



SVS Behaviour Policy and statement of behaviour principles 2025-2026

Approval and review dates

Policy	Date of last review	Date of next review
SVS Behaviour Policy and statement of behaviour principles	August 2025	September 2026

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for principals and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

3. Vision for Behaviour and Welfare

At Sandwell Valley School, our core belief is that good behaviour is not simply the absence of poor behaviour. As such, our aim is to promote pro-social behaviours through positive reinforcement and rewards, and by explicitly teaching positive behaviours through every interaction. When positive behaviour is maintained, staff and students feel safe and there is a positive climate for learning.

Our entire approach to behaviour is fitting with our four student-friendly aims:

- Be ready
- Be safe

- Be respectful
- Be reflective

The school continues to invest in an Emotion Coaching approach to challenging interactions (Appendix A), whereby negative feelings are identified, boundaries are made clear and positive solutions are agreed upon. In doing so, every interaction can be seen as an intervention, and our school climate works to prevent negative behaviours from occurring. It is our belief that children and young people require consistency and predictability in their interactions with adults, and it is therefore our expectation that all adults working within our school community actively model the behaviours we wish to promote.

Our expectation is that when negative incidents occur, and when harm is caused, both staff and students will work collaboratively to restore relationships and repair damage, particularly given that relationships act as a protective factor for wellbeing, and are valued by staff and students alike (Graham, Powell & Truscott, 2016). In doing so, our aim is for all members of the school community to have a voice, and to develop the skills and resilience to overcome adversity.

“Every child deserves a champion – an adult who will never give up on them” – Rita Pierson

All students and staff at Sandwell Valley are entitled to work in a safe and supportive environment where everyone is valued. The school recognises that it has an explicit duty to safeguard and protect children and young people and this policy should be read in conjunction with the Safeguarding and Child Protection Policy.

Effective learning takes place where high expectations of behaviour are clearly communicated and students feel safe in an environment free from bullying. Positive behaviour is reinforced to ensure students are motivated to succeed; conversely, poor behaviour is discouraged through purposeful and proportional sanctions, coupled with a restorative approach to relationships. It is upon these principles that the Students conduct expectations are founded and will develop, and form part of the school’s Behaviour Policy. It is the responsibility of all concerned to ensure that standards are upheld and that students become entitled to:

- be valued
- be actively encouraged to achieve and succeed at a level appropriate to age and individual ability
- develop independence and personal responsibility
- develop and justify personal viewpoints in a climate which encourages active listening, open discussion and respect

Students are expected to extend these same entitlements to everyone in the School and the wider community. There must be due regard for other students’ and teachers’ entitlements.

Above all, we must remember and be guided by the following principles:

- Students attend school to learn
- Teachers come to school to teach
- Everyone at Sandwell Valley must be safe

In the rare exceptions when students breach the above they will be dealt with appropriately to ensure that other students and staff can proceed effectively with their learning and teaching.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned 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)
- 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)

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see SVS Anti-bullying strategy in SVS website under Policies.

5. Roles and responsibilities

5.1 The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the principal
- Monitoring the policy's effectiveness
- Holding the principal to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

5.2 The principal

The principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

The standards that are expected of Sandwell Valley School students are set out in the Student Charter (Appendix B) which every student signs to acknowledge that they have read and understood it.

All day, every day students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

6.1. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

6.2. Rewards and Sanctions

A school which actively fosters an ethos which is motivating, supportive and safe will promote good behaviour. The school adopts a relational approach to behaviour management, working to repair and restore relationships when these have been compromised.

Coupled with this, the following strategies, if operated consistently by all staff, will help us to achieve a positive atmosphere and high standards of behaviour.

- Effective session preparation to ensure work is matched to the ability of all students within a group.
- Provision of attractive and user - friendly learning resources.
- Actively involving students in learning which includes a range of varied and relevant activities.
- Establishing clear routines for classroom management.
- Setting attainable and realistic targets each session.
- Providing constructive feedback through regular assessment and purposeful discussions with students.
- Ensuring records of progress inform session planning.
- Keeping Personal Tutors / Mentors and parents updated about student progress.
- Retaining a sense of humour and fostering a friendly atmosphere.
- Ensuring that teaching environments are attractively maintained.
- Setting appropriate and relevant positive point tasks.
- Listening and taking appropriate action when students express concern.
- Not tolerating bullying. Any such incidence should be referred to the Personal Tutor / Mentor and/or a Senior Leader immediately.
- Being an active participant in the Points System which plays an integral role in the reward system at the School. (See Appendix D)
- Encouraging students to be aspirational, striving to aim high, go further and influence the world around them by taking on the leadership opportunities available such as Student Council and Peer Mentoring opportunities.

Positive behaviour will be reinforced with:

- Praise
- Sharing examples of good practice with other students
- Displaying work
- Positive points
- Phone calls home to parents / guardians
- Special responsibilities/privileges
- Trips (Termly)

- Rewards Basket
- Star Student
- Achievement Assembly Awards (monthly)
- Outstanding Contribution Badges – for Sport and Enrichment activities

The School may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Removing a student from an activity/group for a short period of time
- Full removal from a lesson area or lesson
- Use of the Intervention Education Centre (IEC)
- Expecting work to be completed at home, or at lunchtime
- Conduct Placement Review
- SVS community service
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- A Fixed-Term Suspension (FTS)

Our aim as a school is to promote high behavior expectations for all students. However, we also acknowledge that some pupils, including those with special educational needs or a disability, may have additional needs which make them more likely to present with behaviours which are deemed challenging. In these instances, the school will carefully consider the purpose and proportionality of sanctions, as well as the extent to which the young person had control over their actions, making reasonable adjustments where appropriate. These adjustments will take account of advice from relevant staff within the school, along with professional advice, where appropriate.

6.3. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- official warnings to cease offending
- community involvement in school
- removal of privileges/activities
- after school sanction
- exclusion from certain areas of school premises

- removal of access to social areas
- referral to senior staff and/or external agencies e.g. Sandwell Safeguarding Partnership, Police Liaison Officer.
- external fixed-term suspension
- permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report/record of concern
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Use an alternative venue for keeping victim or perpetrator safe
 - Refer to Early Help
 - Refer to children's social care
 - Report to the police

Please refer to our Child protection and Safeguarding Policy for more information.

6.5. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

7. Behaviour management

Taking Appropriate Action

Inevitably, there will be occasions when students' behaviour or standards of work are unacceptable. In these instances, swift and appropriate action will be taken. The responsibility for taking action begins with the relevant Personal Tutor / Mentor or Subject Teacher. Teachers will be supported by their Line Managers and Senior Managers. If teachers are unsure about the nature of action they should take they should seek advice. Personal Tutors / Mentor should be kept informed so that they can retain an overview of the progress of students in their tutor group. Key people to take advice from are the Head of Behaviour and the SLT members of the school.

In addressing behaviour issues, it is important to have a proportionate and graduated response. At each level of the behaviour policy, increasing amounts of support and intervention are brought to bear. It is, therefore, not in the principle of the policy for a student to move backwards through levels over time.

Students are encouraged to take accountability for their behaviour and it is the intention of the School to support students in identifying and correcting unacceptable conduct, where appropriate and tolerable. The School makes use of restorative approaches to develop pupils' ability to reflect on their actions and the impact of their behaviour on others. In doing so, we aim to promote a safe environment for all and a culture of empathy.

In rare circumstances, it may be necessary to move a student directly to a specific level of the Behaviour Policy, depending on the severity of the circumstances or the intervention, support or action required. Such a decision is at the discretion of the school.

The procedures for disciplinary action are as follows:

Subject Teacher/Form Teacher

Example Characteristics

- Misbehaviour as defined in Section 6 (See Appendix E)

Suggested Actions

- Member of staff to record negative event on Arbor
- If a Stage 2 disruption is recorded, the student is required to attend a Reflection Session in order to have a restorative conversation with a member of staff
- If a Stage 3 disruption is recorded, alongside a Reflection Session, class teacher to make a phone call home to the Parent/Guardian to discuss areas for improvement

Level One

Example Characteristics

- Repeated misbehaviour as defined in Section 6
- Significant incident. Any behaviours that breach the Student Code of conduct could be considered significant

Suggested Actions and Support Strategies

- Events recorded on Arbor for Personal Tutor / Mentor and parental information
- If a Major disruption is recorded, alongside a Reflection Session, Pastoral Team to make a phone call home to the Parent/Guardian to discuss and to liaise with Personal Tutor / Mentor to agree areas for improvement
- Personal Tutor / Mentor to arrange meeting with Parent/Guardian, where necessary
- Consult with the Pastoral Team to identify potential barriers and strategies are shared

Level Two

Example Characteristics

- Repeated misbehaviour as defined in Section 6 has continued
- Strategies at Level One have been ineffective
- Significant incident. Any behaviours that breach the Student Code of conduct could be considered significant

Suggested Actions and Additional Support Strategies

- Events recorded on Arbor for Personal Tutor / Mentor and parental information
- Student placed on Personal Tutor / Mentor Review
- Student placed on internal report
- Referral to Inclusion Team for further assessment work and strategies shared

Level Three

Example Characteristics

- Repeated misbehaviour as defined in Section 6 has continued
- Strategies at Level Two have been ineffective
- Serious misbehaviour as defined in Section 6

Suggested Actions and Additional Support Strategies

- Events recorded on Arbor for Personal Tutor / Mentor and parental information
- Student placed on Personal Tutor / Mentor Review
- Student placed on internal report
- Bespoke or targeted, time limited intervention delivered by pastoral team.
- Referral to external agency or professional for bespoke advice
- Set a placement review date with funders

Level Four

Example Characteristics

- Repeated misbehaviour as defined in Section 6 has continued
- Strategies given by Pastoral team or external services have been ineffective
- Serious misbehaviour as defined in Section 6

Suggested Actions and Additional Support Strategies

- Events recorded on Arbor for Personal Tutor / Mentor and parental information
- Meeting with Head of behaviour
- If appropriate development of behaviour Implementation plan (BIP)
- Bespoke or targeted, time limited intervention delivered by pastoral team.
- Referral to an external agency or professional for specialist assessment and support if deemed appropriate
- Set a placement review date with funders

Level Five

Example Characteristics

- Repeated misbehaviour as defined in Section 6 has continued
- Strategies given by Pastoral team or external services have been ineffective
- Behaviour Implementation plan (BIP) has been ineffective
- Serious misbehaviour as defined in Section 6

Suggested Actions and Additional Support Strategies

- Events recorded on Arbor for Personal Tutor / Mentor and parental information
- Head of Behaviour to arrange meeting with Parent / Guardian.
- Review of behaviour / safeguarding and academic data.
- Bespoke or targeted, time limited intervention delivered by pastoral team.
- Direction for the student to attend PM provision to improve their behaviour, this will be time limited
- Set a follow up placement review date

Level Six:

If students do not respond to the actions of Level One to Level Five they will be referred to a Disciplinary meeting with the Principal.

The following will be asked to attend:

- The student and parent/guardian
- Head for Behaviour
- Personal Tutor / Mentor
- Assistant Head for Welfare Support
- Inclusion and Welfare Specialist

Procedure at this Disciplinary Meeting

- The Head of Behaviour will present a full overview of the behaviour record of the student
- The students and parent/guardian will be asked to comment
- The Principal and staff in attendance will ask questions of the student, parents/guardian
- The Principal will ensure that all levels of support have been secured for the student through Levels One to Five of this procedure
- The Principal will decide on the next stage of action.

Possible Outcomes

- The student returns to the current programme of study with specific targets of good behaviour to be met over an agreed period of time. A second meeting would be agreed to review progress within an appropriate timescale.
- The student returns to an alternative programme of study which is arranged to meet the needs of the student and to safeguard the learning of other students. Further meetings will be held to review student progress.
- Direction for the student to attend PM provision to improve their behaviour. This will be time-limited.
- Permanent Exclusion

Level Seven:

Following the Disciplinary meeting of Level Six and the introduction of the additional support strategies agreed with parent/guardian, there are two possible outcomes.

- The student meets the standards of behaviour required at the school and completes their programme of study.
- The student does not meet the standards of behaviour required at the school and the Principal permanently excludes the student.

At any time:

- At any time through levels one to seven, fixed term suspensions may be issued by the Principal in accordance with the Exclusion Policy.

At any time:

- Occasionally, in exceptional circumstances, where all support strategies have failed to achieve the desired behaviour, the parents/guardians in consultation with the school have the right to withdraw the student and seek alternative education.

At any time:

- In cases, when an incident is of a most serious nature, the Principal may make a decision to immediately exclude a student. Exclusions can be either a fixed period or permanent.

Conclusion:

- Clearly the level of intervention to adopt depends on the nature of the behaviour and the circumstances. Intervention can occur at any level. The 'common sense' rule applies and teachers are encouraged to seek advice when they are unsure of appropriate action.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Making use of emotion coaching strategies, as appropriate
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Using restorative approaches

8.2 Removal from classrooms

Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Allow the disruptive student to continue their learning in a managed environment Students will be removed from the classroom for the least time possible.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with mentors
- Support from the Pastoral Team

- Time-out, where deemed appropriate
- In some circumstances, in-situ behavior coaching

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on Arbor and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.4 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

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

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.5 Searching, screening and confiscation

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

Confiscation

Any prohibited items (listed in section 3) 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.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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 not required urgently, they will seek the advice of the principal, 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 principal / designated safeguarding lead, 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 (listed in section 3) 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.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

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

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

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

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

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

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

Care after a strip search

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

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

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

8.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the principal / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.9 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the principal and only as a last resort.

Please refer to our exclusions policy for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour below. Examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Our strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction, or following suspension. This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals]

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school

- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every week by Pastoral Lead and will be discussed in the weekly SLT and Monitoring Meeting.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the principal and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Parent/carer signature:

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the principal, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this matter with me, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____