



**Woodlane High School**

achieving success in a nurturing environment

# Positive Behaviour Policy

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## **1.0 Introduction**

Woodlane High School's positive behaviour policy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environment conducive to learning. Good behaviour and self-discipline lead to effective learning and helps prepare our pupils for life beyond the gate and adulthood.

This policy outlines the high behavioural standards we expect from all our pupils and the support and interventions used to address poor behaviour, it sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's exclusions and suspensions policy, SEND and safeguarding and child protection policies, all of which can be found on the school's website. It will be reviewed annually by the governing body.

## **2.0 Aims and objectives**

By setting high standards of expected behaviour, the school aims to:

- Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment.
- Maximise the quality of the learning experience for all pupils, enabling everyone to learn effectively.
- Enable pupils to understand the implications of their behaviour, to control their own behaviour and, most importantly, to take responsibility for their behaviour.
- Ensure every member of the school community feels valued, respected and treated fairly.
- Provide an ethos and environment within which everyone feels safe.
- Foster discipline and mutual respect between pupils and their peers, and between staff and pupils.
- Raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- Raise awareness amongst pupils for the need to recognise and manage their emotions and reactions.
- Support pupils whose behaviour within the school environment is challenging or who may find friendship and cooperation difficult.

## **3.0 Application of Policy**

This policy applies to all members of the school community. The school uses Arbor to track and monitor pupil behaviour. Parents can access Arbor to monitor their child's behaviour. In KS3, pupils also have daily reports which are taken home and include information on behaviour. The school will apply sanctions within this policy for behaviour that takes place outside of school premises, where it is reasonable to do so; for example, if allegations of bullying or inappropriate online activity taking place outside of school hours are reported.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

- Whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform, or is in some other way identifiable as a pupil at the school at the time of the poor behaviour.
- The severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, and whether the behaviour poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

#### **4.0 Roles and responsibilities**

All members of the school community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

##### **4.1 Governors, will:**

- Work with the senior leadership team to set the ethos and core values promoting high standards of expected behaviour.
- Monitor and evaluate the impact of the behaviour policy.
- Hold the senior leaders accountable for the implementation of the policy.
- Ensure that they receive relevant training on suspensions, exclusions, behaviour, and discipline at least every 3 years.
- Review and monitor the application and implementation of the behaviour policy by receiving regular reports from the headteacher.
- Scrutinise relevant data on behavioural sanctions and support provided for pupils.
- Review suspension and exclusion decisions and act as a point of challenge for decisions taken by the headteacher.
- Analyse recorded data on searches/removal from classrooms and, where any group is disproportionately affected, consider actions to prevent this.

##### **4.2 Headteacher, will:**

- Report back to the governors on:
  - Educational outcomes
  - Behaviour management
  - Support strategies
  - Early intervention for pupils requiring additional support
  - Ensure senior staff receive regular continued professional development and training on behaviour management.
- Ensure that staff are supported and kept up to date with policy changes, with support from the senior leadership team.

- Ensure lessons are well led and effectively managed.
- Ensure staff regularly and effectively self-evaluate their behaviour management strategies.
- Monitor staff implementation of the behaviour policy to ensure:
  - Rewards and sanctions are applied fairly and consistently
  - Searches are carried out lawfully
  - Removal from the classroom is used appropriately and does not disproportionately affect pupils with particular protected characteristics
- Act as a source of support and guidance for staff on behaviour management strategies and discipline.

#### **4.3 Staff will:**

- Communicate the contents of this policy to all pupils and parents to ensure that the school's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate and predictable. Staff will do this in assemblies, tutor time, PSHCE, subject lessons etc.
- Apply this policy fairly, consistently, proportionately and without discrimination, taking into account SEND, as well as the additional challenges that some vulnerable pupils may face.
- Make reasonable adjustments for disabled pupils, as required.
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons, whatever their level of ability or need.
- Model positive behaviour.
- Not tolerate disruption to teaching, learning or school routines, and take proportionate action to restore acceptable standards of behaviour.
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Report incidents of serious behaviour or ongoing behaviour concerns to a senior leader.
- Provide praise and rewards, and reinforce positive behaviour.
- Deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.
- Focus on de-escalation and preventative strategies rather than being solely reactive.
- Consider the welfare of the whole school community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils.
- Contribute to the development of systems which support and reinforce positive behaviour.
- Recognise that there may be contributory factors which affect pupils' behaviour and respond according to individual need.

- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place universal and targeted interventions to improve pupil behaviour and provide support. This could include (when authorised by senior leaders):
  - More frequent engagement with parents.
  - Home visits.
  - Mentoring and coaching.
  - Report cards.
  - Time in a pupil support unit.
  - Engaging with local partners and agencies to address specific challenges.
  - Consideration of whether a multi-agency assessment such as early help or amendments to their education health and care plan is required.
  - Designing an individual behaviour plan and/or a pastoral support plan with set targets and support strategies embedded within.
  - Contacting parents if there is a problem with attendance, punctuality or equipment, and about any concerns or problems that affect their child's work or behaviour.
  - Sending parents a termly written report on their child's progress and arranging parents' evenings, during which progress will be discussed.
  - Engaging with and attending all training and development sessions to continually improve behaviour management and learn from best practice.

#### **4.4 Parents/Carers**

Parents play an important role in ensuring good behaviour from their children.

Parents are expected to:

- Support the school in the application and enforcement of this policy.
- Inform the school of any challenging behaviour exhibited at home, special education needs, or changes in circumstances that may account for changes in their child's behaviour.
- Ensure their child attends school on time, appropriately dressed, fed, rested and equipped.
- Work with the school in support of their child's learning.
- Attend virtual or in person meetings at the school with staff to discuss their child's behaviour.
- Inform the school in writing of any medication their child needs to take (see our Medical, Personal and Intimate Care policy).
- Support their child in homework and other opportunities for home learning.
- Attend parents' evenings and discussions about their child's progress, if reasonably possible.
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

## 4.5 Pupils

### Learner's Code

Our Learner's Code is consistent with our Behaviour Policy. This has been devised in consultation with the Governors, school staff, pupils and parents. The code sets out positive expectations as to how our children should behave at school.

Its purpose is to share with pupils a simple CODE OF CONDUCT which reminds them of expected behaviour and the 'way we do things at Woodlane' in a positive and non-threatening manner.

The Learner's Code is displayed in various areas around the school, it says:

I want my school to be a safe and happy place where I can succeed in learning

#### In lessons:

- I work hard and do my best
- I follow adult instructions
- I help others when I can
- I wait my turn quietly and put my hand up when I want to speak
- I listen carefully when someone else is talking
- I am kind, gentle and honest

#### Around school:

- I walk in the corridors
- I don't fight or tease others
- I follow school routines at break and lunch
- I look after property
- I put litter in the bins

#### Outside school:

- I show consideration towards others and behave responsibly and safely in line with our school's Journey Code

#### Journey Code:

I recognise that when I leave the school site to go out on a school journey (either locally or further afield) I am still taking part in the school day.

I understand that I will be expected to continue to follow the Learner's Code and represent my school in an appropriate responsible way.

### I will:

- Listen to, and follow, all instructions given by the teacher and/or the teaching assistant
- Behave responsibly on transport and, in the street follow the Highway Code
- Walk with the teacher and/or teaching assistant as directed
- Be courteous towards other members of the public
- Use appropriate language at all times
- Help others when I can
- Be positive towards other pupils and treat them with respect

### Woodlane Values

Our core values are consistent with our Behaviour Policy. These have been devised in consultation with the Governors, school staff, pupils and parents. The core values should be demonstrated by all members of the school community:



### 5.0 Rewards

The staff believe that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

### 5.1 Rewards include:

- Positive behaviour reward trips (whole class or school)
- Merits
- Megas
- Prefects
- Verbal praise
- Awards – trophies and vouchers

- Choosing time (in exceptional circumstances, with authorisation from the senior leaders) etc.

## **5.2 Celebrating success in learning – the merit system**

The core aim of the merit system is to signal acceptable and appropriate behaviour and/or acknowledge/celebrate success in completing a specific task. Merits should be used thoughtfully and for a specific focused activity/event. Merits can be used to:

- Reinforce positive behaviour
- Celebrate the use of the Woodlane core values
- Celebrate a pupil achieving a target
- Recognise progress in learning

The merit system is a cumulative one. 10 merits earn a pupil a 'Mega' certificate and they can then be collected and exchanged for a range of prizes (1x Mega = £1.00). The more Megas collected the more valuable the prize. Pupils may request a certain prize to be purchased and will be told how many Megas they need to collect to gain the prize.

Pupils may also be awarded a Head Special Merit (x3 Merits) for exceptional school work or behaviour.

## **5.3 Celebrating success in learning – individualised rewards**

Individualised rewards can be used to recognise a pupil's achievement relating to a specific target set to improve to behaviour or learning (with authorisation from the senior leadership team). It is the Form Tutor's responsibility to monitor the implementation of such a reward and ensure that it's in line with both class and school rules and routines.

## **5.4 Celebrating success in learning – phone calls/letters home**

Where a pupil has achieved significant progress in a specific area for development, a phone call from the headteacher/deputy/assistant to parents will be made, which has a positive impact on both pupil and parent.

Any written correspondence by a subject teacher or form tutor must be checked by the headteacher or senior leadership team before sending communications home, and on school letterhead.

## **6.0 Sanctions**

Where a pupil's conduct falls below the standard which could reasonably be expected of them, the first priority will be to ensure the safety of pupils and staff and to restore a calm environment.

### **6.1 De-escalation techniques**

De-escalation techniques may be used to help prevent further behaviour issues arising. These may include:

### **Communication & Verbal Techniques**

- Speak calmly, quietly, and slowly.
- Use short, clear sentences and simple language.
- Avoid arguing, raising your voice, or issuing ultimatums.
- Validate feelings, through emotion coaching, acknowledge the pupil's emotions ("I can see you're upset").
- Give choices where possible to encourage cooperation.
- Offer positive reinforcement for small steps of compliance.
- Use neutral, non-threatening body language and tone.
- Discuss a preferred topic of interest to support with regulation.

### **Environmental Adjustments**

- Reduce sensory triggers (noise, bright lights, crowded spaces).
- Offer a quiet space or safe area for the pupil to self-regulate.
- Maintain a safe distance to avoid intimidation.
- Limit the number of staff involved to avoid overwhelming the pupil.

### **Non-Verbal & Physical Strategies**

- Maintain open, non-threatening posture (hands visible, relaxed stance).
- Avoid direct confrontation or sudden movements.
- Use personal space boundaries; allow the pupil space to calm.
- Offer a "self-referral" or opportunity to leave the area voluntarily.

### **Emotional & Cognitive Support**

- Encourage deep breathing or grounding techniques.
- Use distraction or redirection to a different activity or topic.
- Model calm behaviour to help regulate the pupil's emotions.
- Prompt reflection on feelings and behaviour once the pupil is calmer.

### **Planning & Proactive Strategies**

- Know individual pupil triggers and early warning signs.
- Establish clear, consistent routines and expectations.
- Use preventative approaches, such as social stories or role-play for pupils who struggle with regulation.
- Build positive relationships to reduce the likelihood of escalation.
- Creation of specific behaviour support plans or risk assessments for more significant or persistent types of behaviour.

## **6.2 Imposing of Sanctions**

The school will impose sanctions (also known as disciplinary penalties) in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident, and due consideration will be given to the pupil's age, any special educational needs or disability, and any religious requirements.

The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour

may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- Verbal reprimand.
- Confiscation of a pupil's property.
- Time out.
- Missing break time.
- Repeating unsatisfactory work until it meets the required standard.
- Loss of privileges.
- Removal from a class or groups.
- Internal exclusion.
- Detention, including during lunchtime, after normal school hours.
- Regular reporting, including early morning reporting, scheduled uniform and other behaviour checks, or being placed on report for behaviour monitoring.
- Education off site for a designated period.
- Suspension or permanent exclusion.

School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future, and what will happen if their behaviour fails to improve.

The school recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the virtual school head for looked after children, regarding students' behaviour, when necessary. Where there is a serious behaviour concerned parents will be informed in writing or on the telephone.

The school encourages restorative justice, and pupils are encouraged to apologise to their peer group and/or to staff for any inappropriate behaviour.

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether any multi-agency assessments are necessary.

### **6.3 Unacceptable behaviour**

Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school's premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions, which may lead to suspension or exclusion, depending on the circumstances:

- Verbal abuse to staff and others.
- Verbal abuse to pupils.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on pupils.
- Any form of bullying (to the extent not covered above).

- Indecent behaviour.
- Damage to property.
- Gambling on school property.
- Recording, taking or sharing of images of pupils or staff without their express consent, including the creation of fake images using artificial intelligence (AI).
- Consuming, carrying, supplying or misusing illegal drugs and alcohol and other substances, including legal highs.
- Carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason.
- Theft.
- Serious actual or threatened violence or inciting violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Malicious allegations against staff.
- Racist, sexist, homophobic or other forms of discriminatory behaviour.
- Persistent truancy/lateness.
- Possession of prohibited items.

### **6.3 Warning System**

Where behaviour intervention strategies, including 'time out' etc. have not achieved the goal of establishing behaviour conducive to learning, a 'warning system' is used:

Warning One – Pupils are given a clear formal warning describing the primary unacceptable behaviour. 'Take-up' time is given for the pupils to follow advice and look for any signs of improving or more appropriate behaviour.

Warning Two – If the unacceptable behaviour continues a pupil will receive a second and final warning, again advice is given on what they need to do to improve. In addition pupils are clearly told that failure to address the unacceptable behaviour will result in an 'office referral' (use these words, rather than 'sent to the office'). Again 'take-up' time is given and if there is no improvement, exclusion from the lesson is given with no second chances.

Warning Three – Office Referral (supported to regulate at the office by SLT).

### **6.4 Internal exclusion (reset room) or removal for extended periods**

Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

Internal exclusions take place in our 'reset room' or meeting room. The reset room is an enclosed space, with a comfortable sofa, rug, work space, internal window etc. The meeting room with several external windows. We are not seeking for pupils to be uncomfortable when in these rooms, we are aiming to support them positively back into their school community when the time is right. Pupils will remain in the Reset Room no longer than is necessary, typically for half a day/a whole day, but no longer than two days. Two days Internal Exclusion is only used in highly exceptional circumstances and only where the pupil, their peers or staff remain at risk.

Pupils are never in solitary isolation. Senior leaders will remain present until it is deemed safe for a teaching assistant to support the pupil, who will then provide continual supervised education. When it is safe to do so, pupils will be:

- Provided with work by their subject teachers
- Supported by the teaching assistant to complete the task if required
- Provided with all the necessary equipment to complete work such as pens, pencils, rulers, paper etc.
- Supported using other strategies e.g. sensory support, therapeutic work from the school's various therapy teams, sensory equipment, emotion coaching, movement breaks etc.
- Any other reasonable adjustments to minimise anxiety and support the pupil

Typically, as detailed above a pupil receiving an internal exclusion will receive additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a suspension is necessary (see our exclusions policy).

If a pupil receives an Internal Exclusion:

- It will be logged on Arbor
- The incident will be logged on CPOMS
- Parents will be verbally notified

Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been internally excluded or removed from the classroom for an extended period, and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, and sets out clear behavioural expectations and the consequences of failing to comply.

## 6.5 Detentions

Detentions are used to resolve issues without disturbing the lesson or to allow pupils the opportunity to catch up on work they were unable to complete within the lesson. Detentions are most effective when time is spent with the pupil to discuss their behaviour and to revisit expectations for the pupil's behaviour. Detentions may take place at break or lunch break, (however, a child should not miss eating their lunch).

Senior leaders, (staff are not permitted) will only issue detentions **outside of school hours** when it is reasonable after having considered whether:

- Parents are in agreement.
- The detention may put the pupil at increased risk or compromise their safety.
- The pupil has known caring responsibilities or religious requirements.

- The detention timing conflicts with a medical appointment.
- Suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.
- This is appropriate for the SEND of the pupil.

## **6.6 Suspension and permanent exclusions**

Suspension and permanent exclusion will only be used as a sanction of last resort in response to a serious breach or persistent breaches of this behaviour policy, and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the exclusions policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## **7.0 Pupils with special educational needs and/or disabilities**

### **7.1 In the context of this policy, a child is considered to have SEND if they:**

- Have difficulties in learning which are significantly greater than the majority of other pupils of the same age.
- Have a disability which prevents or limits them from accessing the curriculum.
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- This refers to all the pupils at the school.

The school is aware that continuous disruptive behaviour can be a result of unmet needs. If such additional needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities, and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. Reasonable adjustments may be made to ensure that sanctions take account of a pupil's individual needs and disability. This means that behaviour linked to a pupil's SEND may be managed differently, ensuring that disciplinary measures are fair, appropriate and proportionate. The school will not automatically assume that a pupil's SEND has influenced their behaviour on a particular occasion. Each incident will be considered individually, with judgements made based on the specific facts and context.

An individual behaviour plan, a pastoral support plan, individual provision maps, personal handling plan etc. may be used for children with SEND whose condition causes them to display challenging behaviour, and advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy/SEN information report for more information.

The school will, as far as possible, anticipate likely triggers of misbehaviour for pupils and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.

- Training for staff in understanding conditions such as autism etc.

## **7.2 Staff training**

Staff training will include matters such as how certain special educational needs, disabilities or mental health needs may, at times, affect a pupil's behaviour. Where relevant, engagement with experts such as educational psychologists, and other support staff such as counsellors and mental health support teams, can help to inform effective implementation of this policy.

## **8.0 Investigating incidents**

Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two members of the senior leadership team together. Pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

### **8.1 CCTV**

The school uses closed circuit television ("CCTV") within its premises to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see privacy notices for more information.

### **8.2 Witnesses**

When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

### **8.3 Suspension pending investigation**

In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

## **9.0 Search, seizure and confiscation**

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the senior leadership team or SENDCO. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened; this

includes the individual needs or learning difficulties of pupils with special educational needs (SEN), and making reasonable adjustments that may be required.

The headteacher/DSL will oversee the 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 designated safeguarding lead (or senior leaders). The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not cooperating, so that these trained staff can support and advise other members of staff if this situation arises.

Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules, or are evidence in relation to an offence, and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction, so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate, a member of staff may retain or dispose of a pupil's property as a punishment and is protected from liability for damage to or loss of any confiscated items, (this must be under the authorisation of a senior leader).

Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

With the consent of a senior leaders, a teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the school's rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should 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. If the pupil refuses to give permission, the school may impose a sanction for failing to follow a reasonable instruction.

The headteacher, senior leaders and the SENDCO are authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of prohibited items. A designated safeguarding lead should 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 or if they believe that a search has revealed a safeguarding risk, without delay.

Prohibited items that can be searched for without consent include:

- Knives or weapons.
- Dangerous substances.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and/or cigarette papers.
- Fireworks.
- Pornographic images.
- Articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to or damage to property of any person (including the pupil).

The headteacher, senior leader or SENDCO can use reasonable force to search for any prohibited items but not to search for items which are identified only in the

school rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Any search without consent must be conducted by a member of the staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff.

When conducting a search, pupils must not be required to remove any clothing other than outer clothing. Outer clothing is defined as 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.

### **9.1 Strip searches**

Strip searches (a search involving the removal of more than outer clothing) on the school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

### **9.2 Records**

Staff should keep a record of any searches conducted on pupils on CPOMS and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

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

### **9.3 Electronic devices**

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the

member of staff should never intentionally view the image and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

#### **9.4 Screening**

The school may require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand), regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening, the school has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

#### **10.0 Mobile phones and electronic devices**

While pupils are on school premises, mobile phones should be switched off and kept out of sight during the entire school day, including break and lunchtimes.

If a pupil does bring a mobile phone to school they should store it at the school office and must not be on them during any part of the school day. This also applies to during educational visits and extracurricular activities both on the school grounds and off-site.

If a mobile phone is seen or it is heard in school by a member of staff, that member of staff will be required to confiscate it immediately and take it to the School Office for safe keeping. When a mobile phone is confiscated, the matter will be recorded on the pupil's behaviour log.

If any pupil refuses to hand over a mobile phone when requested to do so, the refusal will be treated as a disciplinary matter.

If a pupil brings a mobile phone into school and there is evidence that it has been used for taking photographs or filming in school, or there is evidence of inappropriate or indecent images stored on it or there is evidence of cyberbullying, then this will be treated as a serious disciplinary matter and further action will be taken. This will involve confiscation of the phone, contact with the parent/carer, appropriate sanctions applied. The phone will then only be returned to a parent/carer.

#### **11.0 Physical contact**

The school recognises the importance of positive physical contact for some of our pupils and is done so in consultation with the school OT. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/pupils and ensure that they are never in a situation where they are alone with a pupil. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Calming/reassuring/comforting contact with a child that upset or injured
- Guiding a pupil/child away from a situation or location
- Supporting a pupil in PE

- OT strategies

Any physical contact has to be managed in order to make sure that it is appropriate and leaves neither party vulnerable. Factors to consider might include:

- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

## **12.0 The use of reasonable force:**

The school strives to provide a safe learning environment for all pupils. All members of staff (and anyone to whom the headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the school premises, i.e. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down, such as using communication skills, distraction techniques and removing triggers, may not yield results. On rare occasions, staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where pupils need to be held to help them to calm down will be reported to the designated safeguarding lead and recorded on CPOMS. If there is an ongoing need for physical intervention a personal handling plan will be created/ reviewed, and parents will be informed as a matter of course.

If a pupil requires regular physical intervention, questions would be raised to the suitability of that pupil's placement at the school due to the compatibility of education with other pupils.

Senior leaders and selected staff are trained in Team Teach. Staff have an initial one/two day training course that covers behaviour management and supportive guiding techniques. Where there is an identified need, further physical intervention training may be required. All trained staff are required to attend an annual refresher.

## **13.0 Bullying**

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. The school has a separate anti-bullying policy, which should be read in conjunction with this policy. Bullying is defined as the repetitive intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyberbullying.

The school wants to make sure that all pupils feel safe and are accepted into the school community. The school's ethos is one of inclusion and equality; bullying of

any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, online or written means, and can be directed at both staff and pupils. The school practises a preventative strategy to reduce the chances of bullying, and the school's anti-bullying strategy is instilled in the curriculum through the active development of pupils' social, emotional and behavioural skills, assemblies, and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the staff will:

- Take it seriously.
- Investigate as quickly as possible to establish the facts.
- Reporting it to the designated safeguarding lead, record and report the incident on CPOMS.
- Provide support and reassurance to the victim.
- Make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of pupils involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions.
- Discuss the matter with both parties, bring them together (if appropriate), and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation, and sometimes sanctions.
- Ensure that if a sanction is used it will correlate to the seriousness of the incident and the perpetrator will be told why it is being used.
- Consider whether suspension or exclusion is appropriate in light of the circumstances.

### **13.1 Social media**

The school believes pupils should be able to enjoy using social media in a safe environment, but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way which could cause harm to another person in the school community, the member of staff should report this to a member of the senior leadership team. Following any such report an investigation will follow, during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation, this could lead to an adverse decision taken against the pupil.

### **14.0 Child-on-child abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported

victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

### **15.0 Complaints**

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a member of the senior leadership team in accordance with the school's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.