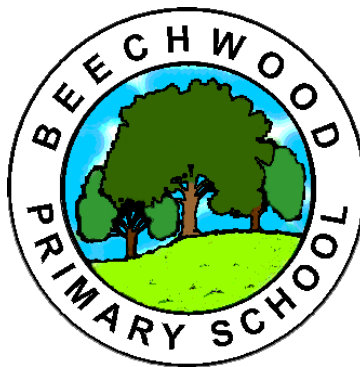




BEHAVIOUR POLICY

Approved by: Governing Body Date: February 2025

Next review due by: February 2026

Safeguarding Statement

At Beechwood Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Beechwood. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. Bullying, physical threats, aggression or abuse, derogatory language, disruption, intimidation and discrimination will not be tolerated. Any occurrences of these behaviours will be dealt with quickly and effectively. We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe. We perceive this to be part of our role in promoting core values.

“Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.”

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Aims of the Policy

- To provide a calm, purposeful learning environment in which all pupils feel happy, safe and valued as individuals.
- To sustain an environment where achievements at all levels are acknowledged and valued and pupils are able to reach their full potential.
- To foster positive caring attitudes towards everyone, so every member of the community has a sense of belonging.
- To encourage a respect for all differences including origin, background, appearance, ability, belief and preference.
- To help pupils, staff and parents/carers have a sense of direction and feeling of common purpose.
- To ensure the school has high expectations of pupils' conduct and behaviour.
- To make clear to all members of the community which behaviours are acceptable, encouraged or required, and which are not.
- To have a prompt, predictable and consistent approach to behaviour throughout the school, with parental involvement and co-operation.
- To guide staff in how to support pupils to meet behaviour expectations.
- To foster a restorative ethos where everyone uses a shared language and ask questions that allow pupils to reflect on their actions, listen to how other people have been affected and find a positive way to move on.
- To build a school community where everybody has a voice and we are encouraged to learn to understand one another.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and to introduce strategies for self-regulation to help them address future situations.

Responsibilities

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To listen to and treat others with respect.
- To follow the school rules and listen to instructions from school staff and visiting adults.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To follow the schools restorative practice steps in order to resolve conflict when it arises.
- To learn and apply strategies for self-regulation to help address future situations.

Staff responsibilities are:

- To be a good role model.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use school behaviour systems promptly, predictably and consistently.
- To support all pupils, including those with additional needs, to meet behaviour expectations, whilst recognising that each is an individual, and has individual needs.
- To use both general and targeted interventions to improve pupils' behaviour.
- To form a good relationship with parents and carers so that all children can see that the key adults in their lives share a common aim.
- To follow the schools restorative practice steps in order to help resolve conflict when it arises.
- To ensure school leaders and other designated staff are visible and consistently support all staff in managing pupil behaviour, through following the behaviour policy and agreed routines.

Parents' and carers' responsibilities are:

- To be a good role model.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To be aware of the school rules and expectations.
- To be aware of the schools restorative practice approach.
- To support the school in the implementation of this policy.

What we do to encourage good behaviour

- We model good examples of behaviour.
- We make our expectations of good behaviour clear.
- We praise good behaviour both privately and publicly.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We teach empathy, emotional literacy and problem-solving strategies through our school ethos and through the curriculum.
- We encourage positive behavioural choices in and out of the classroom through; daily stickers; 'Star of the Week' certificates; behaviour points and a whole school weekly awards ceremony.

What we do to support children to make positive behavioural choices

- We have a consistent whole school traffic lights approach with a go for gold star.
- We remind pupils of the school rules.
- We use the language of choice and discuss possible consequences.
- We discuss incidents with the children involved whenever necessary.
- We encourage children to take responsibility for their own behaviour.
- We encourage children to try to resolve disagreements themselves when possible using the restorative practice steps.
- We provide guidance and support from the Inclusion Team and Place2Be.

Serious incident, incident related to online safety policy or repeated or persistent misbehaviour

- Incidents are recorded on a behaviour database.
- Guidance and support from senior staff and members of the Inclusion Team.
- Withdrawal of privileges e.g. playtime, Golden time.
- Detention in school time.
- Informal contact with parents.
- On Report to headteacher.
- Formal contact with parents.
- Letters home to parents or phone call or invitation to school.
- Exclusion from class in school day.
- Exclusion - suspension/permanent exclusion.

Positive Behaviour Support

Pastoral Support

We are aware that in order to learn pupils need to feel safe and secure, both physically and emotionally. We endeavor to foster a sense of community in which staff and pupils trust and respect each other and learn to co-operate for the benefit of all. Pupils are encouraged to support one another and contribute to the safe, positive and inclusive climate of the school. They are given directions about where to go to for help when they need it, who to report concerns about other pupils to and a clear message that their views will always be listened to. This is now embedded in school through the PSHE spiral curriculum which is designed to revisit key themes throughout individual academic years and within children's wider school lives. In addition to this, we support children's understanding of their mental health superpowers (calm, confidence, creativity, wisdom and resilience) and explore how these can be used to overcome barriers they may face throughout their lives in school and beyond.

Pupils are also supported to achieve their academic potential by adopting a curriculum and teaching and learning styles which are sufficiently differentiated to cater for individual needs. Learning is made enjoyable, engaging and challenging through a curriculum which meets the needs and interests of learners. Pupils receive positive feedback leading to a growing sense of confidence and raised self-esteem. They are valued and develop a growing sense of competence.

The school has a dedicated Inclusion team consisting of our SENDCo (Kirsty Giles,) and our Assistant Headteacher for Inclusion (Rebecca Magill). They liaise with pupils, school staff and parents on a daily basis to ensure that pupils experiencing challenges in their home lives are supported as much as possible. We have Place2Be counselling in school and the project manager works closely with the Inclusion Team and other members of school staff to provide support for whole school, classes, groups and 1-1. We can also access additional counselling in school via the Cluster and liaise with other external services as required.

Special Educational Needs and Disability

The whole school recognises the need to manage pupils' behaviour effectively, whether or not the pupil has underlying needs. Staff will endeavor to anticipate likely triggers for misbehaviour and put in place support to prevent these wherever possible. The school's SEND policy outlines the processes and procedures followed in school.

Inclusion meetings between class teachers and the SENDCo take place at least termly. Positive Behaviour Support Plans (PBSPs) and Individual Provision Map (IPM) are discussed and devised when necessary. The SENDCo will also liaise with senior staff, other members of the Inclusion Team and other agencies to ensure that appropriate support is put in place for the child.

Positive Approaches and Encouraging Good Behaviour

We aim to ensure that pupils experience success through their efforts in school and feel valued as individuals with their own unique qualities. We strive to develop positive relationships between staff and pupils as well as between pupils and we teach skills of co-operation in lessons as well as encouraging and supporting them in the playground. We endeavor to ensure that school rules and expectations are clear and unambiguous.

There is an emphasis on encouragement and motivating pupils with positive feedback and descriptive praise. We give attention for success. Work is carefully planned and constantly reviewed to ensure it is relevant and interesting and that activities are differentiated to ensure they match the appropriate level for each child.

We have an inclusive international curriculum that ensures there is respect for **all** individuals including their culture and background.

We model desired behaviour and emphasise the importance of pupil voice by listening to children and ensuring that they are involved in the decision-making process, especially through the mechanism of the School Council, Pupil Forum and the Eco Group.

We seek to create a safe environment where pupils can share their views and feel confident that they will be listened to. We seek to apply clear and consistent use of rules, sanctions and support. We aim to raise self-esteem by ensuring pupils experience and have a sense of their own success. We talk to pupils about the benefits of positive behaviour and wherever possible we use the language of choice. We have a restorative ethos and teach pupils to take responsibility for their own behaviour.

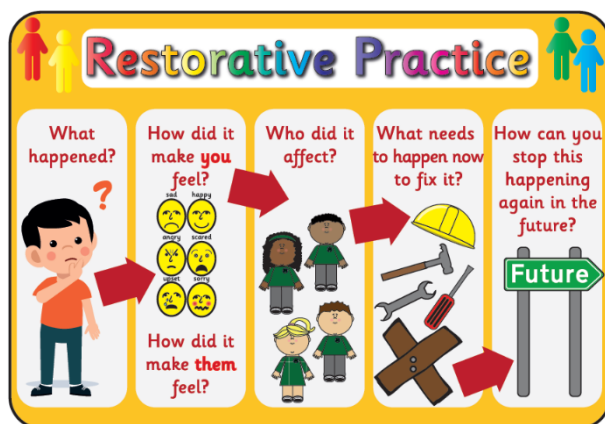
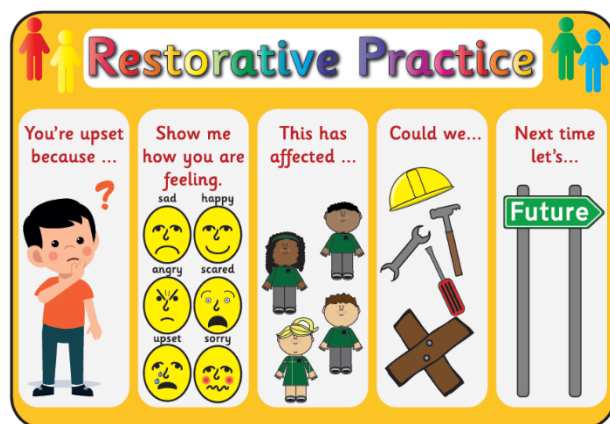
Restorative Practice

Children are encouraged to take responsibility for sorting out their own conflicts, using our Restorative Practice strategies. In PSHE lessons, assemblies and through daily implementation of the behaviour policy, pupils are taught strategies of Restorative Practice for recognising and managing their emotions, empathising with others and solving problems. All adults in school, including the lunchtime staff, take responsibility for reinforcing and modelling these strategies, and for seeing that children carry them out and reach a successful conclusion. Children are encouraged to be assertive, to express their feelings and to resolve conflict in a calm and positive way. Posters are displayed throughout school to remind children of the restorative practice steps. A leaflet for parents and carers to explain the principles is available on the school website.

Restorative Practice Questions

Early Years / Foundation Stage / KS1

KS2



Emotional Literacy and Giving Compliments

Teaching emotional literacy vocabulary from the earliest age is vital to support our children with the language they need to improve their self-regulation (the ability to manage thoughts and feelings) and to discuss and develop a better understanding of the feelings of others. At Beechwood Primary School, we introduce emotional vocabulary from nursery and then each year deepen and develop their understanding of emotions, teaching increasing numbers of emotion words. Each classroom has a set of emotion drawers and children are encouraged to place their name in the emotion drawer linked to how they are feeling when they arrive at school each morning. We also teach children to 'Fill buckets' by giving one another compliments by modelling this strategy, explaining why compliments are important to our well-being and encouraging their kindness. Good emotional communication with others helps with self-esteem and can be seen to lead to better learning, friendships, academic success and employment.

Our Behaviour Management System

Pupils are supported to behave appropriately in school through a clear system of rules, rewards, sanctions (consequences) and support. Rewards, sanctions and support operate at individual, class level, phase level and school level as well as involving parents and external agencies when necessary.

Whole School Golden Rules



Early Years / Foundation Stage / KS1



KS2



At the start of the year during PSHE lessons pupils and class teachers discuss the importance of the golden rules and playground rules as well as their rights and responsibilities relating to these. This ensures all children fully understand the expectations for their attitudes and behaviours and are aware of the associated rewards, consequences and support available to help them be successful.

Rewards

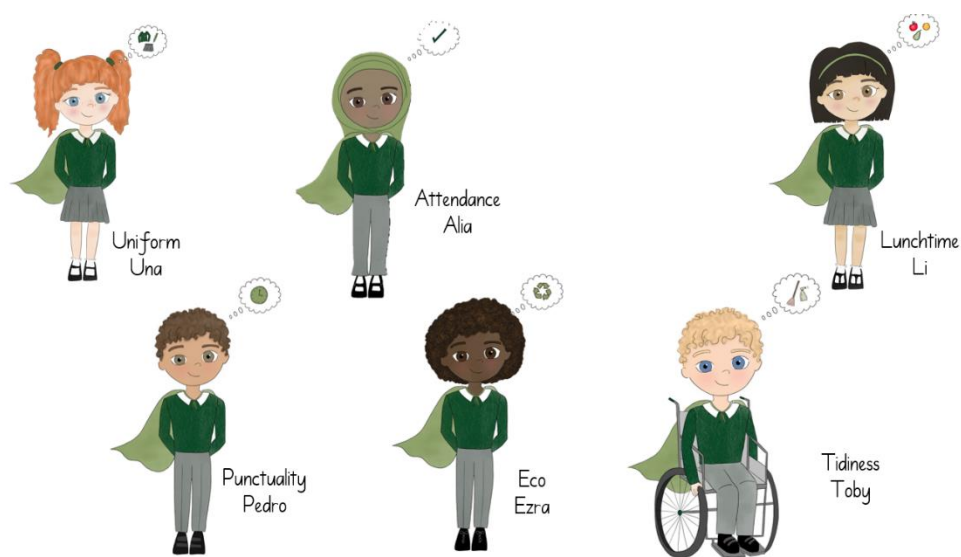
Whole School Rewards

All members of staff in school recognise, acknowledge and reward good behaviour and attitudes to learning. Children are encouraged to be positive and polite and to take a pride in their work. Every opportunity is taken to explicitly praise the positives so that all children develop a shared understanding of what good behaviour for learning looks like, including attending school every day and being on time.

There is a whole school online reward system that ensures we have a consistent approach to behaviour and are regularly celebrating the positive behaviours that we expect our children to display. Each class has a traffic light system where children start each day on green and are encouraged to 'go for gold', moving to the gold star and earning behaviour points.

Self-esteem is an essential foundation for learning so we ensure that verbal and written praise is used frequently and that good work is displayed and shared.

A whole school reward assembly takes place each week that gives a high-profile to the celebration of good work, behaviour and attendance. We have 'Beechwood' characters and each week a class is awarded a sparkly frame to display in their classroom to celebrate winning each character award. Photographs of these celebrations are uploaded weekly onto the 'Celebrations' section of the school website.



Good work assemblies take place in classes weekly to acknowledge and award Star of the week, handwriter, reader and mathematician of the week. Parents are given the opportunity to share in the celebration of their children's positive behaviours and attendance with feedback given through certificates sent home and messages sent through the 'My school app'. Photographs of these celebrations are uploaded weekly onto the class pages section of the school website.

Particularly good individual work and behaviour is praised and celebrated through acknowledgements from the head teacher and senior members of staff.

Golden Time is an activity session for Years 1-6 that celebrates following the Golden Rules. Golden Time activities are special activities that the children have chosen to do.

Additional reward time, class rewards and extra responsibilities are given in classes at teachers' discretion to recognise success.

EYFS Rewards

Nursery

Within Nursery children are regularly praised for positive behaviour, both verbally and through the use of stickers. In addition to this, Nursery children also receive stickers and certificates to celebrate their learning achievements.

Reception

Throughout Reception children are reminded daily to make positive behaviour choices, show kindness to others and develop a good attitude to learning. They are praised both verbally and through the use of stickers. In addition, Dojos can be awarded, and the children with the most dojos receive certificates and prizes to celebrate their good behaviour and choices. In addition, Reception children also receive stickers and certificates to celebrate their learning achievements.

Years 1-3 Rewards

Rewards for Years 1, 2 and 3 are based on the use of Dojos and stickers can be also be given as rewards by staff to celebrate good work and behaviour. Children can earn individual dojos throughout the week and on a Friday the top 2 Dojo winners, in each class, will receive a prize. Individual dojos will then be reset for the new week.

Golden time displays in each class show who has the full Golden Time, and those who may have lost up to half their time. Minutes lost can be earned back within the week before Golden Time on a Friday afternoon.

Years 4-6 Rewards

Rewards for Years 4, 5 & 6 are based on the use of Dojos and stickers can be also be given as rewards by staff to celebrate good work and behaviour. Children can earn individual dojos

throughout the week and on a Friday the top 2 Dojo winners, in each class, will receive a prize. Individual dojos will then be reset for the new week.

Whole class dojos operate separately, and teachers display a dojo chart in each classroom. Class dojos can be earned when the whole class are on task or following instructions. Class teachers can decide, based on their class, how many dojos will need to be earned to have a big prize. The prizes include things like a movie afternoon or an extra playtime that many on be achieved once or twice in a half-term / term.

Full Golden Time is 45 minutes. Minutes that have been lost can be earned back within the week.

Sanctions

EYFS Sanctions

Restorative practice is used throughout school, and also in an age-related manner through Nursery and Reception. Children are supported to recognise any negative behaviour and the impact on others. For more persistent negative behaviour, or more serious incidents, children may be asked to complete a short timeout, called 'thinking time'. This will then be followed by a restorative practice conversation.

Years 1-6 Sanctions

All classrooms from Years 1-6 have a traffic light display. Disruption and a breach of rules results in a warning and pupils see their name moved from the green to the amber section. If pupils improve their behaviour their name returns to green before the end of the session. If pupils need to be spoken to again their name moves to red and they go to the next-door class for five minutes with a timer to signal when they should return to class. This provides the child with the opportunity to reflect on their behaviour and identify how to make changes. When they return to class, their name is returned to green. However, if issues persist and they move down the traffic lights again, resulting in a second time out, a misbehaviour database is completed on Arbor and the child will stay in for a 5 minute restorative session during the following play time to discuss their behaviour and support how to make better choices.

Minutes of Golden Time (up to a maximum of half the total time) may be taken away for persistently breaking the Golden Rules.

Misbehaviour databases are completed on Arbor and Arbor automatically assigns the appropriate sanction. Misbehaviours are recorded on a points system and negative 2 results in a class teacher restorative detention, level 3 results in an SLT detention, level 4 results in a child being put on report and level 5 results in an exclusion- all of these are discussed and may alter following conversations with SLT. Children will always be given at least 5 minutes of their play or lunch time.

Behaviour points system

Positive 5 Automatic message sent home to parents and behaviour point given	• Always hardworking • Always helpful • Always kind • Always well-mannered • Extra work completed at home • Certificate winner • School trip • Showing resilience • Visitor to school
Positive 1 Outcome- Behaviour point given	• Being helpful • Good lettering • Hardworking • Outstanding work • Showing kindness to others • Sporting representation • Using good manners
Negative 1 Escalates to a negative 2 after 4 incidents in 1 school week	• Moved to red on traffic light once
Negative 2 Outcome- Restorative detention with class teacher Escalates to a negative 3 after 3 incidents in 1 school week	• Damage- property • Defiance • Disrespect/lying to staff • Disruptive behaviour • Inadequate work/homework • Inappropriate play • Left room • Swearing • Verbal abuse- pupil • Verbal abuse- staff • Barging, pushing or accidentally hurting a child
Negative 3 Outcome- SLT detention Escalates to a level 4 negative after 3 incidents Alert a member of SLT before the next detention slot	• Fighting • Homophobic incident • Racist incident • Swearing about staff • Theft • EYFS- swearing at staff • EYFS- assault pupil • EYFS- assault staff
Negative 4 Outcome- Child on report Call a member of SLT	• Deliberate assault pupil • Bullying • Refusal to follow instructions (during a negative incident)
Negative 5 Outcome- Exclusion Call a member of SLT	• Assault staff • Carrying an offensive weapon • Swearing at staff (swearing directly to/at a member of staff)

At break or lunchtime, if the class teacher is not present, the teaching assistant or member of lunchtime staff need to complete a misbehaviour database record, alerting class teachers and relevant members of SLT so that appropriate sanctions can be put in place.

When detention is not proving a sufficient deterrent for repeated or persistent misbehaviour, then pupils can be put on report by the Headteacher for up to three days. This means the child is in detention for the period of the report and the class teacher will need to record behaviour at the end of each session. The child also has to report back to the Headteacher after each half day during the period of the report.

Child-on-Child Abuse

Any occurrence of child-on-child abuse is not acceptable and will not be tolerated. It will not be dismissed as 'children being children' or 'just banter'.

Child-on-child abuse includes but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm

on and offline bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

All child-on-child abuse will be fully investigated in line with the school's Child Protection policy, Anti-Bullying policy as well as statutory guidance issued via 'Keeping Children Safe in Education' and 'Sexual violence and sexual harassment between children in schools and colleges September 2021'. Any child-on-child abuse that involves sexual assault or violence will be dealt with using a multi-agency approach and an 'AIM checklist' will be completed by a Designated Safeguarding Officer within school.

Exclusion

There is provision in law for Exclusion from school, by the Headteacher, or Deputy Headteacher in their absence, in extreme cases.

Key grounds for exclusion are:

- persistent refusal to work
- verbal abuse, swearing at staff
- intentional physical assault on staff
- serious assault, or repeated bullying of pupils
- serious damage to property
- persistent theft
- other severe incidences of indiscipline over time
- a combination of the above.

The school will operate an exclusion-warning list when necessary so as to keep parents informed of the situation. This means that if exclusion is possible, then parents will be informed. However, a child may still be excluded if a one-off serious incident occurs.

Exclusion will be applied in line with the school Behaviour Policy and DfE regulations. Further information is available on request.

We aim to keep exclusions to an absolute minimum, and only to use this strategy as a last resort in the case of extremely serious misbehaviour, usually in the interests of the health and safety of pupils and staff.

Support

A behaviour database supports whole school knowledge of behavioural incidents and can be analysed for trends and to highlight difficulties. When a pupil is experiencing difficulty and finding it difficult to comply with school rules, then support needs to be put in place to help them.

This process is overseen and supported by the SENDCo and Assistant Headteacher for Inclusion, and begins at class level with the teacher working with the child to devise a Positive Behaviour Support Plan (PBSP), detailing specific individual behaviour targets. Resources including additional support and coaching from the teaching assistant are listed on the PBSP. It may include additional support at key times of the day and in places where the pupil finds it more difficult to comply with school rules (e.g. lunchtimes).

At a whole school level, the Assistant Headteacher for Inclusion and other staff may arrange and deliver personalised 1-1 programmes for children. Appropriate targeted group sessions for support may also be offered. This is agreed in advance with all relevant personnel including the Class Teacher, SENDCo and relevant members of SLT in order to ensure that a consistent approach is always followed and there is time built in for regular review.

The SENDCo can request additional guidance from the educational psychologist to assist staff with the implementation of individual behaviour programmes in school. At cluster level support can be sought for children and their families including parenting, play therapy and group work to support pupils and their families with holistic wellbeing. Additional support can be offered by SENIT and the AIP (Area Improvement Partnership) for pupils with challenging behaviour and a referral can be made for an outreach worker to offer further guidance and expertise within school. If further support is needed, a referral can be made for a temporary alternative placement where pupils work on emotional literacy skills before being reintegrated back to school.

Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (see below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

➤ Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member 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)

Searching a pupil

Searches will only be carried out by SLT or by the headteacher themselves.

There will be another member of staff present as a witness to the search (one member of staff will be the same sex as the child).

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or DSL to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.