David Ross Education Trust

Broadening Horizons

Behaviour and Ethos Policy (Primary)

Document Management Information

Applicable to:	All staff employed by the Trust and pupils in academies.
Development and Consultation:	The policy has been developed in accordance with the DfE guidance on Behaviour in Schools, Mental health and behaviour in schools, Tackling and Preventing Bullying and as part of the Trust strategy to prevent sexual harassment and abuse in schools.
Dissemination:	The policy will be made available to staff via the Trust's policy centre. It will also be made available on the David Ross Education Trust and individual academy websites.
Implementation:	The policy will be implemented in all academies.
Training:	Staff will receive training in understanding the different types of bullying, especially sexual abuse and harassment, and in how to respond consistently to reports. Staff will be aware of the relevant statutory guidance, including Keeping Children Safe in Education.
Review Frequency:	This policy will be reviewed annually (unless statutory guidance states more frequent).
Policy Author:	Angela Watts, Primary Lead for Behaviour and Culture.
Executive Policy Owner:	Kimberley Lawton, Executive Director of Primary Education.
Approval by:	Education Committee
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Revision History

Document version	Description of Revision	Date Approved
Version 1	Approved Document	September 2020
Version 2	Reviewed to reflect the DfE's Behaviour in Schools and Suspension and Permanent Exclusion updated guidance. Directly linked to the DRET Safeguarding Policy which has been reviewed to reflect the recommendations following the Ofsted review into Sexual Abuse in Schools and the requirement for all schools to have a well-coordinated strategy to prevent sexual harassment.	
Version 3	Primary and secondary elements separated to eliminate	16 September 2024

	confusion.	
Version 4	Update referencing 2024 Exclusions and Suspensions Guidance	16 December 2024
Version 5	Update to refocus terminology on Primary specific practices including the removal of reference to detention and updates to the naming of sanctions.	18 September 2025
Version 6	Addition of sections regarding Safeguarding Separation and Managed Moves to reflect changes in the 2026 Suspensions and Exclusions Guidance. Addition of appendices regarding post physical intervention (letter to parents, flow chart and checklist).	24 September 2026

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1. Introduction

1.1. The David Ross Education Trust (the Trust) believes that children and young people need empathy and structure in which to thrive. We understand the importance of connectedness and positive, safe relationships in supporting pupils' emotional, social, and academic development. Therefore, the Trust is committed to providing an inclusive learning environment where adults throughout all our academies maintain kind and respectful relationships in endorsing high expectations for pupils' good conduct. Our academies are safe, calm and purposeful so that every pupil, especially the most vulnerable, achieves their full potential. We care deeply about pupils' education, and we aim to protect their entitlement to it at all times. No child's education should be disturbed or disrupted by poor behaviour in classrooms, and no pupil should feel unsafe due to poor behaviour in corridors or in social spaces.

1.2. Members of Trust academies are expected to treat each other with dignity and respect so that there are no missed opportunities for learning. The Trust complies with the Public Sector Equality Duty (PSED) within the Equality Act which requires all academies to eliminate unlawful discrimination, harassment, victimisation and to foster good relations between those who share a protected characteristic and those who do not.

1.3. Each academy is expected to foster a strong school culture built on positive interactions and child-centred practices that together prioritise pupil wellbeing. Academies are expected to implement their own graduated approach in supporting all pupils achieve high expectations, making reasonable adjustments as required. All staff know that behaviour can be a sign that a pupil has experienced adversity during their childhood or that they continue to do so. Academy staff are expected to support all pupils in learning to understand their emotional needs and help them to restore relationships that are conducive to learning.

1.4. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

2. Policy scope

2.1. This policy applies to all primary academies within the Trust.

2.2. It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

3. Legal and regulatory framework

3.1. This Policy takes its legal framework from the following legislation and statutory guidance:

- Keeping Children Safe in Education (2026)
- The Equality Act 2010: advice for schools (2018)
- The Equality Act (2015)
- The Children and Families Act (2014)
- Use of Reasonable Force – advice for all school leaders, staff and governing bodies (2013)
- The Independent School Standards Regulations (2019)
- The Special Educational Needs and Disabilities Code of Practice (2020)
- Behaviour in Schools: Advice for headteachers and school staff (2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England (2026)
- Searching, Screening and Confiscation: Advice for schools (2023)

- Positive environments where children can flourish (2021)
- Reducing the need for restrictive intervention and restraint (2019)

4. Definitions

4.1. **Trust** means all academies within the David Ross Education Trust, as well as Head Office and central services operations.

4.2. **The Way**; this document details academy specific arrangements and expectations in accordance with the provisions set out in this policy. It is the local and customised appendix to this policy.

4.3. **Relational approaches** are practices that embody the core values, such as kindness, respect, inclusiveness and compassion, that enable individuals to develop, learn, adapt and thrive. The conditions for children's healthy development are the presence of nurturing, responsive adults.

4.4. **Warm: strict** is a technique advocated by Doug Lemov (2015) which means combining empathy with certainty. He writes that when 'We are clear, consistent and firm while being positive, enthusiastic, caring and thoughtful, (we) send a message to pupils that having high expectations is part of caring for and respecting them.'

4.5. **Psychological safety** means pupils feel a sense of belonging because they have learned to trust that they can practice skills without judgement or blame when getting something wrong.

4.6. **Special Educational Needs and Disabilities (SEND)**: A pupil has special educational needs if they have a learning difficulty or disability and requires additional support that is different from or additional to pupils of the same age. A pupil has learning difficulties if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a disability which prevents or hinders the pupil from making use of educational facilities of a kind generally provided for pupils of the same age.
- Are under compulsory school age and fall within the definition in the first two bullet points or would do so if special educational provision was not made for the pupil.

4.7. **Education and Health Care Plan (EHCP)** outlines any special education needs a pupil has and the provision a local authority must put in place to help them. These were introduced in 2014 and gradually replaced Statements of SEN. Most children and young people should have transitioned from a statement to an EHCP.

4.8. **Reasonable Adjustments**: The duty to make reasonable adjustments for pupils with SEND is anticipatory. It requires thought in advance as to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage and include the provision of auxiliary aids and services. In addition, the Trust recognises that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes; reasonable adjustments should also be applied to help children who have or have had a social worker reach their potential.

4.9. The **graduated response** (also referred to as the graduated approach) refers to how schools identify pupils' learning and socio-emotional needs and take incremental steps in supporting pupils to overcome any barriers. Typically applied for all pupils with a special educational need or disability, the Trust uses similar principles in understanding how to help pupils manage their behaviour.

4.10. **Suspension** is the term used when a pupil is temporarily removed from the academy for one or more fixed periods up to a maximum of 45 days per academic year.

4.11. **Positive intervention** (sometimes referred to as Reasonable force) is a restrictive intervention

involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person. It can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

4.12. **Bullying** is behaviour by an individual or group, typically repeated over time although it might also refer to damaging one-off incidents, that intentionally hurts another individual or group either physically or emotionally.

4.13. **Online bullying** is repetitive and intentional harm of one person or group by another person or group occurring online via social media, gaming and texting, including using images and video.

4.14. **Permanent Exclusion** is the term used when a pupil is permanently removed from roll through a permanent exclusion process.

4.15. **Child on Child Abuse**: This can take many forms including but not limited to abuse within intimate partner relationships, bullying, sexual violence and sexual harassment, physical abuse, sexting and initiation type violence and rituals.

4.16. **Sexual harassment** means unwanted conduct of a sexual nature that can occur online and offline and both inside and outside the academy. Child on child sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

4.17. **Prohibited items**: Items prohibited from academy premises and for which the principal or the staff they authorise have a statutory duty to search. Prohibited items include the following items: 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 or tobacco and cigarette papers, fireworks and pornographic images. Schools can further specify additional items prohibited from school site for which a search can be conducted. All DRET academies can search for vapes, toxic substances likely to be used for recreational drug taking such as chroming.

4.18. **Banned items**: items in addition to those prohibited by law from the academy site such as chewing gum and fizzy drinks.

4.19. **Possessions**: any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

4.20. **Screening** is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises.

4.21. **Virtual School Head** (VSH): The Children and Families Act 2014 requires local authorities in England to have a virtual school Head (VSH) who monitors looked after children, previously looked after children and those children with a social worker as if they were in one school, the virtual school.

5. The Trust's policy on behaviour

5.1. All academies have a strong relational culture where clear and consistent expectations are upheld to create a safe and productive learning environment. These expectations will be clearly communicated to staff, pupils and parents and regularly reinforced. Pupils need to know how good behaviour is celebrated, and they need to know with certainty the likely consequences if they breach expectations. All adults contribute to sustaining this environment by using positive relationships that help them connect to pupils before correcting any misbehaviour. Adults are compassionate and kind in reinforcing boundaries in a respectful way.

5.2. Academy leadership will establish consistent routines and practices that ensure that large numbers

of pupils are safe when they are together such as on arrival at the academy, walking through the corridors and stairwells, during social times and in the dining room. Teachers maintain consistent routines for pupils entering and exiting the classroom.

5.3. The class teacher plays a key role in developing positive relationships with each pupil, in communicating with the pupil's parents and carers and in providing a predictable and structured start to each school day.

5.4. Teachers are intentional about establishing a classroom culture where consistent behaviour expectations provide the foundation for academic rigour. Through their interactions with pupils, teachers and teaching assistants acknowledge pupils' compliance with these expectations in supportive and encouraging ways to minimise disruption to learning. Teachers and teaching assistants seek to remain calm and to quietly correct any deviations from these expectations individually. Strategies are likely to include low level interventions advocated by Lemov (2015). These will be incorporated in the academy specific approach to the following escalation process:

- 1. Refocus support- a reminder of the expectations
- 2. Reflection- a reminder of the expectations and moved to a reflection station within the classroom to continue learning
- 3a. Re-direction- a reminder of the expectations and moved a partner class to continue learning. Parents to be informed.
- 3b. Re- direction- a reminder of the expectations and moved a different year group class to continue learning.
- Referral to SLT
- Referral to Headteacher

Further sanctions may be issued in accordance with Academy expectations.

5.5. Academies will define their own graduated approach to help all pupils fulfil high expectations for good conduct. Academy leaders will adopt a range of intervention strategies to help pupils understand behavioural expectations and to provide support for pupils who struggle to meet these expectations. Some pupils will need more support than others and this will be provided as proactively as possible. It will sometimes be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. All academies will provide opportunities for pupils to reflect, take responsibility, and repair any harm caused by their actions.

5.6. All academies will keep a record of pupils' good behaviour as well as any incidents of misbehaviour. The Trust will collate this information and provide each academy with this data resource. Academies will establish a system to ensure that relevant members of leadership and pastoral staff use this resource routinely in identifying pupils who need support to improve their behaviour. This might include pupils who are persistently misbehaving, those whose behaviour is not improving following early intervention, or whose behaviour reflects a sudden change from previous patterns of behaviour.

5.7. Initial intervention to address underlying factors leading to misbehaviour will include considering if the behaviour as a sign that the pupil has unmet needs including learning and socio-emotional needs. graduated response will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

5.8. Where an academy has serious concerns about a pupil's behaviour, it will 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.

6. The link between mental health and behaviour

6.1. Academies are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem.

6.2. Where there are concerns about behaviour, the academy will seek to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, safeguarding concerns, or mental health problems. In conducting this assessment, academies will make effective use of data to highlight any changes in a pupil's patterns of attainment, attendance or behaviour. Designated pastoral teams/ in-school staff and the Academy Senior Mental Health Lead will ensure staff receive the training they need to recognise and escalate concerns and contribute to decision making about how to support the pupil effectively, including with other agencies. Academies will also provide the opportunity for pupils to seek support in a confidential way.

6.3. Academies are committed to reducing the occurrence of challenging behaviour by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers.

7. Rewards for pupils

7.1. Rewards provide public recognition of pupil's achievement and progress and help to raise pupils' motivation and expectations.

7.2. Acknowledging good behaviour encourages repetition and communicates expectations and values to all pupils. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the academy's culture.

7.3. Pupils respond well to immediate praise from teachers, and this can be reinforced when parents are included in this conversation. All academies use the parent communication app (MCAS) to ensure that good news is shared with home.

8. Sanctions for pupils

8.1. Where pupils choose to breach the behaviour policy, they have a right to expect fair sanctions, applied consistently.

8.2. Sanctions used will either be used for deterrence, protection or to encourage improvement:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the academy and reengage in meaningful education.

8.3. Pupils may test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via sanctions or targeted pastoral support. The Trust is committed to helping all pupils develop self-awareness and self-regulation strategies in response to challenges. Where appropriate, academies will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if

the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home, such as the recent incarceration of a parent.

8.4. Where pupils make inappropriate choices about their behaviour and formal sanctions are necessary, the responsible adult who observes the behaviour should deal with the matter in the first instance. In the case of serious misbehaviour, the pupil may be referred to more senior colleagues.

8.5. Academies will outline the specific approaches within the Academy Way document including the conditions under which the most severe sanctions will be issued.

8.6. Not all pupil behaviour can be amended or remedied by pastoral processes, or sanctions within the school and sometimes additional measures are required and suspension and exclusion are necessary.

9. Suspensions

9.1. A suspension may be used to provide a clear signal of what is unacceptable behaviour and to show a pupil that their current behaviour is putting them at risk of permanent exclusion.

9.2. Before taking a decision to suspend or exclude a pupil, principals will ensure they have thought about all relevant issues in order to be satisfied that suspension or permanent exclusion is the appropriate course of action. This includes making sure a full and thorough investigation has been carried out; capturing the pupils' views in relation to the child's age and understanding. Where relevant, the pupil will be given support to express their view.

9.3. Before taking the decision to suspend or exclude a pupil, principals will contact the Primary Lead for Behaviour and Culture to discuss and explore options for the child. A conversation should also take place with the Regional Director of the school.

9.4. The principal will also consider alternatives to suspension/exclusion, what support, reasonable adjustments and interventions have been provided and the impact of these; calling an emergency review of an Education Health and Care Plan (EHCP) or review of a Personal Education Plan (PEP) for children in care (where applicable); seeking advice/guidance from relevant external agencies; and considering any mitigating or contributory factors that might explain the behaviour, such as bullying, provocation, deteriorating mental health and/or bereavement, as well as ascertaining whether the pupil belongs to a vulnerable group.

9.5. Parents and carers will be informed of the suspension in person or by telephone in the first instance as this will allow parents to ask any initial questions or raise concerns directly with the principal.

9.6. The Trust is committed to working with parents and carers and to make such arrangements as may be required in ensuring that pupils can be supervised safely at home while they are suspended, such as negotiating the day of the suspension. This is particularly the case for younger pupils. Academies will isolate the child in the meantime if required.

9.7. Where a pupil has a social worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the principal will inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

9.8. Where a child in care (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) will contact the local authority's VSH as soon as possible. The DT, working with the VSH and others, will consider what additional assessment and support need to be put in place to help the academy address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the academy will also engage with a child's

social worker, foster carers, or children's home workers.

9.9. Where previously looked-after children face the risk of being suspended or permanently excluded, the academy will engage with the child's parents and the school's DT. The academy may also seek the advice of the VSH on strategies to support the pupil.

9.10. Where an academy has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it will, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

9.11. In the case of a suspension, principals will follow the DfE exclusions and suspensions guidance and the DRET Exclusion and Suspension Policy.

10. Permanent exclusion

10.1. This is a last resort for any academy and will only be taken by the principal in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

10.2. Serious breaches to the academy behaviour policy are likely to include (this list is not exhaustive):

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Damage to property.
- Theft.

10.3. The Trust supports these decisions as a last resort. Decisions will always be moderated in discussion with another principal or a member of the central team. Principals will also consider referrals to other agencies and liaison with other key personnel such as the pupil's social worker.

10.4. In cases of very serious incidents where a permanent exclusion is a possible outcome, this should be declared immediately - advice should be sought for how to educate the child whilst any investigation is underway.

11. Transition and reintegration

11.1. Academies will establish effective partnerships with other schools in obtaining as much relevant information as possible in helping them understand each pupil's needs before they join the academy in seeking to understand pupil's needs. This applies for pupils entering the academy at the beginning of the academic year as well as at all other times of the year. Parents are requested to support academies in providing this information in enhancing our knowledge of the child and their circumstances, and how best to make their time at the academy a success. Academies will use this information in welcoming the pupil effectively and enabling them to understand how to meet the academy expectations for good behaviour, which includes high attendance. This might include an assessment of need to ascertain where additional support or adjustment could be required.

11.2. Academies will have a strategy for reintegrating pupils following time spent in a pupil support unit, in another setting under off-site direction or following suspension. Reintegration meetings are likely to be between the academy, pupils, parents and, if relevant, other agencies. The academy will use the meeting to consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour. This might include the introduction of various interventions managed by the SEND, pastoral or safeguarding teams as appropriate. Where a pupil is already receiving this level of support, the reintegration meeting will seek to understand if existing arrangements need to be amended as appropriate.

12. The use of physical intervention (also referred to as restraint, reasonable force and positive handling)

12.1. Behaviour that challenges may signal a need for support, and it is essential to understand its underlying causes. Staff at the Trust understand that it might be the result of a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. It may reflect the challenges of communication, or the frustrations faced by children with learning disabilities, autistic spectrum conditions and mental health difficulties, who may also have little choice and control over their lives. These factors may result in behaviours that are challenging.

12.2. The Trust is committed to providing a positive and proactive approach in anticipating potential triggers for behaviour that challenges, and in minimising the likelihood of, or avoiding the need to use restraint. Where the use of supportive holds is necessary to safeguard children or it is included in a pupil's safety plan, it will be consistent with clear values and sound ethical principles and comply with the relevant legal requirements.

12.3. Academies are committed to ensuring that all staff and adults with responsibility for pupils' safety and welfare will deal professionally with all incidents involving behaviour which will put someone in danger, commit a criminal offence or disrupt the good order of the school. If physical intervention happens, it must be deemed to be reasonable, proportionate and absolutely necessary.

12.4. All members of the Trust acknowledge that the past experiences of children will affect the way they respond to physical interventions. Those with a history of physical or sexual abuse will often have painful and disturbing memories triggered by such interventions.

12.5. All staff on the academy's payroll who normally work with children are authorised to use restraint should that be necessary i.e. when all else has been tried and:

- the situation is likely to become dangerous for pupils and/or staff.
- there is a risk to the maintenance of good order.
- a criminal act is being committed.
- property is being damaged.
- previous history suggests that failure to act promptly will result in any of the above, and all else has been tried.
- the potential consequences of not intervening are sufficiently serious to justify considering the use of restraint.
- the chances of achieving the desired result by other means are low or when;
- the risks associated with not using restraint outweigh those of using restraint.
- restraint is not used to punish or with the intention of inflicting pain, suffering or humiliation.
- the child's welfare is at risk.

12.6. Staff will consider the additional risks presented by incidents involving children with SEN or disabilities or with medical conditions and consider their duties under the Equality Act in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

13. Banned and prohibited items

13.1. The following items are prohibited:

- Knives and blades.
- Weapons.
- Alcohol.
- Illegal drugs and their associated paraphernalia.
- Legal highs.
- Equipment relating to the taking of illegal drugs.
- E-cigarettes or vapes.
- Tobacco.
- Cigarette lighters.
- Cigarette papers.
- Fireworks.
- Stolen items.
- Pornographic images.
- Items that the staff member might suspect has been or is likely to be used to commit an offence or cause personal injury/damage to property.
- Aerosols.
- Toxic substances likely to be used for chroming.

- Any other item that the academy deems will pose a threat to the safety of any member of the school community or is considered highly inappropriate.

The following items are banned from all academy sites:

- Fizzy drinks and energy drinks.
- Chewing gum.
- Items that do not comply with the academy uniform requirements.

14. Mobile phones and portable devices

14.1. The use of mobile phones by pupils during the school day is prohibited. Each academy will implement its own systems and sanctions for pupils who contravene this rule (such as confiscation, locked pouches, lockers, or requiring phones to be switched off and stored away).

14.2. Academies will also have their own systems and sanctions for pupils who misuse a portable devices such as mobile devices including smart watches.

15. Searching, screening and confiscation

15.1. Only the Executive Principal or the Principal can authorise a search. A search can be considered if the 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.

15.2. The DSL (or deputy) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil is in possession of a prohibited item. The staff member should also involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

15.3. If the DSL (or deputy) finds evidence that any child is at risk of harm, they will make a referral to children's social care services immediately. The DSL (or deputy) will consider the circumstances of

the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

15.4. Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff will always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff will consider why this is such as that the pupil might:

- Be in possession of a prohibited item;
- not understand the instruction;
- be unaware of what a search may involve;
- have had a previous distressing experience of being searched.

15.5. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil. The member of staff should seek alternatives to encouraging the pupil to co-operate with the search such as involving parents and carers, and other professionals as appropriate.

15.6. An appropriate location for the search will be found. Where possible, this will be away from other pupils and only on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Only those two members of staff designated to conduct and witness the search will be present.

15.7. The member of staff conducting the search ideally will be the same sex as the pupil being searched (this may not always be possible due to staff available) and there must be another member of staff present as a witness to the search.

15.8. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search will not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

15.9. A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may be conducted both for prohibited items and any items identified in the school rules for which a search can be made. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately without the child being present.

15.10. Pupils should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but this will always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves relevant staff, such as the DSL (or deputy) and children's social care where appropriate.

15.11. 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.

15.12. Illegal and controlled drugs will be delivered to the police as soon as possible. Other substances which are not believed to be controlled should also be delivered to the police.

15.13. Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them but will not return them to the pupil.

15.14. If a member of staff finds an inappropriate image, they should alert a Safeguarding lead (or deputy) who may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or a nude/semi-nude image of a child) in which case it must be delivered to the police as soon as reasonably practicable.

15.15. Members of staff should never intentionally view any nude or semi-nude images of children. Staff must never copy, print, share, store or save such images.

15.16. Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to guidance issued by the Secretary of State published in statutory guidance.

15.17. Any weapons or items which are evidence of a suspected offence will be passed to the police as soon as possible. Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property will be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff will have regard to the guidance issued by the Secretary of State published in statutory guidance.

15.18. If a member of staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item will be delivered to the police.

15.19. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff will consult the DPO and must have regard to guidance issued by the Secretary of State published in statutory guidance.

15.20. Where a pupil has been found in possession of a prohibited item that suggests the child could be the victim of or be at risk of exploitation the academy will consider the safeguarding needs of the pupil and any actions will be by way of protecting the pupil at potential risk, including working with children's social care and other agencies.

15.21. Academy staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

15.22. Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Where a pupil has a disability, academies will make any reasonable adjustments 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 assess whether it is necessary to carry out a search.

16. Internal truancy

16.1. Academy staff are responsible for maintaining good order throughout the school day. In achieving this, pupils should follow the instructions of staff for their own and one another's safety and in optimising opportunities for learning and development. Pupils are expected to be in lessons when they are timetabled to do so unless there is a valid reason for them to be withdrawn with the

approval of a member of staff. Any missed learning due to truancy, should be caught up in the child's social time.

16.2. If a pupil truants from a lesson and refuses to return they are likely to be in breach of the behaviour policy. This is for causing disruption to others, for putting themselves at risk by being unaccounted for, for potentially encouraging other pupils to misbehave and for ignoring instructions. Academies will sanction the breach proportionately in the first instance. Where truanting behaviour (and the associated disruption pupils cause by doing so) is a persistent breach of the behaviour policy, academies will consider suspension, which in some cases could ultimately lead to exclusion as a proportionate sanction.

17. Conduct beyond the academy

17.1. Academies have the power to sanction pupils for misbehaviour outside of the academy premises. This includes non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. Academies will collaborate with local authorities to promote good behaviour on school transport.

17.2. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- 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.
- that could have repercussions for the orderly running of the school.
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

18. Child-on-child abuse

18.1. The academy should consider whether disciplinary action may be appropriate for any child/children involved in reports of child-on-child abuse.

18.2. In cases when a member of staff or the principal suspects criminal behaviour, the academy will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and the academy will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the academy will ensure any further action they take does not interfere with any police action taken. However, the academy retains the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. However, if there are police proceedings underway, or there could be, it is critical that the Academy works in partnership with the police and/or children's social care.

18.3. Where a matter is not of interest to the police and/or children's social care, the academy may still need to consider what is the most appropriate action to take to ensure positive behaviour management. Disciplinary action may sometimes be appropriate, including to:

- ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;
- demonstrate to the child/children and others that child-on-child abuse can never be tolerated; and
- ensure the safety and wellbeing of other children.

19. Safeguarding Separation in Schools

19.1. The Department for Education's **2026 Suspension and Permanent Exclusion Guidance** introduces **safeguarding separation** as a formal safeguarding measure that schools may use to protect children where there is an identified risk of harm between pupils. It is intended to enable schools to respond proportionately to safeguarding concerns while ensuring that all children continue to receive their education wherever possible. Safeguarding separation should not be viewed as a disciplinary sanction or an alternative to suspension; instead, it is a protective measure designed to manage immediate risk while longer-term decisions are made.

19.2. Safeguarding separation may be appropriate where there has been an allegation or incident involving sexual violence, sexual harassment, child-on-child abuse, serious bullying, physical assault, intimidation or any other safeguarding concern that creates a risk if pupils continue to have unrestricted contact. The decision to separate pupils should always be based on an individual safeguarding and risk assessment led by the DSL in partnership with the headteacher and other relevant professionals. Schools should consider the nature of the risk, the views and needs of the child who may have been harmed, the rights and welfare of all children involved, and any additional vulnerabilities such as special educational needs or disabilities.

19.3. The overriding principle is that safeguarding separation is used solely to protect children from harm. It must never be used as a punishment, as a substitute for a suspension where the legal threshold for suspension has been met, or as an informal exclusion that prevents a child from accessing their education. Any arrangements put in place should be proportionate, necessary and reviewed regularly to ensure they remain appropriate.

19.4. In practice, safeguarding separation may involve temporary changes to timetables, different classroom allocations, staggered break and lunch times, supervised movement around the school site, alternative entrances and exits, or other practical measures that minimise contact between pupils while maintaining their educational provision. Schools should seek the least restrictive option that effectively manages the identified risk and should avoid unnecessarily disrupting a child's learning or participation in school life.

19.5. Communication with parents and carers is an important aspect of safeguarding separation. Schools should explain the reasons for the arrangements, how long they are expected to remain in place, the support available to the children involved and the process for reviewing the decision. Where appropriate, external agencies such as children's social care, the police, health professionals or local authority safeguarding teams should be involved in planning and reviewing the arrangements.

19.6. Accurate record-keeping is essential. Schools should document the safeguarding concern, the risk assessment undertaken, the rationale for the decision, the measures implemented, any consultation with external agencies and the outcomes of regular reviews. Records should be maintained on the school's safeguarding system, such as CPOMS, and monitored by the DSL to ensure that arrangements remain necessary and proportionate.

19.7. Safeguarding separation should be implemented alongside the school's wider safeguarding and behaviour procedures and in accordance with Keeping Children Safe in Education, the Behaviour in Schools guidance, the SEND Code of Practice, and the Equality Act 2010. Schools must be mindful of their duties to avoid discrimination and to make reasonable adjustments for pupils with special educational needs or disabilities when determining appropriate safeguarding arrangements.

19.8. By introducing safeguarding separation as a distinct safeguarding measure, the Department for Education reinforces the principle that protecting children from harm and maintaining access to education are complementary responsibilities. When implemented thoughtfully, reviewed regularly and supported by clear communication and robust record-keeping, safeguarding separation provides schools with an important mechanism for managing safeguarding risks while promoting the safety, wellbeing and educational progress of every child involved.

20. Lawful sanctions

20.1. Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule, or fails to follow a reasonable instruction, the teacher can apply a sanction for that pupil.

20.2. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

20.3. In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

21. Managed Moves

21.1. The Department for Education's Suspension and Permanent Exclusion Guidance (July 2026) reinforces that a managed move should be used only where it is in the best interests of the child and as a positive alternative to permanent exclusion. A managed move is a permanent transfer from one mainstream school to another, agreed by all parties, with the aim of providing a fresh start and improving the pupil's educational outcomes.

21.2. The 2026 guidance brings greater clarity to the distinction between a managed move and an off-site direction. A managed move must not be used as a trial placement. Where schools wish to assess whether another setting is suitable, they should instead use an off-site direction, during which the pupil remains on the roll of the original school. If the placement proves successful and all parties agree, this can then progress to a permanent managed move. Schools should therefore review any local protocols that refer to "12-week managed move trials", as these are no longer consistent with the statutory guidance.

21.3. Managed moves must always be voluntary. The decision should be reached through collaboration between the current school, the receiving school, parents or carers, and, where relevant, the admission authority. Parents should never be pressured into accepting a managed move as an alternative to permanent exclusion, and schools must ensure that families understand the implications of the decision. The child's views should also be sought and taken into account, with schools demonstrating how these views have informed the process.

21.4. Before considering a managed move, schools should be able to evidence that a graduated response has been implemented. This includes high-quality teaching, appropriate pastoral support, reasonable adjustments where required under the Equality Act 2010, and targeted interventions to address behavioural needs. Where a pupil has identified or emerging special educational needs and disabilities (SEND), schools should demonstrate that appropriate support has been provided in accordance with the SEND Code of Practice and that specialist advice has been sought where appropriate. A managed move should not be used because a school is unable to meet a pupil's additional needs.

21.5. Safeguarding remains central to all decision-making. Schools should ensure that all relevant safeguarding information, behaviour records, attendance data, SEND documentation, risk assessments and details of previous interventions are shared with the receiving school before the transfer takes place. This enables the receiving school to plan appropriate support and helps ensure a safe and successful transition for both the pupil and the wider school community.

21.6. The guidance also strengthens expectations around admissions. Where a receiving school is oversubscribed, it should not admit a pupil through a managed move ahead of children who have a

higher priority under its published admissions arrangements unless there is a lawful basis for doing so. Schools should therefore work closely with local authorities, admission authorities and Fair Access Panels where appropriate to ensure that managed moves are coordinated fairly and transparently.

21.7. Once a managed move has been agreed, schools should develop a comprehensive transition plan. This should include clear objectives, identified support strategies, arrangements for pastoral and academic support, and agreed review points to monitor the pupil's progress. Although the move itself is permanent, regular reviews during the initial weeks and months are considered good practice to ensure that the placement remains successful and that any emerging concerns are addressed promptly.

21.8. Ultimately, the purpose of a managed move is to provide an opportunity for a pupil to succeed in a new educational environment while avoiding the long-term consequences of permanent exclusion. When used appropriately, managed moves can support improved attendance, behaviour and engagement, provided they are underpinned by careful planning, effective partnership working and a clear focus on the child's best interests. The 2026 guidance places greater emphasis on transparency, lawful decision-making and early intervention, ensuring that managed moves remain a positive and supportive measure rather than an informal exclusion process.

22. Responding to the behaviour of pupils with special educational needs and/or disabilities

22.1. Academies should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. All staff will seek to try and understand the underlying causes of behaviour and to determine where additional support is needed. The graduated approach will be used to assess, plan, deliver and then review the impact of this support. As part of meeting its duties, academies will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

22.2. Academies should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the academy leadership on the facts of the situation.

22.3. Academies should be mindful that not all pupils requiring support with behaviour will have identified SEN or disabilities.

22.4. Academies should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools will refer to the Equality Act 2010 and associated school's guidance.

22.5. Academies will take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil and consider any reasonable adjustments to the sanction imposed.

23. Specific behaviours - Child on child sexual violence and sexual harassment

23.1. Child on child sexual violence and sexual harassment will not be tolerated at the Trust. All reports will be taken seriously including those allegedly occurring at the academy, off site, online and irrespective of when the incident occurred. All members of the Trust understand that it can take time for a pupil to come forward to talk about these harms and that they must be sensitive to the trust placed in them when a pupil chooses to disclose. Children who are victims of sexual violence and sexual harassment may find the experience stressful and distressing. It is very likely to adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same academy. Staff will be trained to understand that some children are more susceptible to sexual violence and sexual harassment than others including girls and pupils with SEND. However, all reports of sexual violence or sexual harassment should be taken seriously, and the victims will be

reassured that they are being taken seriously, that they will be supported and kept safe.

23.2. Staff will be trained to understand that this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

23.3. Where a report of rape, assault by penetration or sexual assault is made, the DSL (or deputy) will refer this to the police. Where a report has been made to the police, the DSL (or deputy) will agree what information can be disclosed to the alleged perpetrator and their parents.

23.4. All reports concerning sexual violence and sexual harassment will be recorded confidentially in the academy's secure safeguarding software. The DSL (or deputy) will be responsible for leading the investigation. Records will include the arrangements to support the victim, the review and amendment of risk assessments throughout the investigation and outcome arrangements, the support required for the alleged perpetrator as well as the records of any interaction with the safeguarding partnership and the children's parents or carers.

24. Specific behaviours – Online bullying

24.1. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the school.

24.2. If the bullying could be criminal or poses a serious threat to a member of the public, the police will always be informed. Academy staff will discipline pupils for bullying that occurs outside school by imposing disciplinary sanction and implementing that sanction on academy premises or when the pupil is under the lawful control of school staff, for instance on an educational visit.

24.3. Where online bullying has been reported to academy staff, the electronic device, such as a mobile phone, will be seized by a member of staff who has been formally authorised to do so by the principal. If an electronic device has been seized and a member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, such as intimate images or nudes, the device will be given up to the police as soon as it is reasonably practicable without staff accessing any of the illegal material. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, will not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they must report this to the principal or member of the leadership team to agree whether it is appropriate to delete or retain the material as evidence of a breach of academy discipline. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

25. Record keeping

25.1. The Trust will retain records evidencing compliance with this policy, as set out in the Trust's Records Retention Policy.

25.2. Academies will keep records of both the positive and negative behaviours of every pupil, following Trust conventions in recording all incidents. Academy staff will use this information in identifying the support required for each pupil to succeed.

25.3. Any incident requiring physical intervention will be managed in accordance with requirements and recorded in the pupil's confidential safeguarding file. Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the pupil's confidential safeguarding file, including whether or not an item is found. This will allow the DSL (or

deputy) to identify possible risks and initiate a safeguarding response if required.

25.4. Academies will use pupil centric reporting and analysis regarding all forms of child-on-child abuse, including harassment and bullying. Incidents will be recorded. Records will delineate between different types of bullying (for example, homophobic, transphobic, racist etc.) Records of sexual harassment, including online, will be routinely analysed to identify patterns and intervene early to prevent abuse.

26. Roles and responsibilities

26.1. Principal

26.1.1. The principal is responsible for ensuring all adults at the academy comply with the provision in this policy.

26.1.2. The principal will routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

26.1.3. The principal will ensure that all staff understand the behavioural expectations and the importance of maintaining them. This includes the induction of new staff to ensure they understand the rules and routines and how best to support pupils to participate in creating the culture within the school.

26.1.4. The principal will oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the DSL (or deputy).

26.1.5. The principal will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil. The principal is also responsible for ensuring that sufficient staff and members of the leadership team are trained in positive intervention.

26.1.6. Before considering the installation and use of any technology for screening, the principal will consult with the local police who may be able to provide advice about whether installation of these devices is appropriate. If a principal decides to introduce a screening arrangement, they will inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

26.2. Staff

26.2.1. All staff have a responsibility to ensure the policy informs their day-to-day actions. They should apply it consistently and fairly as the most effective way of supporting their colleagues and in reinforcing expectations for a predictable and safe environment for pupils. All staff will uphold the whole-school approach to behaviour by explicitly teaching and modelling expected behaviour and positive relationships in every interaction with pupils.

26.2.2. All staff should model the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from pupils.

26.2.3. The DSL (or deputy) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the DSL (or deputy) finds evidence that any pupil is at risk of harm, they will make a referral to children's social care services immediately.

26.3. **Parents**

26.3.1. Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage pupils' progress at home.

26.3.2. Parents should work with the academy to encourage positive behaviours from their children. They are requested to comply with the academy Parent Code of Conduct which is available on each academy website.

26.3.3. Parents are requested to inform the academy of any external and internal factors that may affect their child's learning or behaviour.

26.4. **Pupils**

26.4.1. Pupils have a role in shaping and promoting the Behaviour and Ethos Policy. Each academy should ensure pupils feel safe in reporting incidents of bullying or intimidation.

26.4.2. Pupils will strive to be the best they can be, taking care of themselves and others. They will follow academy expectations and consequences. Academies will publish their own guidance for pupils including the following features:

- Listen to all members of staff and follow instructions politely, the first time they are issued.
- Be punctual, arriving for the start of the school day and for lessons in good time.
- Follow academy specific routines.
- Walk quietly and calmly around the academy site, opening doors for others and waiting patiently. Take responsibility for your noise; talk quietly to those around you.
- Respect other people's personal space and property. Take responsibility for your own rubbish and use the litter bins provided. Where recycling bins are available, sort your rubbish appropriately.
- Do not use mobile phones during the school day. Academy specific arrangements will be in place for storage of mobile phones during the school day. Mobile phones will be returned at the end of the school day but recurring incidents of this natures are likely to result in a sanction being issued. In some cases, academy leadership will require an adult to collect confiscated phones and to consider a mobile phone ban.
- Dress smartly in full uniform, including any permissible adjustments for extreme weather.
- Respect the academy's neighbours and community; be helpful and considerate outside of the academy.
- Report any incidents of unkind or discriminatory behaviour to an adult straight away. A member of the safeguarding team is always available for you to talk to if you are worried about something or someone else.
- Sign in and out of the academy if you arrive late or have permission to leave early during the school day. Remain in bounds at all other times so that you can be safely supervised.
- Smoking and E-Cigarettes are prohibited from school property.

27. Reporting and consequences of non-compliance

27.1. The Executive Principal or Principal will report to the Regional Director/Executive Director of Primary Education, matters concerning the implementation of this policy. This will include a consideration of any patterns in the awarding of rewards and sanctions, including of pupils with protected characteristics, as well as the efficacy of all leadership actions to improve and maintain standards of behaviour. This analysis will be scrutinised by the respective Academy Scrutiny Committee and reported to the Trustees via the Education Committee.

27.2. Academy principals should inform the appropriate Director of all matters relating to serious breaches of this policy, including any major incident to be addressed under this policy. This will include any potential permanent exclusion. This should be addressed prior to action being taken insofar as is reasonably practicable.

28. Policy status

28.1. This policy does not form part of any employee's contract of employment.

29. Related policies

29.1. This policy is related to the following other Trust policies:

- Safeguarding and Child Protection
- Positive Handling
- Special Educational Needs and Disabilities
- Equality, Diversity and Inclusion
- Attendance
- Anti-bullying
- Supporting Pupils with Medical Needs
- Exclusion and Suspensions
- Drugs

Appendix 1 - Searching, Screening and Confiscation

The completed form must be posted on CPOMS.

Name of the Executive Principal or Principal authorising the search	
Name of SLT conducting the search	
Second member of staff conducting the search	
Location of the search	

Date DD/MM/YYYY	Pupil Name	Pupil sex	Sex of the members of staff conducting the search with initials
			1. X 2. X

Searchable items:

- Knives/weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers
- Fireworks
- Pornographic images
- Any article used to commit an offence
- Any article used to cause personal injury/damage to property
- Any item identified in the school rules as a banned item that can be searched for such as vapes and toxic substances likely to be used for chroming or similar.

RISK ASSESSMENT		
	YES	NO
Has the pupil given consent?		
Are the members of staff the same sex as the pupil?		
Have parents been informed?		
Is the area covered by CCTV?		
Does the pupil have a safety plan that relates to their presentation in challenging situations or their vulnerability to exploitation?		
SEARCH EXPECTATIONS		
• Only outer clothing can be requested to be removed during a search e.g. coats/blazers/shoes. • 'Possessions' includes any item the pupil has or appears to have control of e.g. pockets/bags/desks/lockers. • Members of staff can confiscate, retain or dispose of the searchable items list, where reasonable to do so.		

- Any weapons, stolen items and illegal or controlled drugs should be delivered to the police immediately.
- Pornographic images should be deleted/disposed of unless the police confirm it constitutes a specific offence.
- Any items that are evidence of an offence should be delivered to the police immediately.
- The member of staff may examine the data/files on an electronic device if they have good reason to do so (e.g. cause harm). You should inform the DPO.
- Ensure parent/carer has been informed of search in a timely manner.

NOTES OF SEARCH

This second should include a full narrative of the management of the search including the rational for all decisions and actions. It should include any additional mitigations as a result of the factors identified in the provisional risk assessment above.

What mitigations have you introduced as a result of the pupil's existing safety plan?

- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- Decisions taken about contact with other agencies or the police.
- The immediate safe storage of any prohibited items until police arrive on site as appropriate.
- follow-up action was taken including any decisions about disposal, actions taken on behalf of the pupil and as a leadership response as a consequence of the search.

OUTCOME

Staff Signature:	Staff Signature:

Appendix 2 - Post Physical Intervention Letter Template to Parents (add school letter head)

Dear [Parent/Carer],

I am writing to inform you that today an incident occurred at school involving your child, which required staff to use a restrictive intervention to ensure safety. The intervention was used only after de-escalation strategies had been attempted and was applied for the shortest time necessary to manage risk. Your child's wellbeing was monitored throughout.

We would welcome the opportunity to discuss this with you and to work together to support your child going forward.

Please contact the school if you would like to arrange a meeting or have any questions.

Yours sincerely,

Principal

Appendix 3 Steps post physical intervention

All de-escalation strategies have failed, and a physical intervention has had to be implemented by trained staff.

↓

At the earliest opportunity, Parents/carers are invited into school for a face-to-face meeting/ telephone conversation to discuss the physical intervention that has taken place.

↓

A letter (see template) is sent to parents via MCAS, to formally report the physical intervention.

↓

Scanned copies of the log (bound and numbered book or similar) and the letter to parents/carers must be uploaded to the child's CPOMS profile.

ALL of these actions MUST be completed on the same day that the physical intervention takes place.

Appendix 4 - One-Page Checklist: Discussing a Physical Intervention with Parents (conversation to take place on the same day as the physical intervention)

Before the Meeting

☐ Review incident report (date, time, staff involved, actions taken)
☐ Confirm intervention followed school behaviour and safeguarding policy
☐ Check staff statements are consistent and factual
☐ Note de-escalation strategies attempted before intervention
☐ Confirm child's wellbeing was checked and recorded
☐ Prepare clear, jargon-free explanation
☐ Arrange a private, appropriate meeting space
☐ Allow sufficient time for discussion

Opening the Meeting

☐ Welcome parents and thank them for attending
☐ State purpose: to explain incident and answer questions
☐ Reassure openness and transparency

Explaining the Incident

☐ Describe what happened (facts only, no judgment)
☐ Include time, location, and context
☐ Explain child's behaviour factually
☐ Outline de-escalation strategies used first
☐ Clearly describe the physical intervention used

Justifying the Intervention

☐ Emphasise safety as the reason (risk of harm)
☐ State it was a last resort / least restrictive option
☐ Avoid defensive or emotive language

Policy and Safeguarding

☐ Confirm staff are trained in safe intervention
☐ Reference school policies (behaviour, safeguarding)
☐ Explain recording and monitoring procedures

Child's Wellbeing

☐ Explain what happened after the incident
☐ Confirm child was checked physically and emotionally
☐ Share any follow-up support given

Engaging Parents

☐ Invite parents' views and questions
☐ Ask about similar behaviours or triggers at home

☐ Listen actively without interruption
☐ Acknowledge concerns respectfully

Next Steps
☐ Discuss strategies to prevent recurrence
☐ Agree on support plan (if needed)
☐ Offer ongoing communication/ referrals and review

Closing the Meeting
☐ Summarise key points discussed
☐ Reassure commitment to child's safety and wellbeing
☐ Thank parents for their time and collaboration
☐ Confirm any agreed actions and follow-up

After the Meeting
☐ Record meeting notes

☐ Send parents formal letter on Trust template informing them of the physical intervention (this must be sent after the parent meeting on the same day as the physical intervention)
☐ Update child's records/safety plan
☐ Share relevant information with staff (as appropriate)
☐ Monitor and review going forward