



# HIGHFIELDS SCHOOL

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## BEHAVIOUR FOR LEARNING POLICY

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## CONTENTS

Page	Section
<b>2</b>	Introduction and Ethos
<b>3</b>	Positive Behaviours
<b>4</b>	Behaviour for Learning – Positive Strategies
<b>6</b>	Planning for good behaviour
<b>7</b>	Isolation
<b>7 – 8</b>	Student Behaviour <ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Sanctions</li> <li>• Detentions</li> <li>• Internal exclusions</li> </ul>
<b>8 – 9</b>	Behaviour Management
<b>9</b>	Working with Staff, Students, Parents/Carers
<b>10</b>	Behaviour inside and out of the classroom
<b>10</b>	Use of reasonable force (Local Agreement?)
<b>11</b>	Complaints
<b>13</b>	Appendix 1      Student Support Model
<b>14</b>	Appendix 2      Inclusion Team Structure
<b>15 – 25</b>	Appendix 3      Suspensions & Exclusions
<b>26 – 30</b>	Appendix 4      Searching, Screening & Confiscation

### **Every Child Matters / Every Child Achieves**

At Highfields we strongly believe that every student is important and that every student can be successful. For everyone to achieve and be successful the highest standards of behaviour are expected. For students to be the best they can be, behaviour must be exemplary across all elements of school life.

Students' experiences of school should be enjoyable and challenging as well as being rewarding and fulfilling. All students at Highfields should be able to enjoy a secure learning environment in which they feel safe, secure, confident and able to learn. We should never accept or provide second best.

### **Students have the right to learn without distraction and the responsibility to support the learning of others**

We expect students to take responsibility for their own learning, to be engaged in the learning experience and to take advantage of opportunities to extend their learning beyond the classroom.

We also expect students to develop effective behaviours for learning; to be determined, to be able to plan and be organised, to work beyond the classroom, to be able to work in a collaborative manner, to listen to others, to articulate their views in a considered and reasoned manner, to be willing to take risks, to be willing to fail but to persevere, to problem solve, to be thoughtful and be able to think deeply, to be reflective and to evaluate effectively.

We want all students to leave Highfields as confident, independent, resilient learners with the skills required for the next stage of their learning journey and ultimately to be successful in their working lives.

### **Students have the right to grow and flourish as individuals and the responsibility to allow others to do the same**

During their years at Highfields, we expect students to develop character, and the values and behaviours that they will take with them into adult life. We want them to be the best people that they can be.

We expect our students, as we should as a school, to always do the right things for the right reasons. We want them to act with honesty and integrity, to be proud of themselves and their school but to have the humility to think more about others than themselves.

### **Students have the right to be respected and the responsibility to treat others the same**

We expect that students behave in a considerate, co-operative and courteous manner at all times.

A fundamental element of life at Highfields is for students to be able to fulfil a role as active citizens in such a diverse school and wider community. To do this, it is essential that students are able to develop a core range of knowledge and behaviours; to try to understand others; to develop empathy for others; to accept others; to listen to and respect the beliefs of others; to be able to challenge the views of others in a respectful and considerate manner.

We expect that students value and respect themselves but that they also respect others - students, staff, visitors and school property and facilities. We expect that students treat each other with kindness, that they care about others, that they help others, that they are willing to forgive and to work together.

### **Students have the right to be safe and the responsibility to keep others safe in school**

For every individual to be happy in school, to enjoy positive emotional health and wellbeing and to develop as a person, behaviour must be outstanding at all times.

As an inclusive school, we recognise that positive behaviours can be learnt and developed over time and as such have a commitment to provide support to those students whose behaviour is a significant barrier to their achievement as long as this is not at the expense of the learning, happiness or safety of other students.

**Positive behaviour that promotes kindness, courtesy, care, co-operation and consideration is expected from all members of the school community.**

The partnership between staff and parents/carers can often be the most important factor in influencing a child's behaviour. All staff should expect to be treated with the utmost respect at all times. Parents and carers can expect the same from us.

As staff, we model the behaviours that we expect to see in our students. Our values are reflected in the ethos and atmosphere of the school community and the actions and attitudes of all our members.

### **Rewards and Commendations**

Praising students and reinforcing when they have been successful and done something well is perhaps the most powerful behaviour management strategy of all. The motivating impact of rewards should never be underestimated. The Elton Report suggested a ratio of 5:1 for the use of praise to sanction which we would support. Students will experience a range of rewards and commendations at Highfields which will change and develop as they move through the school:

**Verbal Praise:** Possibly the reward of most value to students is the individual conversation with their tutor or class teacher about what they are doing well and what they could improve further.

**Written Praise:** A fundamental part of the assessment process is the feedback on the students' work which will help them know how well they are doing and how they can improve.

**Assemblies:** These are widely used throughout all years to celebrate outstanding work, progress and contribution to school life.

### **Lower School**

Commendations are most commonly given for an outstanding piece of work, a consistent and marked improvement in attitude or attainment but can be given for a whole range of positive behaviours such as:

Good work in class	Helping other students in a lesson
Good effort in class	Good progress
Good group working	Good behaviour
Good homework	Good contribution to class discussion

Commendations will be awarded with a commendation sticker which will be collected in the students' Commendation cards.

### **Middle School**

Star of the Week based on class teacher nominations. These are rewarded by a range of nominal, Highfields branded prizes and visits.

### **Upper School**

**School of Achievers:** The system in Upper School is strongly founded on the sharing of good news and positive comments from staff 'Who's getting it right?' in assemblies and on the digital displays around school. This is reinforced through a 'Golden Ticket' and weekly raffle based on teacher nominations that are rewarded with iTunes vouchers of varying value. There are also a number of meetings with the Headteacher and other members of the Senior Leadership Team to recognise the efforts of those students who are getting it right. Many would argue that the ultimate reward in Upper School is the final Moving On Celebration Assembly and the Leavers' Prom.



### Positive Strategies to influence Behaviour for Learning in the Classroom

The adult in the classroom is the single most important individual in determining and influencing the atmosphere in their classroom. Inappropriate behaviour can be significantly reduced by the right teacher attitude, behaviours and preparation. Effective behaviour management is about securing the co-operation of students rather than controlling students. The key to this is **fairness** and **consistency**, alongside careful planning and preparation. We have a fundamental belief that good teaching engages students in their learning and promotes good behaviour.

The following strategies are useful techniques in encouraging positive classroom behaviours within a supportive learning environment.

Positive teacher behaviours	
Strategies	Positive effects
Meet and greet at the door – with a smile. Know students' names	Shows you care, positive prompt start to the lesson, manages the corridors
Use evidential, genuine and meaningful praise	Students know teacher expectations, motivates students, gives them pride and self-belief, empowers students, creates a 'can do' culture
Praise positive attitudes and learning behaviours as well as good progress	Encourages students to repeat the good behaviour
Praise a nearby student who is modelling the required behaviour	Shows student what is expected of them
Regularly use rewards	Motivates students, gives them self-belief
Catch them being good	Reinforces positive behaviours
Use non-verbal communication e.g. eye contact and hand gestures	Reduces risk of situation escalating
Use the language of choice	Gives students options and stops them feeling cornered
Positively re-direct behaviour, accept and move on	Accepts what the child says but re-directs them to the task
Criticise the behaviour not the student / Give a positively framed rule reminder	Depersonalises the situation
Have clear routines and high expectations for every student	Students know what is expected of them
Expectations and sanctions fairly and consistently applied	Students know where they stand
Always follow up - threatened sanctions must be enforced	Students know where they stand
Sanction should match the offence wherever possible	Logical consequence of their actions
Explain the reasons for any sanctions	Students need to understand what they are doing wrong in order to put it right
Inform parents of positive and negative classroom behaviours and sanctions	Parental involvement is often the most powerful sanction we have
Display positive body language, assertive but non-threatening	Shows confident classroom management

Positive teacher behaviours	
Strategies	Positive effects
Move around the room / use physical proximity to students without invading personal space	Shows confident classroom management and allows you to play an active role in the learning
Dress and act appropriately	Models high professional standards
Model behaviour - use the language/manners you would expect	Builds mutual respect and demonstrated to students how to behave
Listen to students' concerns, be responsive and sensitive	Shows students you care
Accept that you are always learning and that things can always be done differently	Shows students that learning is a continual process and models that behaviour for students
Use humour when appropriate	Creates a good working environment
Smile - be positive and enthusiastic	Creates a good working environment, lets students know you want to be there
Project a calm demeanour and disguise inner feelings	Prevents students deliberately goading staff who they know will take things personally
Give students response time to follow instructions 'In five seconds ...'	Allows settling time
Use 'thank you' instead of 'please'	Expect conformity and compliance
Hold restorative conversations: What did you do? What was wrong with it? Why? What could you do next time? What can I do to help?	Focuses on behaviour not the person, demonstrates care with boundaries
Double what questions: What are you doing? What should you be doing?	Students choose to make the right choice
Tap desk, give instruction and walk away	Shows expectation of compliance
Raise hand slightly in blocking gesture	Can stop student in their tracks
Make positive comments as students enter and exit the room	Gives students self-belief and sense of achievement, makes them look forward to the lesson or the next lesson
Be honest – own your mistakes and apologise if necessary	Builds trust, empathy and positive relationships
Don't take poor behaviour personally	Depersonalises the situation
Treat each lesson as a fresh start, do not judge students on actions in a previous lesson	Avoids students feeling persecuted
Speak to students when you see them around school	Builds relationships, shows students you are interested in them

**Planning for good behaviour**  
**(Cross-reference with Teaching & Learning Policy)**

<b>Strategies (Actions)</b>	<b>Positive effects</b>
Appropriate curriculum and planning	Allows students to access the work and to be successful
Be well prepared and plan carefully but also be prepared to be flexible if the lesson plan is not working	You are teaching children, not just a subject
Have a task ready for when the class arrive	Settling, calming activity to engage and focus the class on task
Start lessons promptly	Ensures pace and positive start to the lesson
Make objectives explicit and signpost the route through the lesson	Students can follow the lesson clearly; know where they are going and what they will achieve. Also useful for partnership with teaching assistants
Contextualise learning for students	Students are clear about what they are learning and why
Have students in a seating plan	Gives students structure and facilitates managed collaboration
Know your students – use third sheets to plan for individual learning needs	All students can access their learning and make progress
Plan interesting and challenging lessons using a variety of teaching and learning strategies	Keeps students engaged
Break the work up into manageable tasks	Students do not feel out of their depth
Use a variety of Assessment for Learning strategies	Students know they are making and how to improve
Get them to show and share their work	Creates sense of achievement and pride in their work, promotes positive self-esteem
Mark work frequently, using next steps marking	Shows students you are interested and care about how they are doing and show them what they must do to make progress
Plenary	Students know what they have learnt and are ready for their next lesson
Dismiss class in an orderly manner	Shows teacher ownership of the classroom, also does next colleague a favour, manages corridors
Reinforce uniform expectations	Creates sense of belonging and pride in the school
Liaise with Head of Department, Head of School, Inclusion Team etc for support and guidance to share strategies that work with that student	Seeking support is a professional strength that allows good practice to be shared

## ISOLATION

You can be sent to **ISOLATION** if you disrupt the learning of others by:

Refusing to follow instructions  
Questioning instructions  
Shouting out  
Using inappropriate language

## THREE STRIKES AND YOU'RE OUT

1	Your name goes on the board – that's a sign you have done something wrong
2	<u>Offend again and your name is underlined</u>
3	If you disrupt the lesson again you will be escorted to ISOLATION

## DON'T BE A LOSER. DON'T STRIKE OUT.

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### Responding to poor behaviour

- Use the Isolation/three strikes system. This is, of course, only one strategy you might use.
- If you feel that the situation may get out of hand, use the Emergency Assistance icon on your class register to request immediate support from a senior member of staff.
- Apply sanctions as you feel necessary but be mindful that the main objective of this should be to change unacceptable behaviour and get the student back on track.
- Consult your Head of Department about the particular student or group who are causing concern. **The Department is the first line of support with students who create difficulties in class.** The Head of Department will offer guidance about when to refer to others.
- Consult with the Year Team, SENCO, the Inclusion Team or with any other key worker involved with the child.
- In the event of a serious breach of discipline when a student directly refuses to follow your instruction; this should be brought to the attention of the Head of Department/Head of Learning School/Head of School/Year Manager **as soon as possible**.

### Monitoring of student behaviour

We use the Bromcom system to provide a log of student behaviours. This covers attendance and punctuality as well as any incidents the student may have been involved in and any contact that has been made with home. This data is monitored by the Year and Inclusion Teams.

### Sanctions

There are 3 main purposes of using sanctions in school:

- To show the perpetrator that their behaviour is unacceptable
- To deter the student from repeating that behaviour
- To show other students that the behaviour is unacceptable and will not be tolerated



Sanctions should be used to encourage more positive behaviour and to prevent any inappropriate behaviour being repeated. For this to happen sanctions need to be seen to be consistent, fair and relevant and the reason for any sanction should be clearly explained to the student. The sanction should be carried out as soon as soon as possible and, where appropriate, parents informed.

### **Detentions - Whole class and whole of break time detentions should not be used**

- **Staff detentions** - given by subject teachers, support staff and form tutors. Staff are reminded that they should give at least 24 hours' notice to both students and parents/carers of a detention lasting more than 10 minutes at the end of school. This is usually done through an online system which sends an email alert to parents. The detention should last no longer than one hour. Normally when an individual detention is missed by a student it is then escalated to a department detention.
- **Department detentions** - If a department detention has been missed, Heads of Departments should make all reasonable efforts to ensure that the student attends a re-arranged detention. If this is not successful, please consult with the Head of Learning School or the Year Team who will support you with this.
- **Head of School detention.** This is generally imposed if a student has missed a department detention that the Year Team have helped rearrange.
- **Year Team detentions.** This may be for issues of uniform, lateness or for any matter related to the students' involvement in that Year Team.
- **Lunchtime isolation detentions** for inappropriate behaviour at break or lunchtime and in response to lunchtime staff requests. Liaise with the Year Team if you think this is appropriate.
- **Learning School isolation detentions.** These are given to each student who has been isolated from a lesson.

Students should **not** be sent out of rooms and left unsupervised by the member of staff responsible for the class for more than a minute or so. Sending out may only be used as a cooling off period for a minute or two.

Students should not be sent to the Year Office or anywhere else **without prior arrangement.**

### **Report cards / Contracts**

- Department reports for concerns in specific subjects
- Report (Form Tutor, Year Manager, Head of School) with specific targets
- LINC report, with focussed targets
- Reports to other members of the Inclusion Team
- Attendance report and/or punctuality report (i.e. signature for each lesson)
- Mentoring Report
- Contracts may be Learning School, Department or Year based.
- There may be circumstances in which a parenting contract is helpful.

### **Internal exclusions**

Internal exclusions are particularly used in cases that are judged to be:

- Spur of the moment
- Out of character/not part of a pattern of behaviour
- With mitigating circumstances
- Admitted and regretted

### **For Fixed Term Suspensions and Permanent Exclusions**

See Appendix 3

### **Behaviour Management Training**

We are committed to enhancing staff expertise in managing behaviour and to provide appropriate training for all staff in order to promote positive and consistent standards of behaviour throughout the school.

Although we will, on occasion, use external providers, some of the most effective training will come through the sharing of good practice at individual, departmental, year and whole school level. Staff who are experiencing particular issues with managing behaviour can receive further support and coaching from the Lead Practitioner team.

### **Student Support Model**

We are committed to improving outcomes for all students and promoting equality of opportunity and as such those students whose behaviour is a barrier to learning can expect a wide range of support and guidance. Highfields has a Student Support Model (see Appendix 1) that outlines all of the support and provisions that are available to students with Additional Needs. The support within this model is graduated and is determined by the wishes and feelings of individuals once they have completed voices work with a member of the Inclusion Team (Appendix 2) or Safeguarding Team. All support is reviewed and evaluated regularly to ensure that students' needs are being met.

### **Additional Needs Register**

In order to ensure that all staff are aware of student's additional needs Highfields School operates an 'Additional Needs Register.' The identification and assessment of additional needs will be provided by various professionals such as Educational Psychologists, Psychiatrists, General Practitioners, Nurses, Counsellors, SENCO and Manager of Emotional Health and Wellbeing.

Students' names are listed on this document however in order to respect student's privacy, their area of need is not shared with all staff as this is confidential information. Staff are however given strategies on how best to support students on an individual basis.

The Additional Needs Register is created, maintained and reviewed by the Safeguarding Team. Students can be added and or removed to the register at any time, however staff will be informed of these changes. The Safeguarding Team will formally review the Additional Needs Register on a termly basis during a weekly safeguarding meeting.

### **Working with Staff**

All staff in school have a responsibility to ensure that students feel safe and supported in school. Staff have a duty to report any concerns that they have regarding students to the Safeguarding Team. The Safeguarding Team will share information regarding student's additional needs with all staff, as and where appropriate. The Additional Needs register will be shared with all staff and strategies will be provided to ensure that individual needs are being met in all areas of school. In order to respect the wishes of students and their confidentiality, the Safeguarding Team will not share all details regarding student's individual additional needs.

Most students with additional needs will be required to attend meetings, interventions and provisions to address their needs and to access support. The Safeguarding/ Inclusion Team will ensure that staff are given prior notice (where appropriate) of these appointments and will arrange for students to complete any vital work that is missed. The Safeguarding/ Inclusion Team will also coordinate appointments and where possible ensure that students are not always missing the same lessons.

### **Working with Students**

The Safeguarding/ Inclusion Team will work with students who have additional needs on a one to one basis to ensure that their thoughts and feelings are conveyed, listened to and acted upon. If students are willing to accept support, then the Safeguarding Team will assess student's needs and determine the most effective support mechanisms that are available at Highfields (see appendix one). Individual support will be evaluated regularly to ensure that it is both effective and beneficial.

### **Working with Parents/Carers**

Working with parents/carers plays a key role in enabling students with additional needs to achieve their potential. The School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. We offer and encourage parents to contact us in a variety of ways and endeavour to be flexible in the timing of face-to-face meetings. If necessary, the

Safeguarding Team will invite parents into school to discuss any concerns or extra support that may be needed. If necessary, the Safeguarding Team may suggest an Early Help Assessment to establish effective support and monitoring.

### **Student Behaviour Outside the Classroom**

All Staff have a responsibility to deal with any unacceptable behaviour which they encounter outside the classroom, anywhere on the school site. Incidents which take place outside the classroom and need to be referred should be reported to the appropriate Year Team. If it is a serious incident and the Year Team are unavailable, staff may refer the matter immediately to any member of SLMT or the Inclusion Team.

**Duty system:** There are a series of duty points for internal duties around school, manned by both teaching and non-teaching staff, which reflects the fact that good behaviour around school is the responsibility of the whole school community.

### **Behaviour outside school**

Students' behaviour outside school remains subject to the Behaviour for Learning Policy. This may be:

- On school business such as trips, fixtures or placements
- In the immediate vicinity of the school or on a journey to or from school
- If there is a clear link between the behaviour outside of school and maintaining good behaviour inside school
- If student behaviour is bringing the school into disrepute in the local community

Any concerns regarding student behaviour should be directed to the Heads of School who are also responsible for liaising with relevant external agencies.

### **For Searching & Confiscation**

See Appendix 4

### **Use of reasonable force to control or restrain students**

It will only be in exceptional circumstances that staff should employ reasonable force to control or restrain students. Staff should always attempt to deal with the situation in other ways before using force or restraint. Staff should never put themselves in a situation where they take unnecessary risks. Staff should not, for example, deal with an older student or a physically large student, or more than one student if he or she believes they may be at risk of injury. In those circumstances, they should always send for help. All members of the Inclusion Team have received restraint training although the focus should always be on attempting to de-escalate the situation.

There are a wide variety of situations in which reasonable force may be appropriate, or necessary, to control or restrain a student. These fall into three broad categories, which are to prevent students from:

- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or amongst any of its students, whether that behaviour occurs in a classroom, during a teaching session or elsewhere.
- where action is necessary in self-defence or where is an imminent risk of students injuring themselves or others/where there is a risk of or actual significant damage to property, including the student's own property.

### **Reasonable force**

Staff who respond to students' misbehaviour may only use reasonable force. There is, however, no legal definition of 'reasonable force'. It will, therefore, always depend on all the circumstances of the case. There are two relevant considerations:

- The degree of force employed must be in proportion to the circumstance of the incident and the seriousness of the behaviour, or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired results.

- Whether it is reasonable to use force and the degree of force that could be reasonably employed, might also depend on the age, understanding and gender of the student.

Physical intervention can take several forms:

- Physically getting between students
- Blocking a student's path
- Holding
- Pushing
- Pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back
- Using more restrictive holds in extreme circumstances

### **Reporting and recording incidents**

In the event of an incident in which reasonable force is used to control or restrain a student, a member of SLMT should be sent for at the earliest opportunity. It is important that you write a detailed report of any occasion when force is used. Staff may wish to take the advice of a “friend” or Professional Association representative. It may help prevent any misunderstanding or misrepresentation of the incident. All incidents will be recorded.

### **Written reports should include:**

- The names of the students involved and where the incident took place.
- The names of any other staff or students who witness the incident.
- The reason why force was necessary.
- How the incident started and progressed, including the student’s behaviour, what was said by each of the parties; the steps taken to diffuse or calm the situation; the degree of force used; how it was applied and for how long.
- The student's response and the outcome of the incident.
- Details of any injuries suffered by the student, any other student, a member of staff, or any damage to property.

On receiving information about the use of force or restraint, the Headteacher or member of the Senior Leadership Team should collect as much evidence as possible and inform the parents of the student as soon as practical. If another student has been injured, the Year Manager, Head of School, SLMT, or Headteacher, will inform the parents as soon as is practical. In normal circumstances the Senior Manager will inform the Headteacher, so that appropriate referral can be made to the Local Authority and the Chair of Local Governing Board. The Leadership Team have a responsibility to monitor the frequency and severity of incidents in which force is used and also to consider whether the behaviour of any particular students merits the need for an individual risk assessment.

### **Complaints Procedure**

If a parent is unhappy with any aspect of this policy or its implementation, they should contact their child’s Head of School. If they would like to more formally complain, the procedure is available on the school website,

### **Communication and evaluation of this policy**

This policy and standards of behaviour in general are reviewed:

- Every three years with Local Governing Board
- Every term when considering the Behaviour and Attendance Report
- Regularly as part of Student Voice to systematically gather student views on attitudes to learning, feeling safe and behaviour support systems. This may be in the form of School Council, focus groups or wider scale surveys such as the Health Related Behaviour Survey.

## Review

Appendix 1: Student Support model

Appendix 2: Inclusion Structure

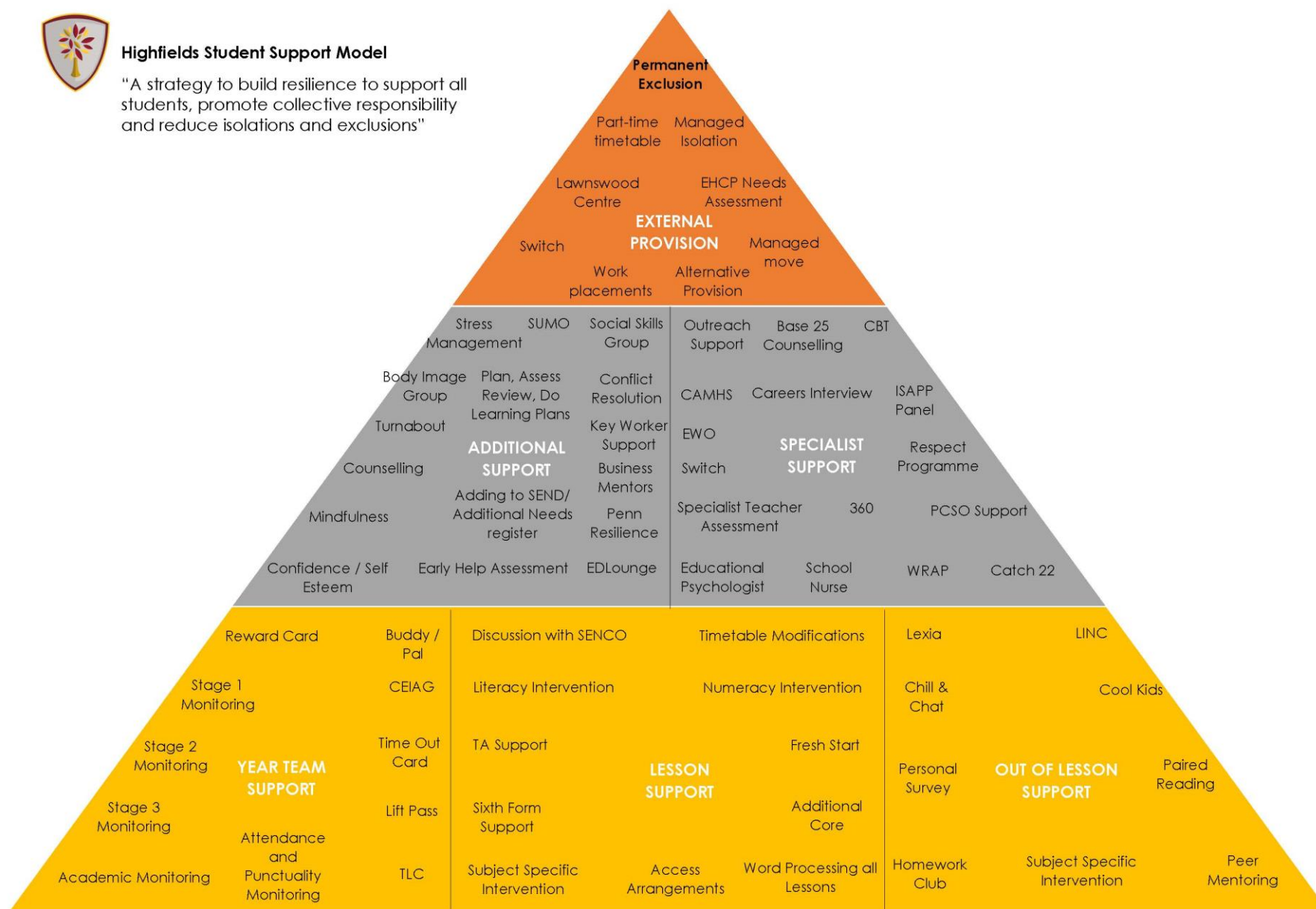
Appendix 3: Exclusions Procedure (Policy)

Appendix 4: Searching Screening and Confiscation (Policy)

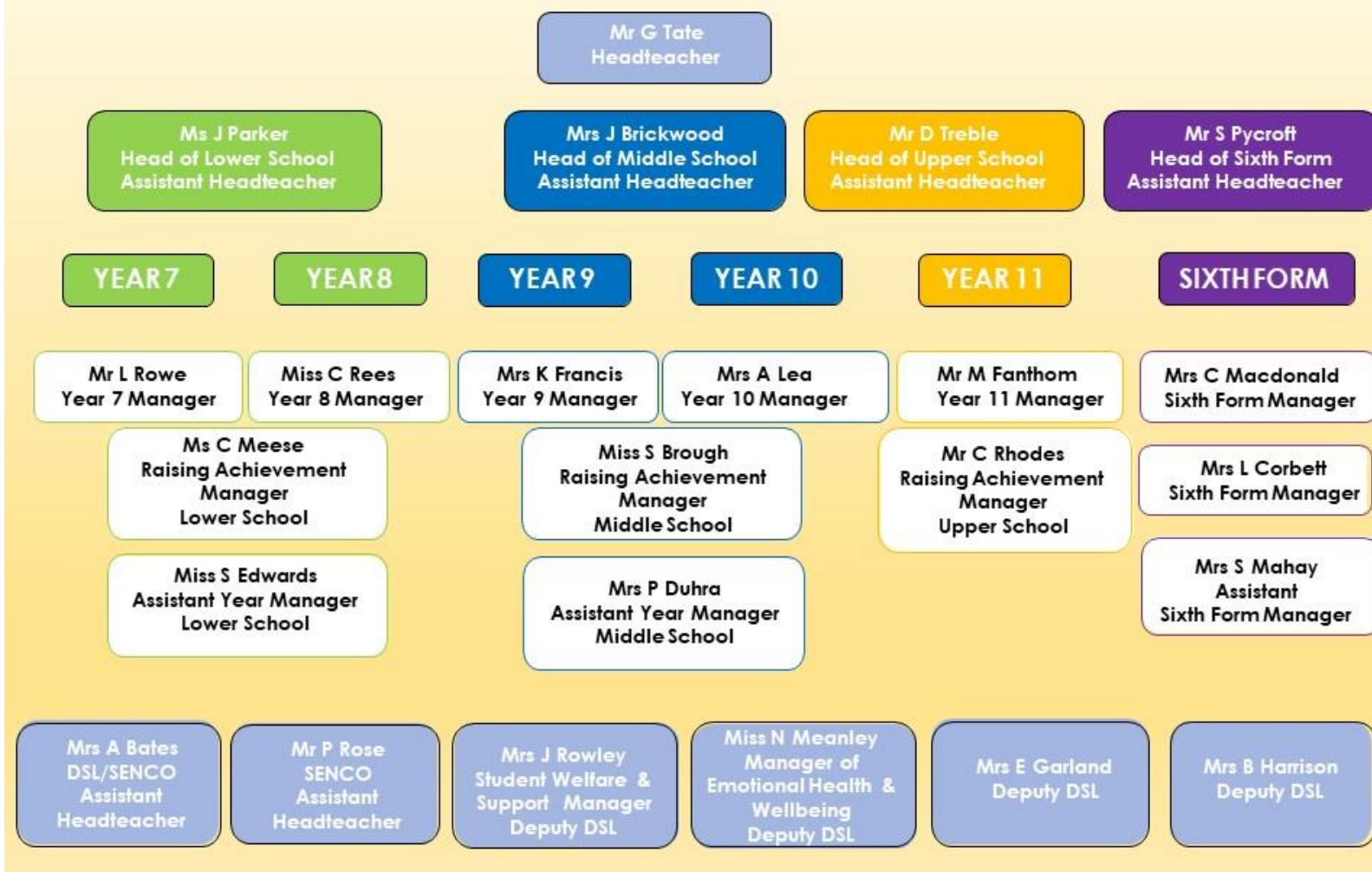


### Highfields Student Support Model

"A strategy to build resilience to support all students, promote collective responsibility and reduce isolations and exclusions"



## Inclusion Team Structure



## SUSPENSIONS & EXCLUSIONS



## Aims

We are committed to following all statutory suspension and exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and students understand the exclusions process
- Ensure that students in school are safe and happy
- Prevent students from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

## A note on off-rolling

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

*“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”*

We will not suspend or exclude students unlawfully by not allowing students to attend school without following the statutory procedure or formally recording the event. We will also not suspend or exclude students because they have special educational needs and/or a disability (SEND) that the school feels unable to support or due to poor academic performance.

## Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

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

## Definitions

**Suspension** – when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

**Permanent exclusion** – when a student is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

**Off-site direction** – when an academy requires a student to attend another education setting temporarily, to improve their behavior.

**Parent** – any person who has parental responsibility and any person who has care of the child.

**Managed move** – when a student is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

## **Roles and responsibilities**

### **The Headteacher**

#### **Deciding whether to suspend or exclude**

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a student, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider whether the student has special educational needs (SEND)
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a Child in Care (CiC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The Headteacher will consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. These will be gathered by Heads of School who are delegated to do so by the Headteacher.

Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Headteacher will not reach their decision until they have heard from the student and will inform the student of how their views were taken into account when making the decision.

#### **Informing parents/carers**

If a student is at risk of suspension or exclusion the Headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or exclude a student, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the Governing Board and how the student may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Governing Board to hold a meeting to consider the reinstatement of a student, and that parents (or the student if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the student needs in order to identify the person they should report to on the first day

If the Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

### Informing the Local Governing Board

The Headteacher will, without delay, notify the Governing Board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
- Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the student missing a public exam

The Headteacher will notify the Governing Board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

### Informing the Local Authority (LA)

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the student lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.

### Informing the student's social worker and/or virtual school head (VSH)

If a:

- **Student with a social worker** is at risk of suspension or permanent exclusion, the Headteacher will inform **the social worker** as early as possible
- **Student who is a Child in Care** is at risk of suspension or exclusion, the Headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a student with a social worker / a student who is looked after, they will inform the student's social worker/VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the student
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the student's ability to sit a public exam

The social worker/VSH will be invited to any meeting of the Governing Board about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the student's welfare are taken into account.

### **Cancelling suspensions and permanent exclusions**

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the Local Governing Board. Where there is a cancellation:

- The parents, Local Governing Board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- As referred to above, the Headteacher will report to the Governing Board once per term on the number of cancellations
- The student will be allowed back in school

### **Providing education during the first 5 days of a suspension or permanent exclusion**

During the first 5 days of a suspension, if the student is not attending alternative provision (AP), the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the student. Online resources may be used for this. If the student has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the student is a Child in Care or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the student, including the use of online resources, including EdClass.

## **The Governing Board**

### **Considering suspensions and permanent exclusions**

Responsibilities regarding exclusions are delegated to Governor Exclusion Committee.

The Governor Exclusion Committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student in certain circumstances.

Within 14 days of receiving a request, the Local Governing Board will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the Local Governing Board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension.

The Local Governing Board does not have to arrange such provision for students in their final year of compulsory education who do not have any further public exams to sit.

### **Monitoring and analysing suspensions and exclusions data**

The Local Governing Board will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The Local Governing Board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where students receive repeat suspensions
- Interventions in place to support students at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded students, and why this is taking place
- Whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it
- The cost implications of directing students off-site

### **The Local Authority (LA)**

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion. For students who are Children in Care or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

### **Considering the reinstatement of a student**

The Governor Exclusion Committee will consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the student's total number of days out of school to more than 15 in a term; or
- It would result in a student missing a public exam or National Curriculum test

Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension to more than 5 in a term, the Governor Exclusion Committee must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the Headteacher to reinstate the student.

Where the student has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the Governor Exclusion Committee will consider and decide on the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the Headteacher to reinstate the student.

Where a suspension or permanent exclusion would result in a student missing a public exam test, the LGB will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the Governor Exclusion Committee may consider the suspension or permanent exclusion and decide whether or not to reinstate the student.

The following parties will be invited to a meeting of the Governor Exclusion Committee and allowed to make representations or share information:

- Parents, or the student if they are 18 or over (and, where requested, a representative or friend)
- The student, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Headteacher
- The student's social worker, if they have one
- The VSH, if the student is a Child in Care

The Governor Exclusion Committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

Governor Exclusion Committee can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, Governor Exclusion Committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Headteacher followed their legal duties
- The welfare and safeguarding of the student and their peers
- Any evidence that was presented to the Governing Board

They will decide whether or not a fact is true ‘on the balance of probabilities’.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the student’s educational record, and copies of relevant papers will be kept with this record.

The Governor Exclusion Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the student, if they are 18 or older
- The Headteacher
- The student’s social worker, if they have one
- The VSH, if the student is looked after
- The local authority
- The student’s home authority, if it differs from the school’s

Where an exclusion is permanent and the Governor Exclusion Committee has decided not to reinstate the student, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents’ right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Governing Board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the student’s special educational needs or disability (SEND) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded student has a recognised SEND, parents have a right to require the academy trust to appoint a SEND expert to advise the review panel
- Details of the role of the SEND expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for a SEND expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

## Independent review

If parents apply for an independent review within the legal timeframe, the academy trust will arrange for an independent panel to review the decision of the Governing Board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by Governor Exclusion Committee of its decision to not reinstate the student **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the Headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member or trustee of the academy trust of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust or the Governing Board, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the academy trust, Governing Board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the student, including the circumstances in which the student was permanently excluded, and have regard to the interests of other students and people working at the school.

Taking into account the student's age and understanding, the student or their parents will be made aware of their right to attend and participate in the review meeting and the student should be enabled to make representations on their own behalf, should they desire to.

Where a SEND expert is present, the panel must seek and have regard to the SEND expert's view of how SEND may be relevant to the student's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the student's experiences, needs, safeguarding risks and/or welfare may be relevant to the student's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Headteacher in the lead up to the permanent exclusion or are relevant to the student's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the Governor Exclusion Committee's decision
- Recommend that the Governor Exclusion Committee reconsiders reinstatement
- Quash the Governor Exclusion Committee decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the Governor Exclusion Committee at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Governing Board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the Governor Exclusion Committee to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the Governor Exclusion Committee reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the Governing Board does not subsequently decide to offer to reinstate the student within 10 school days
- Any information that the panel has directed the Governing Board to place on the student's educational record

## **School registers**

A student's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the Governor Exclusion Committee's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the Governing Board will wait until that review has concluded before removing a student's name from the register.

While the student's name remains on the school's admission register, the student's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

## **Making a return to the LA**

Where a student's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The student's full name
- The full name and address of any parent with whom the student normally resides
- At least 1 telephone number at which any parent with whom the student normally resides can be contacted in an emergency



- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the student will attend, including the name of that school and the first date when the student attended or is due to attend there, if the parents have told the school the student is moving to another school
- Details of the student's new address, including the new address, the name of the parent(s) the student is going to live there with, and the date when the student is going to start living there, if the parents have informed the school that the student is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the student's name.

## **Returning from a suspension**

### **Reintegration strategy**

Following suspension, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or offsite direction and welcoming the student back to school
- Daily contact in school with a designated member of staff
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the student and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the students, parents/carers and staff of potential external support

Part-time/modified timetables will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents, and other relevant parties.

### **Reintegration meetings**

The school will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community.

The student, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning students and their parents to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the classroom.

## **Monitoring arrangements**

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves

- Anonymous surveys of staff, students, governors. Trustees and other stakeholders on their perceptions and experiences

The data will be analysed every term by Heads of School. Heads of School will report back to the Headteacher/governors through the Headteacher's Report.

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

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

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

This policy will be reviewed by the Headteacher and Heads of School on a regular basis or as and when statutory regulations dictate.

### **Links with other policies**

This exclusions policy is linked to our:

Behaviour policy

SEND policy and information report

Equalities Policy

Safeguarding Policy

# SEARCHING, SCREENING AND CONFISCATION POLICY

## **Searching, Screening and Confiscation**

At Highfields, we have a responsibility to ensure that all students and staff always feel safe and secure. We will therefore use searching, screening, and confiscation powers to ensure that the environment is safe for all.

### **Searching**

#### **Reasons to search a student**

Searching plays an important role in ensuring that the school environment is safe. Designated staff at Highfields will search a student and/ or their possessions if they have reasonable grounds to suspect the student has a prohibited item listed below:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Smoking paraphernalia
- Fireworks
- Pornographic images
- Any article that school suspect has been used to commit an offence, cause personal injury or damage to property

Electronic devices may also be confiscated and any data or files examined and deleted if there is good reason to suspect that the device has or could be used to commit an offence, cause harm or to undermine the safe environment of the school or disrupt teaching.

#### **Designated Staff**

All members of the Inclusion and Safeguarding Teams have powers to search students and / or their possessions at Highfields if they agree. Prior to a search being carried out the member of staff should gain consent, if possible, and practical from either the Headteacher, Designated Safeguarding Lead (DSL), SENCO, Head of School, Deputy DSL or Raising Achievement Manager.

The member of staff conducting the search should be the same sex as the student being searched. There must be another member of staff present to witness the search. A transgender student should be given a choice to determine the sex of the member of staff who will carry out the search.

Staff may only search students of the opposite sex if they believe that the student, peers and or staff are at risk of significant harm if the search is not carried out immediately. However, where possible a witness should still be present.

#### **Conducting a search**

Staff members should always seek the co-operation of the student in any search and ensure that the student understands the reason for the search and how it will be conducted.

Designated staff may search a student's outer clothing (any item of clothing that is not worn wholly next to the skin), pockets, possessions and lockers, as well as hats, shoes, boots, scarves and gloves. Staff may use a metal detector to assist with the search.

If the student is not willing to co-operate with the search, they will be sanctioned following the school's Behaviour Policy. If this refusal means that the student, other students or staff are at risk of serious harm from the prohibited item then reasonable force can be used.

In **very exceptional circumstances** police may be called to carry out a search on a student. Police may decide to strip search a student on school premises in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). No school staff member should ever carry out a strip search.

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

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

If Police decide to carry out a strip search, school designated staff, where reasonably possible and unless there is an immediate risk of harm, will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student. This communication should happen before the strip search takes place, and parents/carers should be invited into school to act as the student's appropriate adult. If the school cannot get in touch with the parents, or they are not able to come into school to act as the appropriate adult, a member of designated staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

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

One of these must be the appropriate adult, except if the student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and** the appropriate adult agrees.

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

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

### **Support following a search**

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

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

### **Recording Searches**

The DSL should be informed of all searching incidents where a member of designated staff had reasonable grounds to suspect a student has a prohibited item listed above. These incidents and their outcomes should be recorded in MyConcern.

When recording a search in MyConcern designated staff should include:

- name of the student
- the date, time and location of the search
- who conducted the search and any other adults present
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search

Where other low-level searches have taken place for the purposes of Health and Safety, for example in relation to missing items from a Technology classroom these will be recorded by the relevant Year Team.

## **Screening**

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all students for weapons before they enter the school premises. Screening can help to provide a safe environment for both students and staff. Screening may also give students and staff reassurance that school is safe, calm and supportive.

Prior to installing screening measures, school will liaise with local police to ensure that this measure is appropriate. The school will inform both students and parents/carers prior to any screening tools being introduced. The school will communicate the reason why the screening measures have been introduced and what this entails.

School will make reasonable adjustments for those students with SEND who may struggle with the screening process.

If a student refuses to be screened, staff should consider why the student is not co-operating, and make an assessment of whether it is necessary to carry out a search.

## **Confiscation**

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

Staff will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students or to their parents or carers, if appropriate.

If controlled drugs are confiscated they will be delivered to the police as soon as possible. Alcohol, smoking paraphernalia and or fireworks must be disposed of and not returned to the student.

If a member of staff finds a pornographic image they 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 an indecent image of a child) in which case it must be immediately referred to the Safeguarding Team. Staff must never intentionally view any indecent images of a child. The Safeguarding Team will pass on relevant information.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible. Other items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

Stolen items must be delivered to the police as soon as possible. However, if there is good grounds to do so, staff may return the item to the owner.

## **Informing Parents**

Parents/carers should 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.

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

## **Related Policies**

Equal Opportunities

Transgender Policy

Behaviour Policy

Safeguarding Policy

Keeping Children Safe in Education (2022)