

East Midlands Academy Trust

Behaviour Policy 2023/2024

'Every child deserves to be the best they can be'

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V6	Filename: EMAT Behaviour Policy
Approval: September 2023	Next Review: September 2024 This policy will be reviewed every year by the Trust Board.
Owner: Head of Education on behalf of East Midlands Academy Trust Board of Trustees	Union Status: Not Applicable
Policy type:	
Statutory	Replaces Academy's previous policy

Revision History

RevisionDate	Revisor	Description of Revision
Sept 2023 – V6	JL / ZM	<ul style="list-style-type: none"> • Contents page added for clarity. • Behaviour curriculum section added. • Update in response to DfE Advice for Schools
Sept 2022 – V5	M Juan	Updates to include: <ul style="list-style-type: none"> • Removal of COVID restrictions mentions • Update wording across the policy in line with new 2022 guidance from the DfE: Behaviour in Schools, Suspension & Permanent Exclusion and Searching, Screening and Confiscation. • Adding to section 9 the need of recording in MyConcern all searches for prohibited items and any searches conducted by police. • Adding to section 11 the word ‘pupils’ to physical and verbal incidents • Adding to section 18 the ‘Pupil Suspension & Exclusion’ policy
June2021 – V4	M Juan	Updates to include (in line with policy provided by legal team): <ul style="list-style-type: none"> • Pupils with Special Educational Needs and/or Disabilities • Complaints • New list of prohibited items • Revision of policy aims • Revision on roles & responsibilities
April2021 - v3	M Juan	Updates to include: <ul style="list-style-type: none"> • Everyone’s invited EMAT statement
March 2021 – v2	M Juan	Updates to include wording reflecting COVID 19 guidance: <ul style="list-style-type: none"> • serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Headteacher, including in extreme cases permanent exclusion.
May 2020 – v1	M Juan	New EMAT Behaviour Policy issued to all schools



The Everyone's Invited campaign has rightly served to focus our minds on the need to continue to work together to protect pupils.

We, at EMAT, believe that schools play a crucial role in teaching pupils about sex and relationships, equality and diversity and modern citizenship as well as preparing them for the modern world. This is enacted through each school's culture, its curriculum, and all policies. We aim to give all pupils and staff a voice to enable them to act in a protective manner towards themselves and others. This includes developing a robust whistleblowing culture as well as fostering a culture of integrity and mutual respect.

We recognise that we have the responsibility of tackling sexual violence and harassment, instilling values in our stakeholders and encourage all to be driven by their strong moral compass. Like so much of education, our work must complement that undertaken by parents and carers so that young people receive a consistent message, and they can go about their lives free from harassment and abuse.

All of our schools will continue to engage with their stakeholders, listen to their concerns and signpost necessary support and provision within and beyond its schools. We ask that anyone who has experienced such behaviour, or who is suffering because of it, to report it to an appropriate adult either in the school or within the EMAT team so they can be supported, and steps can be taken to address the issue.

A dedicated NSPCC helpline is now available to support anyone who has experienced sexual abuse in educational settings or has concerns about someone or the issues raised. The dedicated **NSPCC helpline number is 0800 136 663 or by emailing help@nspcc.org.uk**

Staff members can also seek support from **Employee's Assist on 08000 305 182.**

If you are troubled about possible wrongdoing at work, please don't keep it to yourself. Our [Whistleblowing Policy](#) is there to reassure you that it is safe and acceptable to speak up and to enable you to raise any concern you may have at an early stage and in the right way. If you feel unable to raise the matter with your manager, for whatever reason, please raise the matter with:

- **EMAT Head of Governance & Compliance** – Alexandra Rigler – alexandra.rigler@central.emat.uk
- **EMAT Senior Workforce Planning & HRBP** – Ruhena Mahmood – Ruhena.mahmood@emat.uk

If you are unsure about raising a concern you can get free and independent advice from **Protect helpline on 020 3117 2520 or by emailing whistle@protect-advice.org.uk**

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EMAT - BEHAVIOUR POLICY 2023-2024

1 Introduction

At East Midlands Academy Trust we believe the most important function of the academies across the Trust is to maintain an environment in which every member of the academy is able to achieve success. Good behaviour in our schools is central to good education. This policy sets out how we aim to provide calm, safe, supportive environments in which young people can learn and thrive. We teach pupils how to behave well because this is vital for their personal development as well as academic success. We aim to treat pupils and young people fairly and without prejudice or discrimination. We understand that pupils and young people are individuals with individual needs and will adapt our behaviour management strategies to fit the needs of all.

All staff endeavour to create an environment where pride in their academy and its environment are very important. We encourage the pupils to develop a caring, responsible and helpful attitude towards each other and those who work with them. We encourage our pupils and young people to take ownership of the behaviours they display and we teach the behaviours we want to see by teaching pupils how to behave in line with our schools' behaviour curriculums.

Our aims are to:

- Develop respect for other people and their opinions, regardless of race, gender, social, physical and intellectual abilities.
- Create a positive environment where pupils feel happy, safe and secure.
- Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment.
- Help pupils realise their own self-worth, confidence, belief and potential.
- Develop self-control, resilience and independence.
- Enable pupils to understand the implications of their behaviour, to control and manage their own behaviour and most importantly, to independently take responsibility for their behaviour.
- Develop a sense of responsibility and pride for their academy.
- Respond to any concerns about bullying, investigating them thoroughly and resolving, without delay.
- 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; and
- Support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

This policy outlines the high behavioural standards the Trust expects from all our pupils and sets out the sanctions that will follow if this policy is not adhered to. This policy will be published on the academy website and reviewed annually by the Board of Trustees.

2 Behaviour Principles

- All members of the academies should be able to learn in a calm, safe and purposeful environment.
- The behaviour principles underpin the culture and ethos of each academy. They are the foundation for a clear, shared understanding between pupils, teaching staff, support staff, parents/carers and governors.
- All members of the academies should aim to teach pupils to have the moral purpose to do the right thing regardless of reward.
- Behaviour is everybody's responsibility and staff should feel empowered to take action and provided support where this is needed.
- All adults in the Academy Trust are responsible for being a model of positive and respectful behaviour towards students and each other.
- Behaviour is more effective when action to address it is taken immediately and appropriately.
- An essential part of behaviour management is that a pupil understands that unacceptable behaviour results in sanctions being imposed and that good behaviour results in rewards.
- Corporal punishment will **never** be used.
- High expectations of all members of the academy must be clear and explicit, and modelled and demonstrated by all members of the academies.
- Establishing and rewarding good behaviour affecting as many pupils as possible.
- Good behaviour can be best promoted through high-quality teaching (informed by the principles set out in EMAT's *Teaching and Learning Framework*) and the implementation of academies' behaviour curriculums.

3 Academy behaviour curriculum

Positive behaviour reflects the values of the academy and ensures pupils are ready to learn and have respect for others. This is established through creating an environment where good conduct is more likely and poor conduct less likely. Good behaviour is taught to all pupils, so that they understand what behaviours are expected and encouraged as well as those that are unacceptable. Our behaviour curriculum (see appendix 1) outlines the expected behaviours, habits and routines in the academy and what positive behaviours look like.

4 Roles and Responsibilities

The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of pupils.

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below:

Board of Trustees

The Trustees will work with the Executive Team and Headteachers to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO, Executive Headteachers and Heads of School to account for its implementation. Trustees will ensure that they and local governors receive relevant training on exclusions, behaviour and discipline regularly.

Chief Executive Officer

The CEO will ensure that this Behaviour Policy is applied consistently across all academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

Local Advisory Board

Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the Headteacher on behavioural sanctions and support put in place for pupils at the respective academy. Local governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Head.

Academy leaders

Academy leaders will be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. They make sure all staff understand the academy's behavioural expectations and the importance of maintaining them.

Each Headteacher or Head of School, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies and their implementation of the behaviour curriculum.

Leaders will ensure that all staff receive induction training and ongoing training and support in relation to the management of pupils' behaviour.

Leaders will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. They act as a source of support and guidance for staff on behaviour management strategies and discipline.

Staff

All staff across the EMAT have high expectations of pupils' conduct and behaviour and apply the behaviour policy fairly, proportionately, and without discrimination, taking account of pupils' different needs and challenges that some vulnerable pupils may face. Staff develop a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour. Staff implement the whole-academy approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Staff also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Specific roles and responsibilities at all levels from class teacher to the Senior Leadership Team (SLT) can be found in Appendix 5; in an EYFS setting there will be a nominated person with responsibility for behaviour.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the Behaviour Principles and Behaviour Policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the principles and policy is essential. Staff are responsible for teaching the behaviours (the behaviour curriculum) they want to see. They are responsible for implementing the behaviour curriculum and ensuring pupils know and remember what they have been taught.

Staff will support pupils who are new to the school to understand the academy's behaviour systems, rules and routines.

All staff should use positive behaviour management strategies in order to focus pupils on their learning.

Staff have a key role in advising the Trust Board, CEO, LABs and Headteachers on the effectiveness of the behaviour principles, policy and procedures. They also have responsibility, with the support of the SLT, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures (including sanctions and rewards) consistently.

Staff have the power to discipline pupils for misbehaviour which occurs in the academy, and, in some circumstances, outside the academy.

Parents/carers

The role of parents is crucial in helping the academy develop and maintain good behaviour. To support the academy, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the academy and its culture. Parents have an important role in supporting the school's behaviour policy and are expected to take responsibility for the behaviour of their child/ren both inside and outside the academy as well as reinforcing the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the academy while continuing to work in partnership with them. In some circumstances, academy staff will provide support for parents to be able to implement positive behaviour strategies outside of school.

Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the Academy Trust's Principles, academy policy, procedure and expectations. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and contribute to the academy culture. Pupils are asked about their experience of behaviour and provide feedback on the academy's behaviour culture. This helps support the evaluation, improvement and implementation of the behaviour policy.

Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

5 Procedures

The policy will make clear to pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents/carers. The policy will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the academy has a responsibility towards the whole community.

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 must be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked to 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 academy 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.

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 determine the truth. Staff will make no pre-judgements and will be non-biased. Pupils will be listened to and encouraged to be honest.

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.

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

6 Recognition of Positive Behaviour

An ethos of encouragement is central to the promotion of good behaviour. It is our duty to promote and encourage positive behaviour and not just to react to unacceptable behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and the rewards systems are clearly defined in the academy's Behaviour Policy. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. Staff will also be aware where

there are exceptional cases where praise has a negative impact on a pupil's behaviour.

At EMAT we believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable, not the child.

7 Reward Systems

The reward systems used in the academy are constantly reviewed to ensure consistency of use. Our aim is to celebrate success which will raise the self-esteem of our pupils and their corresponding behaviour at home and in our academies. Good behaviour is encouraged through a mixture of high expectations, clear policy, an effective behaviour curriculum creating an ethos which fosters discipline and mutual respect between pupils and between staff and pupils. The reward system for the academy is detailed in *Appendix 2*.

8 Sanctions

Sanctions are needed to respond to inappropriate behaviour. The sanctions used will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

The use of sanctions in the academy is detailed in *Appendix 2*. The sanctions are guidelines, the individual needs of the child and their circumstances are crucial to good behaviour management. Knowledge of the child and their situation is paramount. Sanctions may include the use of detentions, including detention outside academy hours.

Detention

a) What the law states

Teachers have the power to issue detention to pupils (aged under 18), including detention outside academy hours. The times outside normal academy hours when detention can be given (the 'permitted day of detention') include:

- Any academy day where the pupil does not have permission to be absent.
- Weekends - except the weekend preceding or following the half term break and
- Non-teaching days – usually referred to as 'training days', 'inset days' or 'non-contact days'.

The Headteacher can decide which members of staff can issue pupils with a detention.

b) Matters academies should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably and appropriately given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

c) Detentions outside academy hours

Academy staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short end-of-day detention where the pupil can get home safely and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9 Pupils with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

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

The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the pupil receives appropriate support. The Trust 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. A reasonable adjustment that may be made would be to impose an adapted sanction for a pupil whose behaviour is a consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for pupils 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. Parents will be part of the Behaviour Plan process and where appropriate these will be shared with the child. *Please refer to EMAT's SEND policy for further information.*

10 Searching, Confiscation and Screening

Searching

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. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

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 academy rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- 'Legal highs'
- Stolen items
- E-cigarettes, tobacco and cigarette papers
- Fireworks

- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Headteachers and authorised staff can also search for any item banned by the academy rules which has been identified in the rules as an item which may be searched for. Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found.

Any search **without consent** must be conducted by a member of 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.

Academies should make clear in their behaviour policy and in communications to parents and pupils which items are banned.

During the search

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Where the pupil refuses to remove outer clothing, the searcher can use reasonable force to remove, for example, an overcoat. Staff must not require a searched pupil to remove, and must not themselves remove, clothes beneath outerwear.

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline or for health and safety reasons.

Screening

Academies can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Academies' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Any member of academy staff can screen pupils.

If a pupil refuses to be screened, the academy may refuse to have the pupil on the premises. Health and Safety legislation requires an academy to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply, and the academy does not let the pupil in, the academy has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

11 Use of Reasonable Force

The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone
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 Prince William School and Northampton International Academy are all business names of the East Midlands Academy Trust.

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, 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 academy 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. Any use of physical intervention will be carried out in line with Team Teach training and guidance.

All incidents where pupils need to be held to help them to calm down will be recorded and if necessary, any individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed, and parents will be informed as a matter of course. Staff involved will also be provided with a debrief relating to the incident.

12 Serious breaches of academy discipline

Certain actions by pupils at the academy constitute serious breaches of discipline. Such breaches may attract a period of suspension, to be served either internally or externally depending on the circumstances, or in extreme cases permanent exclusion may be considered. Reference should be made to the DfE statutory guidance for those with legal responsibilities in relation to exclusion. Serious breaches of discipline may include:

- Physical assault on staff or pupils
- Verbal abuse of staff or pupils
- Damage to academy property including the building
- Substance abuse
- Racially motivated incidents
- Other behaviour which is against the criminal law
- Carrying an offensive weapon

Further guidance can be found in Appendix 6 and 7.

Where serious breaches of academy discipline occur, they must be brought to the attention of the Headteacher or, in his/her absence, the Deputy Headteacher and/or Assistant Headteacher, as soon as practicable.

Behaviour that involves possession or supply of or intent to supply drugs will, in most cases, lead to permanent exclusion. Behaviour that involves fire in school or during the student's journey to and from school will, in most cases, lead to permanent exclusion. A student bringing a weapon to school, including any bladed weapon, will lead to permanent exclusion in most cases. All students will be reminded of this at least once per year.

13 Bullying

East Midlands Academy Trust is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in any of our academies.

The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. 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 cyber-bullying.

The Trust will ensure that the PSHE curriculum implementation and impact is monitored so that pupils are taught about bullying and know what to do when bullying occurs.

Bullying will be dealt with in accordance with **East Midlands Academy Trust Anti-Bullying Policy**.

14 Cyber Bullying

Academy leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyber bullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.

The academy will offer support to parents on how to help their pupils engage safely and responsibly with social media, through parents' evening, advice in the academy newsletter or signposting to other sources of support and advice.

School staff will inform parents immediately, if they discover that there are concerns relating to the access of social media at home.

Creating a good academy - parent relationships can help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner. Part of this is making sure that parents and carers are aware and understand how to communicate with the academy. It is not acceptable for any pupil, parent or member of staff to carry out any form of bullying either face to face or via Social Media. Academies should encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, in an appropriate manner.

15 Academy rules/code of conduct

The rules/code of conduct relating to the academy are detailed in Appendix 4.

16 Involvement of outside agencies

The academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

This might include:

- Educational psychologist.
- Educational welfare officer.
- School health nurse.
- Social services.

17 Complaints

If parents/carers have any concerns or wish to complain in regard to the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints Policy.

If the concern relates to a suspension and/or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

18 Review of the Behaviour Policy

The Academy Trust will regularly review the Behaviour Policy and associated procedures, to ensure their continuing appropriateness and effectiveness. The review will take place in consultation with the Academies, Local Advisory Boards, Headteachers, staff and parents/carers.

The Headteachers and East Midlands Academy Trust, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the individual academy Behaviour Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

The Headteachers will keep the Trust Board and LABs informed.

The outcome of the review will be communicated to all those involved, as appropriate.

Behaviour will be monitored by following individual academy processes, using appropriate levels, with sanctions agreed by the Headteachers (Appendix 3).

19 Linked Academy policies

This policy should be implemented in conjunction with other academy policies, including:

- Safeguarding & Child Protection Policy
- Equality & Diversity Policy
- Anti-Bullying Policy
- Online Safety Policy
- Teaching and Learning Framework
- SEND Policy
- Pupil Suspension & Exclusion Policy

20 Further guidance

Additional guidance to support behaviour can be found in Appendix 1.

Associated resources and legislative links can be found in Appendix 7 -

Appendix 1: Academy behaviour curriculum guidelines

Our behaviour curriculum will

- ensure absolute clarity about the expected standard of pupils' behaviour through explicit teaching of expectations of rules and routines,
- ensure that the behaviour policy is clearly understood by all staff, parents, and pupils,
- display school rules clearly in classes and around the building. Staff and pupils should know what they are,
- ensure that the reasons why we insist on high standards are frequently reinforced with pupils and parents,
- have a system in place for ensuring that pupils never miss out on sanctions or rewards.

Leadership will

- model the behaviour we wish to see from our staff,
- be a visible presence at the beginning and the end of the school day,
- be a visible presence around the school,
- check up on behaviour outside the school,
- check the academy environment is clean and well-maintained,
- provide staff with support to follow the behaviour policy,
- take action to deal with poor teaching or staff who fail to follow the behaviour policy,
- Put in place suitable support for pupils with behavioural difficulties.

Teachers will

- praise good behaviour and good work,
- celebrate successes,
- understand special needs of pupils,
- be aware of those pupils where praise may not have the desired impact,
- have clear plans for pupils who find school more challenging,
- build positive relationships with the parents of pupils with behaviour difficulties.

Appendix 2: Academy reward system

Prince William School has a rewards system based around the core values of respect, resilience, and ambition. Points can be gained in each area and lead to recognition and reward at the termly Learning Award Assemblies. Students and parents are informed of any points that they get via Edulink.

- Resilience points revolve around attendance and perseverance with a piece of work. Attendance is also rewarded in a number of ways including non-uniform days and communications with parents and carers.
- Respect points are awarded for taking pride in the school by representing the school in the wider community, by always being Ready to Learn, and by helping others with their learning.
- Ambition points can be given to students who complete work that is their best or to students who show that they are determined to reach their maximum potential.

Learning Awards Assemblies take place for each year group each term. Every class teacher nominates the best learners in each class who receive recognition and certificates. Other awards and achievements such as Duke of Edinburgh awards or sporting achievements are also recognized at the event.

Research makes it clear that students respond to a range of rewards, some of which should be unexpected. Staff at Prince William School are encouraged to make contact with home to recognise exceptional behaviour using emails to parents and carers, postcards, or directly by phone. Staff are also provided with a golden ticket to allow students to skip the lunch queue as a reward.

Attendance is also rewarded in a number of ways including events for 100% attenders, non-uniform days for forms that achieve 100% in a week and individual rewards at the Learning Award Assemblies.

The House Cup

The total Achievement Points are a student's personal total, but also contribute to the House total. A cup will be presented to the House with the highest total of points at the end of the year, along with rewards in the end of term celebration in the summer term. The House Cup also includes work done to promote the school, sporting achievements, and all aspects of school life. The winning House is rewarded on the last day of the summer term.

Appendix 3: Academy sanctions system

Behaviour for Learning Consequences System

Behaviours leading to each stage are examples only and are not intended to be an exhaustive list. The Consequences System should be used to support a teacher's professional judgement. At all stages the subject teacher needs to be involved in the conversations around the behaviour and its impact. A Restorative Justice meeting is a useful way for the teacher to explain the impact of the poor behaviour to the student and to set boundaries for the student in the future. Personal and direct involvement by the subject teacher has the greatest impact on improving student behaviour. All conversations should revolve around learning and the impact of behaviour on learning. Failure to complete work must be challenged as a serious behaviour concern.

C1 – verbal warning that a repeat of behaviour will result in a C2. This is not recorded but teacher takes planner and keeps at front

C2 – persistent low level disruption or failure to engage properly with the learning. 10 minute C2 detention at the student's next available opportunity. Written in planner and logged on SIMS. Can be for repeat of C1 behaviour; not following instructions; refusing to work; offensive language; mobile seen or heard; late to lesson; no PE kit; not RtL; late to school; poor behaviour outside lesson.

C3 – 20 minute departmental detention. Written in planner and logged on SIMS. Can be for failure to attend C2 detention; behaviour that results in a student being sent out of class; unacceptable or dangerous behaviour on the field/astro; no homework or homework not completed to an acceptable standard.

C4 – 40 minute departmental after-school detention. Head of Department or House contacts home to discuss the concerns. Written in planner and logged on SIMS. Can be for failure to attend C3 detention; unacceptable behaviour towards staff or students.

C5 – 1 hour Head Teacher's after school detention. Agreed with parent, written in planner and logged on SIMS. Parents contacted to discuss concerns. Possibility of removal from lessons for period of time, isolation, further sanctions. Can be for failure to attend C4 detention; unacceptable behaviour towards staff or students;

C6 – use of isolation, exclusion, further after-school detentions, or other sanctions as appropriate. Parents invited to discuss concerns in department or across the school by SLT, Head of Department or Head of House. Consideration of need for a Pastoral Support Programme or recommendation for a managed move.

Other Sanctions

On report: green (tutor), yellow (HoH), red (XLT/SLT). We also use a purple report for recording positive actions only.

Extreme poor behaviour on a bus or repeated offences on a bus may result in a warning letter and then a bus ban.

Behaviours which are likely to result in isolation or Fixed Term Exclusion (FTE):

- Swearing at staff
- Peer on peer abuse like fighting, bullying, or racist and discriminatory behaviour
- Breach of uniform rules (isolation until rectified)
- Consuming alcohol on the school premises, on the school bus, or on a school trip

Headteachers can take the decision to permanently exclude a pupil in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Behaviours which are likely to result in Permanent Exclusion:

- Supplying, buying, possessing, or using any illegal drugs on school premises (or on school trip)

- Behaviour that is potentially dangerous to other members of the school community (e.g. having a blade or weapon, playing with fire/igniting aerosols or other items, severe physical attack – including during the student’s journey to and from school)
- Repeated fixed term exclusions which show persistent breaches of the school’s expectations, or which has seriously impeded the smooth running of the school.

Students will be reminded of the consequences of such behaviour at least yearly in assembly.

Pastoral Support Programme

A Pastoral Support Programme is a working document to support the learning and progress of a student. It must include the student’s and parents’ or carers’ views. The document should be used to support a student who is at risk of permanent exclusion or at risk of significant underachievement in exams. The focus needs to be on the student making the right choices with the right support. The document should be updated and changed as necessary during the process and can be kept alive as long as is deemed necessary for the student. From the outset the rewards and consequences of making the right or wrong choices need to be explained very clearly to all parties involved in the care of the child. The PSP will be formally reviewed in the middle and the end of an agreed period lasting between 6 and 16 weeks, but the key worker will constantly be reviewing and adjusting targets or intervention as necessary and communicating these changes to the student and parent/carer.

Student:

Year group and form:

Date of birth:

Key member of staff:

Meeting 1

Date:

Present:

1. Setting the agenda for the meeting and outlining why the PSP is necessary
2. Introductions
3. Student and parent complete their questionnaires
4. Student, parent and lead teacher compare these to the staff feedback and any other relevant paperwork
5. Discussion of the required intervention
6. PSP document completed to agree on issues, and set targets and support strategies
7. Dates for review meetings set

Reasons for the PSP to be started

Key issues –

Evidence –

Student and parent opinion –

Required outcomes of the PSP

For the student – My learning will improve by

For the school – The student’s performance will change because

For the parent/carer – The changes made will improve the student’s performance because

Planned Intervention	Who carries out the action and by when	Intended outcomes / success criteria

Possible intervention might include: -

Report to senior teacher, involvement of outside agencies (including nurse, attendance team, CAMH or behaviour support), work experience, alternative educational provision, parental/carer rewards scheme, student contract, part-time timetable, group/band movements, anger management, individual counselling.

First meeting targets

By next meeting the student will: -

- 1.
- 2.
- 3.

Rewards for achieving agreed targets

At School –

At Home –

Sanctions if targets not met

At School –

At Home –

Meeting 2 – mid-term review

Date:

Present:

1. Has the intervention outlined in the PSP been effectively implemented?
2. Have targets been met and changed as necessary?
3. What barriers to learning have been removed?
4. Is sufficient progress being made to improve the student's performance?
5. How does the PSP need to be changed?
6. Set targets for the next meeting

Second meeting targets

By next meeting the student will: -

- 1.
- 2.
- 3.

Rewards for achieving agreed targets

At School –

At Home –

Sanctions if targets not met

At School –

At Home –

Meeting 3 – concluding review

Date:

Present:

1. Has the intervention outlined in the PSP been effectively implemented?
2. Have targets been met and changed as necessary?
3. What barriers to learning have been removed?
4. Has sufficient progress been made to improve the student's performance? What is the proof of this?

5. Is the process complete or will further intervention be necessary? If so, complete the table below and add to the document.

6. Set targets for the next meeting if necessary. If complete and successful, agreed a reward for the student.

Third meeting targets

By next meeting the student will: -

1.

2.

3.

Rewards for achieving agreed targets

At School –

At Home –

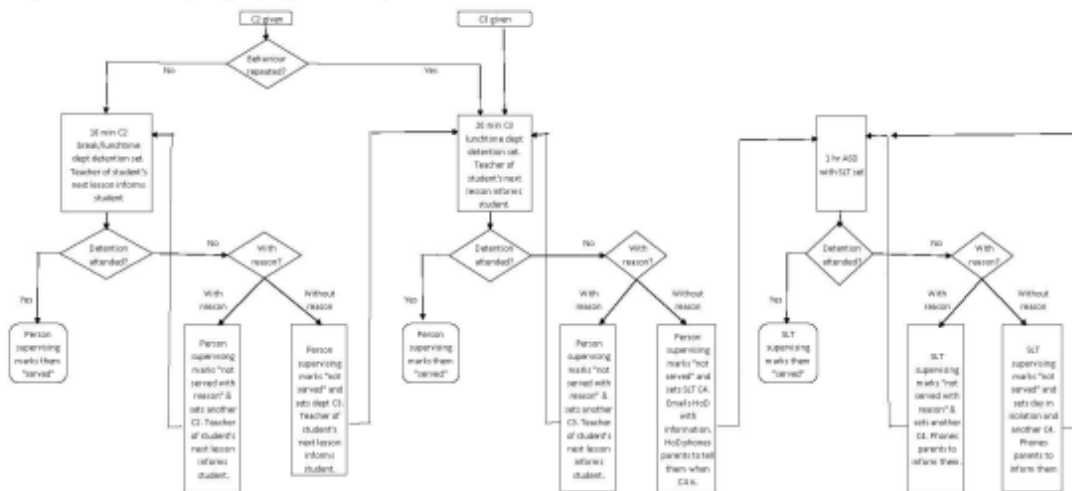
Sanctions if targets not met

At School –

At Home –

Appendix 4: Academy rules/code of conduct

Examples of reasons for C2: Repeat of behaviour that got a C1 warning, disrespectful/ refusal to follow instructions, offensive language, mobile phone seen or heard (also consistently), swore/blee, no HOF.
 Examples of reasons for C3: Repeat of behaviour that got a C2 within same lesson, being sent out, HOF "on call"/to a another teacher/colleagues failure to attend C2.
 Examples of reasons for C4: Failure to attend C3, trussing a locker/walking out of a lesson without permission.



APPENDIX 5 – ROLES AND RESPONSIBILITIES

Dealing with incidents - who does what

Example scenario	Immediate action		Subsequent action		Follow up action and sanction	
	Who	What	Who	What	Who	What
Need to send a student out of lesson	Subject teacher	Call "on call", get work ready for student to take with them	"On call" teacher	Escort student to alternative classroom or isolation.	Subject teacher	Set a C3 for that student.
Student walks out of lesson without permission	Subject teacher	Call "on call", get work ready for "on call" teacher to collect.	"On call" teacher	Find student & take to isolation.	Staff supervising isolation	Email C4@princeswilliamschool.co.uk
Student sent out of lesson (C3) twice in one day	Staff supervising isolation	Keep them in isolation all day and inform HoH			HoH	Phone parents to inform and raise concerns. If repeated, put student on report.
Student swears at member of staff	Person sworn at	Call "on call" if in lesson; take to isolation if outside lessons.	"On call"/ Pastoral team	"On call" takes student to isolation. Pastoral team inform HoH of incident.	HoH	Set an exclusion (follow exclusion protocol)
Fight	Whoever sees it	Separate and take to first aid/SLT and give names to Pastoral Team.	Pastoral team (PSO/BAO)	Ensure sufficient student statements are recorded. Take to HoH of victim.	HoH of victim	Consult with JBA to agree sanction. Inform HoH of perpetrator to issue sanction (who follows exclusion protocol if it's an exclusion)
Racist/ bullying incident	Whoever sees it/hears about it	Call "on call" if in lesson; take to isolation if outside lessons.	"On call"/Pastoral team	"On call" takes student to isolation. Pastoral team gather sufficient statements to be certain of facts. Take evidence to HoH of victim.	HoH of victim	Record in bullying/tracks log as appropriate. Consult with JBA to agree sanction. Inform HoH of perpetrator to issue sanction (who follows exclusion protocol if it's an exclusion)
Student caught smoking/ with tobacco products	Whoever finds them	Take names to DWE			DWE	Set C4 @detention and phone parents.
Student found with alcohol/illegal drugs/weapon	Whoever finds them with it	Confiscate alcohol/drugs/weapon. Call "on call" if in lesson; if outside lesson do "On call" teacher's action.	"On call" teacher	Escort student to isolation and give confiscated item(s) to Pastoral team.	HoH	Consult with JBA/DOO to agree length of exclusion. Email C3H with information for exclusion. Phone parents to inform.
Student misbehaving consistently	Tutor	Put student on green report.	Teachers Parents Tutor	Complete report each lesson. Sign report each evening. Monitor and sign daily for 2 weeks.	Tutor	If behavior improves take off report. If behavior does not improve put on orange report.
Student fills green report	HoH	Phone parents and put student on orange report (to be monitored by tutor, but HoH to be kept informed).	Teachers Parents Tutor	Complete report each lesson. Sign report each evening. Monitor and sign daily for 2 weeks. Set a P2 for every 1 or 2 on report. Monitor weekly.	HoH	If behavior improves take off report. If behavior does not improve, refer to HoH to put on red report.
Student fills orange report	HoH	Meet with parents and put student on red report.	Teachers Parents HoH	Complete report each lesson. Sign report each evening. Monitor and sign daily for 2 weeks. Set a P2 for every 1 or 2 on report.	HoH	If behavior improves take off report. If behavior does not improve, refer to JBA to put on Pastoral Support Plan (PSP).
Student fills red report	JBA	Meet with parents, warn of potential for Permanent Exclusion (PE), and put student on Pastoral Support Plan (PSP).	JBA/HoH	Invite all agreed interventions and support to be implemented.	JBA/HoH	Collect "Royal Robbins" from staff to judge if PSP is working. If improvements are seen, meet with parents and discuss next steps. If no improvements seen refer to FDO to meet with parents and discuss possible PCX/ Managed Move.

The Prince William School Rules and Routines

Why is school important?

Your education is important. It helps you

- To get a rounded education that will prepare you for life.
- To get qualifications that prove what you are capable of.
- To make you strong candidates for employment in the future.
- To teach you how communities work and your place in them.
- To make you adaptable to future change.
- To learn important skills such as communication, analysis, literacy, numeracy.
- To build your resilience.
- To give you confidence to take your place in society.

Why is good behaviour in school is important?

Students need to behave well so that every individual can learn to the best of their ability and get as much out of the opportunity of education that they can. Everyone has a right to a free education in this country, but everyone in the school also has a responsibility to ensure they do not do anything to hamper other students' opportunity to learn. **All students need to behave well so that all students can succeed.**

It is also part of your education to learn how to behave well, to form habits which will help you to thrive and be successful adults. Adult society and the workplace have expectations about acceptable behaviour, and you need to learn to meet such expectations.

Why is uniform important?

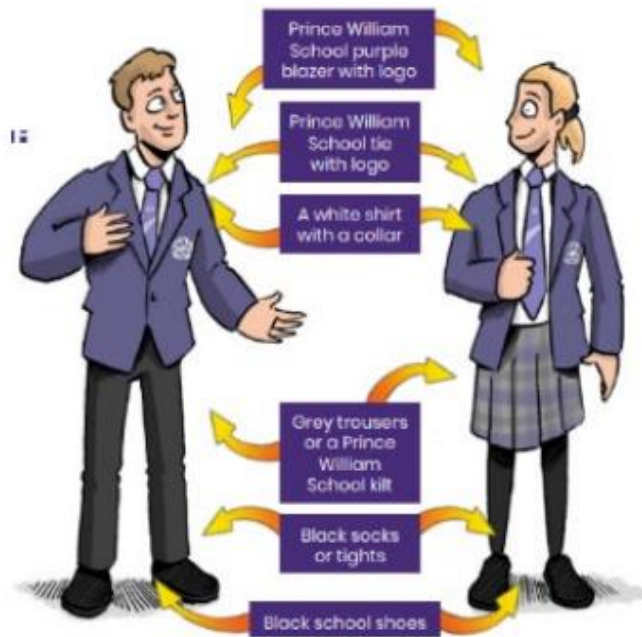
- Uniform means that everyone wears the same which means that a student's wealth is not visible to everyone.
- Uniforms help students to concentrate on learning instead of what everyone is wearing.
- Uniforms waste less time than having to impose a dress code.
- Uniforms help to create a sense of belonging, pride, and community.

Why is SMART uniform important?

- By sticking to the uniform code, you are showing that you are ready to learn and meet behaviour expectations.
- In the world of work, you are likely to have a dress code employers will expect you to adhere to it in the same way as we expect you to meet uniform expectations.
- It demonstrates you are willing to be part of the community and conform to that community's expectations.
- The public image of the school is important to you. The school's reputation could impact on your future. How our students appear in public has a very significant impact on our reputation and what the public think of our students.

Wear your uniform with pride – shirt tucked in, top button done up, tie tied correctly, skirt not rolled over.

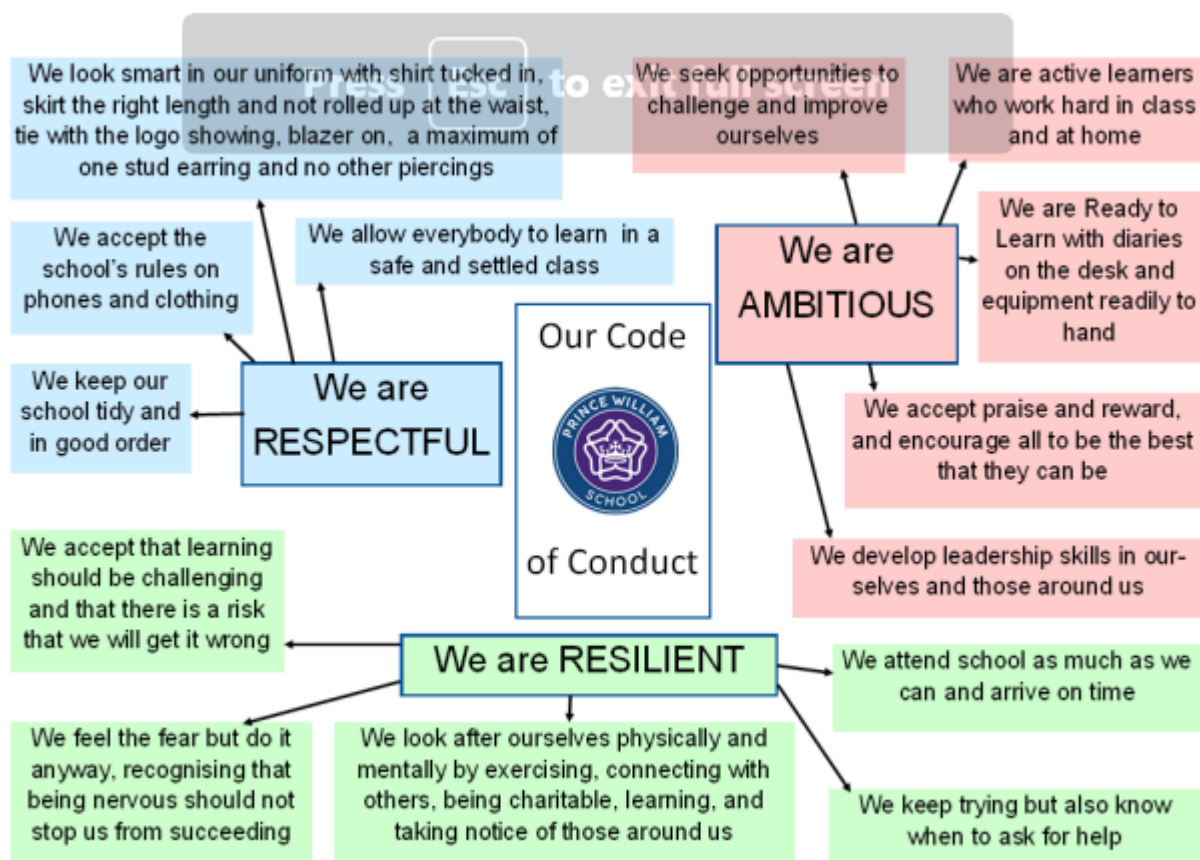
**Our School
Core Values**



Community's

Our Student Code of Conduct

	<h2>Learning for Life</h2>
	<h3>Respectful</h3> <p>Be respectful of yourself, of each other, of staff, of the community, and of the environment.</p>
	<h3>Ambitious</h3> <p>Be ambitious to reach your potential. Take pride in your achievements and admire the achievements of others.</p>
	<h3>Resilient</h3> <p>Be resilient and keep trying. Mistakes and difficult times are often the things which help us to learn the most.</p>



Our expectations of behaviour from ALL students Around the school

- Students should move around the school calmly and with respect for others.
- Uniform should be worn correctly at all times, showing respect for and pride in the school.
- Students do not touch each other and may be given a lunch detention if they do. Tussling and 'play fighting' can look aggressive and alarming to other students and make them feel unsafe.
- Students should not swear or use abusive language, it can be upsetting for others to hear.
- Phones must be switched to silent and kept out of sight. If they are seen or heard at any time on the school site, they will be confiscated, and you will be given a detention.
- Students should not wear air pods or have any other devices on the school site. If they are seen, they will be confiscated until the end of the day, and you will be given a detention.
- Litter must be put in a bin. There are pairs of bins around the site, green for recyclables (plastics, cans, and paper/card) and black bins for other rubbish.
- Students should spend break and lunch times outside most of the time. The Gloucester Hall and library (one key stage each day) are available indoor spaces, and there are clear expectations of how many students can be indoors in the other blocks. Respect the fact that staff need and deserve a break and lunch time too. There are staff on duty outside to supervise you.
- If the 'wet break' bell goes (3 rings shortly after the end of lesson bell) go to indoor areas in E, H, M, G, and S blocks (as well as Gloucester Hall and library) and stay indoors. Staff on duty will come into those areas to supervise.

In lessons Start of the lesson

- Students walk purposefully to the classroom. Not dawdling, but not running / pushing either.
- Students must arrive on time and will be given a C2 detention if they are late without a good reason.
- Students should take their coat off, sit down and get their equipment out straight away, diaries on the desk. Students should be ready to learn with essential equipment ready.
- Students should start on the task that the teacher has put on the board for them within 30 seconds of entering the room.
- Students should work in silence on this task while the register is done. The only interruption of silence is the teacher calling out names on the register and students answering “Yes sir/miss” as their name is called.

During the lesson

- Students are expected to work hard and be **ambitious** for themselves and others.
- Students are expected to be active learners and challenge themselves to take responsibility for their learning.
- Students must be ready to answer all questions.
- Students need to be **resilient**, to accept that learning will often be difficult. They should keep trying, asking for help when necessary.
- When students are asked to work in silence, they do so. This also will mean that they need to develop their resilience by working things out for themselves and not ask for help.
- Students need to learn as much as they can every lesson and not waste any lesson time. They will not be allowed out of lessons unless they have an appointment or are ill. They will not be allowed out of lessons to fill water bottles and they should not expect to go to the toilet during lessons unless they have a medical card, or it is an emergency. Students should fill water bottles and go to the toilet between lessons. Even if they do not think they need to go to the toilet at break / lunch they should go because they need to manage a 100-minute lesson without going to the toilet, in the same way as they would go before a long journey or a trip to the cinema.
- Students should be **respectful** of their teacher and each other. When asking questions, they should raise their hand and wait, not call out.
- Students should listen in silence when others are speaking. Only one person should be speaking at a time.
- Students should speak to others respectfully.
- Students must not behave in a way which disrupts anyone’s learning.

At the end of a lesson

- Students should pack away quickly and quietly in the last 2 minutes of the lesson. • They should stand behind their chairs in silence to wait to be dismissed.
- Students should leave the room quietly when the teacher dismisses them.

Like any large organisation or workplace, schools need to have routines, rules, and expectations. By sticking to these rules and routines you will learn more effectively, get better qualifications, and have the best opportunities you can have in your adult life. And so can all the other students in the school

Appendix 5: Staff roles and responsibilities

Mrs E Dormor	Head Teacher
Mr A Kennedy	Deputy Head Teacher inc behaviour
Mrs J Bennet	Head of 6 th Form
Mr G Owen	Head of Year 11
Mrs S Love	Head of Year 10
Mr C Baron	Head of Year 9 and Senior Head of Year
Mrs J Bailey	Head of Year 8
Mr D Sage	Head of Year 7

Appendix 6: Serious breaches of academy discipline

Physical assault on staff and pupils

In cases where a pupil deliberately and with intent, either offers violence or assaults a member of staff or another pupil, then this should be viewed with severity and may be punishable in the first instance by suspension. Depending on the circumstances permanent exclusion may be considered.

Where the assault was unintentional as the result of careless or reckless behaviour, then parents should be notified as soon as practicable; one formal warning will be issued to the pupil together with an academy sanction which may involve exclusion.

Verbal abuse of staff and pupils

Where a pupil deliberately and maliciously directs verbal insults or abuse at a member of staff or another pupil, subject to confirmation, the pupil may be suspended.

Where a pupil swears or utters insults in such a manner that there is some doubt as to whom the abuse is directed at or is, for example, muttered whilst walking away from the incident, parents will be informed as a matter of course and a formal warning issued.

A repeat offence may attract a permanent exclusion.

Malicious damage to academy property

For incidents of deliberate, significant and malicious damage to academy property, pupils may be permanently excluded and, where possible will be required to help make good the damage. Parents will be billed for repairs where appropriate.

Substance abuse

Any pupil buying, selling, using or in possession of illegal substances may be permanently excluded. It is not permitted to use suspension pending investigation by the academy and police and then to transfer a suspension to a permanent exclusion without significant new information coming to light. The school will assess the information available and may decide to implement a permanent exclusion during the investigation, withdrawing this if the evidence does not support the decision after further investigation.

Racist abuse and other racially motivated incidents

Consideration will be given to a suspension. The incident must be recorded and, depending on the circumstances, the police will be informed.

Other behaviour deemed to be criminal including sexual abuse and assault

As a matter of course, the police will be involved if the incident is of a serious nature.

In minor cases of petty theft between pupils, parents will be informed and unless the matter can be resolved internally to everyone's satisfaction, further appropriate sanctions, including suspension, will be considered.

Where such a crime is committed against a member of staff, subject to evidence, the pupil may be permanently excluded pending further investigation, possible police action or meeting with parents.

Weapons

Carrying an offensive weapon in the academy will result in a permanent exclusion.

– Bringing weapons into the academy

The new *Searching, screening and confiscation guidance: advice for schools* issued by the government came into force on 1st September 2022. This publication is intended to explain the screening, searching and confiscating powers a school has, ensuring that headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. This publication also provides advice to headteachers and staff on their related legal duties when it comes to these powers. It also includes statutory guidance which schools must have regard to.

With-consent searches

Schools are allowed under common law to search pupils with their consent for any item which is banned under behaviour policies, including weapons. They are not required to have formal written consent from the pupil. If the pupil refuses, the school staff can apply an appropriate punishment as set out in the school's behaviour policy. They can also insist on a without-consent search.

Without-consent searches

Schools have statutory powers to search a pupil without his or her consent if there are reasonable grounds for suspecting that the pupil has any of the following items:

- knives or weapons, alcohol, illegal drugs and stolen items
- tobacco and cigarette papers, fireworks and pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- any item banned by the school rules.

Examples of “reasonable grounds for suspicion” are that a teacher may have heard pupils talking about the item or they might notice suspicious behaviour. Schools should normally only use the power of without-consent searches as a last resort. Where staff suspect that a pupil is carrying a weapon, they should ask them to surrender the weapon or consent to a search.

If the pupil refuses, a Headteacher or member of staff authorised by the Head can conduct a search without consent. Two members of staff must be present, a searcher and a witness. The searcher and the witness must be of the same sex as the pupil searched and must be school staff.

However, the guidance states that staff can carry out a search of a pupil of the opposite sex and without a witness present in exceptional circumstances — where it is reasonably believed there is a risk of serious harm if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Authorised staff

Headteachers can decide who to authorise to use these powers. Staff must agree to the role and, other than security staff, may refuse. There is no requirement to provide authorisation in writing or for a member of staff to be trained before undertaking a without-consent search. However, a Headteacher should consider whether any additional training is required to enable him or her to carry out these responsibilities.

During the search

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Where the pupil refuses to remove outer clothing, the searcher can use reasonable force to remove, for example, an overcoat. Staff must not require a searched pupil to remove, and must not themselves remove, clothes beneath outerwear.

Use of force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised staff can use reasonable force when searching a pupil without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

The guidance emphasises that the power to search is not a duty and should only be used where staff judge that it is safe to do so. If a school suspects a pupil is carrying a weapon and decides a search would not be safe, it should call the police.

The power to seize

Section 91 of the Education and Inspections Act 2006 empowers a member of school staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Any article thought to be a weapon must be passed to the police.

Staff liability

The power to search pupils without consent and confiscate knives or other weapons is a statutory power and, as long as staff act lawfully, they will have a robust legal defence.

Liaising with parents

The updated searching, screening and confiscation guidance states the following about liaising with parents:

- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents 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.
- Schools should consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Screening

Calls for routine weapons screening in schools have been made over the years and the law does allow schools to require pupils to undergo screening by a walk-through or hand-held metal detector even if they do not suspect them of having a weapon and without their consent, if necessary.

If a headteacher decides to introduce a screening arrangement, they should inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. In such cases, the school has not excluded the pupil and the absence should be classed as unauthorised absence.

Prevention

Powers to screen and search without consent should be applied with care and within a framework of safety policies agreed by school governors, senior management teams and staff and communicated to parents. Schools strive to maintain relationships of trust between pupils and teachers and will want to ensure that the problem of weapons does not threaten that relationship. Many believe that the best way to keep weapons out of schools is to educate pupils in better behaviour and in the dangers of carrying a knife by effective prevention campaigns. The aim of these should be to help pupils resolve conflicts without violence and to know more about the dangers of, and penalties for, carrying a weapon.

Appendix 7: Associated resources and legislative links

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-pupils-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Legislation

- [Pupils Act 1989](#)
- [Education Act 1996](#)
- [Crime and Disorder Act 1998](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2002](#)
- [Anti-social Behaviour Act 2003](#)
- [Education Act 2005](#)
- [Education and Inspections Act 2006](#)
- [Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)
- [Education \(Penalty Notices\) \(England\) Regulations 2007](#)
- [Education and Skills Act 2008](#)
- [Apprenticeships, Skills, Pupils and Learning Act 2009](#)
- [Equality Act 2010](#)
- [Education Act 2011](#)
- [Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2012](#)
- [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- [Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)
- Keeping Children Safe in Education (KCSIE).

The following documentation is also related to this policy:

- [Equality Act 2010: Advice for Schools \(DfE\)](#)
- [Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website \(Cabinet Office\)](#)
- [Behaviour in schools: advice for headteachers and schools staff \(DfE, 2022\)](#)