Incidents 'reset' each term.*

Appendix D - Procedures for Searching, Screening and Confiscation

Who can search a student?

The Headteacher explicitly grants those staff fulfilling the roles listed below permission, should the need arise, to carry out a search and to confiscate any items as detailed within this guidance:

- Members of the Senior Leadership Team, including any Associate Members.
- Heads of Year, including the Head of Sixth Form.

These members of staff will be provided with a copy of this guidance.

When carrying out a search:

- The person carrying out the search must be the same sex as the student being searched.
- There **must** be another member of staff present as a witness to the search - they don't have to be the same sex as the student.

The only exception is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently; **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available.

If an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff and make sure that a record is kept.

When can a student be searched?

A student can be searched if:

- The authorised staff member has 'reasonable grounds' to suspect that the student may have a prohibited or banned item.
- They agree to the search.

Reasonable grounds may include, but are not limited to, occasions such as:

- A member of staff has heard the student or other students talking about a banned or prohibited item.
- A member of staff has been told directly of a banned or prohibited item.
- A member of staff has seen a banned or prohibited item.
- A member of staff notices a student behaving in a way that causes you to suspect that they're

concealing a banned or prohibited item.

- Review of CCTV suggests that a student may have a banned or prohibited item.
- A member of the public reports that they have seen a student behaving in a manner, before or after school, that suggests that they may have a banned or prohibited item.

When deciding to search a student, the grounds for the search must be balanced against the student's age and any SEND.

What constitutes a banned or prohibited item?

The list of prohibited Items is set out in [The Education Act 1996](#) and paragraph 3 of the DfE's guidance on searching, screening and confiscation. These items are:

- Knives and Weapons.
- Alcohol.
- Illegal drugs or Paraphernalia.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence.
 - Cause personal injury (including the pupil) or damage to property.

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

Banned Items are:

- Vapes or any Vaping Liquids.
- Energy Drinks.
- Sharp objects such as Demablades and tweezers.
- Sweets and drinks bought in with the intention of selling them.
- Catapults, snap bangs.

How should the search be conducted?

Before a search:

The Headteacher or authorised staff member should:

- Assess how urgent the search is and consider the risk to other students and staff.



- Explain to the student why they are being searched, how and where the search will happen and give them the opportunity to ask questions about it.
- Always seek the student's cooperation.

If a pupil refuses to cooperate:

In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the student:

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

If the student still refuses to cooperate:

- The school may sanction them in line with your Behaviour Policy.
- If the authorised members of staff does not think that a search is needed urgently, they should seek advice from the Headteacher, Deputy Headteacher or DSL. During this time, the student should be supervised somewhere away from other students.
- Assess whether the search would prevent the student from harming themselves or others, damaging property or causing disorder, and therefore it is necessary to use reasonable force to conduct the search. NB - reasonable force can only be used to search for prohibited items.

Carrying out the Search

A student should be searched in an appropriate location that offers privacy from other students.

Authorised staff can search a student's pockets and require students to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes gloves, scarves and shoes.

You **cannot** ask students to take off any further items of clothing.

The person conducting the search should be sensitive to whether a student is wearing outer clothing for religious reasons.

Authorised staff can also search a student's bag in the presence of the student and another member of staff (except in cases as detailed above).

Screening

Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.



Screening would involve the use of a hand-held metal detector (arch or wand) to scan pupils for banned items. Where a pupil has a disability, the school will make any reasonable adjustments necessary to the screening process that may be required.

If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of next steps.

How should a search be recorded?

All searches should be recorded on CPOMs, our safeguarding platform using our 'Searches form'. The record of a search should include:

- The date, time and location of the search.
- Which pupil was searched.
- Who conducted the search and any other adults or students present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

The DSL will review any recorded searches and if the DSL finds evidence that any student is at risk of harm, they will make a referral to Medway Children's services immediately.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search, as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Parents should also be informed of a search for an item banned by the school policy.

Any complaints about searching, screening or confiscation will be dealt with through the normal Trust complaints procedure.

What should be done with any items confiscated during a search?

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

Poses a risk to staff or students;

Is a prohibited or banned item;

Is evidence in relation to an offence.



The table below outlines how confiscated items will be handled:

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Vapes or vape liquid	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

Items discovered during a search can be confiscated, retained or disposed of as a disciplinary measure where it's reasonable to do so, as set out in [section 91 of the Education and Inspections Act 2006](#). The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Searching and confiscating electronic devices

Staff may confiscate an electronic device if they suspect there may be images/information or data that could:

- Cause harm.
- Poses a risk to staff or pupils.
- Evidence in relation to an incident.
- Undermine the safe environment of the school or disrupt teaching.
- Commit an offence.



Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the members of staff conducting a search suspect they may find an indecent image of a child (sometimes known as nude or semi-nude images), they should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. They will then contact the police for further guidance on next steps. Further information on this can be found in our Safeguarding and Child Protection policy.



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

