



Behaviour and Anti-bullying Procedures

This guidance document is to be used in conjunction with the Spring Partnership Trust's Behaviour, Anti-Bullying and Exclusions Policy

	Name	Date	Signature
Written By	Samantha Howell	December 22	<i>S. M. Howell</i>
Review	Samantha Howell	September 23	<i>S. M. Howell</i>
Review	Samantha Howell	January 24	<i>S. M. Howell</i>
Review	Samantha Howell	February 24	<i>S. M. Howell</i>
Review	Samantha Howell	May 24	<i>S. M. Howell</i>
Review	Samantha Howell	September 2024	<i>S. M. Howell</i>
Review	Samantha Howell	February 2025	<i>S. M. Howell</i>
Review	Samantha Howell	May 2025	<i>S. M. Howell</i>
Review	Samantha Howell	September 2025	<i>S. M. Howell</i>
Review	Samantha Howell	April 2026	<i>S. M. Howell</i>
Review	Samantha Howell	August 2026	<i>S. M. Howell</i>

You can be strict without being nasty, maintain boundaries without cruelty
and correct children without aggression” (Paul Dix)

At Hayes Primary School, our vision is to develop the whole child to ensure that every child can achieve their personal best. We want to create an environment where exemplary behaviour allows children to learn productively, both emotionally and educationally, in all areas of the curriculum, so that they can achieve their personal best.

We are committed to creating this environment by having high expectations of personal conduct, both from the adults and the children. We achieve this by having three simple rules, clear and consistent steps for managing behaviour and consistent and fair consequences.

Hayes Primary School has three simple rules:

- Be ready
- Be respectful
- Be safe

These rules reflect and reinforce our core values of ambition, collaboration and equity

We understand that for some children, following our behaviour expectations are beyond their developmental level. These children will have a bespoke positive behaviour plan.

Our Five Pillars of Pivotal Practice are based on ‘When the adults change, everything changes’ by Paul Dix:

- Calm, consistent adult behaviour
- Build self-esteem
- Core expectations
- Certainty in routines
- Build relationships and resilience

Expectations of Senior Leaders

Senior leaders will:

- welcome children and families at the start of each day
- be a visible presence around the site and especially at transition times
- celebrate staff, leaders and learners whose effort goes ‘over and above’ expectations
- regularly share good practice
- support teachers in managing learners with more complex behaviours

Expectations of adults

We expect every adult to:

- **meet and greet** every child at the classroom door every morning.
- refer to ‘**Be Ready, Be Respectful, Be Safe**’
- **model** positive behaviours and build relationships
- give **first attention to best conduct**
- often ‘**catch**’ children doing the right thing and praise them
- be **calm** and give ‘take up’ time when going through behaviour steps.
- be **consistent** in expectations, strategies and routines
- **never ignore** or walk past learners who are making the wrong choice

Expectations of parents

We expect parents to:

- work in partnership with the school to ensure consistent messages are given
- inform the school of any issues at home that might affect a child's learning or behaviour.
- model our behaviour rules of 'Be Ready, Be Respectful, Be Safe'.

Positive Strategies

These positive strategies will be used consistently by all adults in the school. They are designed to ensure that 'first attention goes to best conduct' and to create clear, simple routines and expectations that make the children feel like valued members of our learning community and are motivated to reach their personal best.

Meet and greet

Teachers/TAs will create a welcoming environment by greeting the children every morning through a formal meet and greet at the classroom door. This can be a simple 'good morning (name)' to provide a consistent check in and enthusiastic welcome to every child.

Catch children doing the right thing

Adults will give first attention to best conduct. They will praise children publicly or give them a quiet word of personal praise.

Out of this World points

If the whole class are noticed for being 'Ready, Respectful and Safe' as a team, they will be awarded an 'Out of this World' point by a member of staff who is not working with that class at that time. When the class has collected 15 points, they are rewarded with an own clothes day.

Celebration Assembly

On a Friday, one child is selected by their class teacher for being 'star of the week' and will receive a certificate.

Fantastic Friday phone call home

Every Friday afternoon, the parents of one child from each class will get a phone call home from the class teacher or TA to share an example of their fantastic behaviour that week.

Over and above points

Over and above points will be given to children who have displayed a behaviour that goes over and above. Children will collect points on a reward postcard. All adults can give out over and above points. Once the child has collected 20 over and above points, they can have breakfast or hot chocolate with the Headteacher. They will also receive a certificate in Friday's celebration assembly.

Breakfast/hot chocolate with the Headteacher

Children who consistently go 'over and above' will be invited to either have breakfast, hot chocolate or extra playtime with the Headteacher.

Headteacher, Deputy Headteacher and Assistant Headteacher Award

Teachers will nominate children throughout the week to receive an Award sticker from a member of SLT for going over and above with their behaviour or learning.

Awards for Excellence

Every half term, class teachers will choose children to receive an Award for Excellence in one of the following categories:

- Maths/English
- Connected Curriculum
- Sport
- Power of Learning

The awards are displayed in our 'Hall of Fame' in the link corridor.

Behaviour steps/procedures

There may be occasions where an immediate sanction is given, without the earlier steps of reminder or caution. This applies where the behaviour is unsafe or physical, for example hitting, kicking or punching another child. It may also apply to other serious behaviours such as swearing directly at a member of staff or deliberately damaging school property. In these situations, it is important to act quickly to prevent further harm and to make clear that such behaviour is never acceptable. The child will always be supported afterwards through a restorative conversation to help them reflect on their behaviour and learn how to respond differently in the future.

Step 1 - redirection/de-escalation	A gentle reminder, a 'nudge' in the right direction, small act of kindness. Whole class reminder. 'Catch' them making the right choice as soon as you can. Praise, praise, praise. Redirection and de-escalation strategies include: • Check the work • Give a direction, praise 3 • Positive repetition • Catch them being good • When... then.../First... then • Partial agreement • Circulating • Proximity praise • Naming • Positive correction • Take up time • Broken record • Validate and redirect • Rule reminders
Step 2 - the reminder	A reminder of the expectations of learners to be ready, respectful, safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. <i>'Name' remember our school rule is... When you.... That's not..... I need you to.... Thanks. Walk away and give 'take up' time.</i> E.g <i>'Name,' remember our school rule is to be respectful. When you tap your pencil while I am talking, that's not respectful. I need you to put the pencil down, thanks'</i> Walk away to give 'take up' time. Repeat the reminder if reasonable adjustments are needed. 'Catch' them making the right choice as soon as you can. Praise, praise, praise.

Step 3 - the caution	A clear verbal caution is delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove they can make good choices. This is done with a gentle approach, personal, non-threatening, side on, at eye level. Scripted 30 second intervention: • <i>'name I have noticed that you are still...</i> • <i>At Hayes , we are always ... (refer to one of the 3 school rules – ready, respectful and safe)</i> • <i>Because of that, you need to...</i> • <i>If you continue to The consequence will be...</i> • <i>Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</i> • <i>That is who I need to see today.</i> • <i>Thank you for listening... then give the child some 'take up' time.</i> E.g <i>'Name' I have noticed that you are still calling out while I am speaking. At Hayes we are always respectful. Because of that I need to stop calling out. If you continue to call out, you will have to give back 3/5/10 minutes at playtime. Do you remember in maths when you put your hand up to ask a question? That's who I need to see today. Thanks for listening. Walk away and give 'take up' time.</i> The amount of 'give back' time is at the adult's discretion. Giving back time may increase in small increments if reasonable adjustments are needed.
Step 4 - consequence	If the child continues to make the wrong choice, privately tell them what the consequence will be. <i>'Name', you have continued to Now you will have to</i> 'Give back time' that is five minutes or more will be led by a member of SLT. These behaviours will be logged on Arbor by the class teacher and an email sent home to parents. If children receive 3 'give backs' in one half term, parents will be called in for a meeting with their class teacher.
Step 5 - Time out	If the child continues to make the wrong choice after you have given the consequence, time out of class can be given. This can be in a parallel classroom, with a TA or with SLT. This message will be delivered privately to the child, with a gentle approach, in a personal, non-threatening way, side on and at eye level. Parents must be informed. If the step above is unsuccessful, or if a learner refuses to go take a time out then the child will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside the teaching room.
Step 6 - repair/restorative conversation	Following the consequence or time out, a restorative conversation must happen with the adult who gave the consequence. This will be done at a time when the child is able to engage in the conversation and not if they are angry, upset or heightened. Choose 2-5 of the following questions, depending on the incident and the age of

	the child. 1. What happened? <i>Listen carefully and dispassionately, without interrupting or disagreeing. Then give your account from your perspective, without judgement.</i> 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who else has been affected? <i>They may think just them, here you can say 'What about ??? who was ...' You are teaching them to use their conscience. You might end with 'That's quite a lot of people who have been affected, isn't it.'</i> 6. How have they been affected? 7. What should we do to put things right? <i>This doesn't have to be an apology, especially if it isn't going to be sincere.</i> 8. How can you do things differently in the future?
--	--

A member of SLT may be called if needed. If possible, the teacher should discreetly send a message on google chat, call SLT from the classroom phone, or discreetly send a child to SLT. A member of SLT may be called if:

- The learner refuses to engage with the above process.
- The behaviour is a serious breach of the school rules or values e.g. violence/dangerous behaviour/discriminatory language or behaviour

Once the child is ready to discuss the incident, it is vital that the member of staff who first dealt with the incident carries out the restorative conversation. A member of the Senior Leadership team will provide support/cover to facilitate this.

Consequences

We aim to be positive in our behaviour management, praising good behaviour and encouraging children to behave sensibly. At times a pupil's behaviour may fall short of the Hayes Primary School's expectations, and it needs to be corrected swiftly. A simple reminder and expression of disapproval is often adequate in correcting a child's behaviour. At other times, a consequence may be necessary to encourage pupils to recognise that their behaviour has consequences.

The use of consequences should be characterised by certain features:

- A consequence involves the adult and pupil involved; staff should avoid bringing public attention to a reprimand or sanction
- It should be the behaviour rather than the person that is sanctioned.
- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Group consequences are avoided
- There should be a clear distinction between minor and serious breaches of discipline
- Children are given the opportunity to reflect on their behaviour through a restorative conversation.

It is important that warnings and consequences are administered fairly and consistently. The behaviour chart below highlights which behaviours are considered minor, concerning and serious breaches of discipline, and the consequences of each. It is implemented consistently by all staff members.

Consequence	Examples of behaviours
<u>Give back time</u> This can happen at play or lunch time. The amount of time given back is at the adult's discretion and will depend on how serious the behaviour is. Give back for less than five minutes will be held with the class teacher or year group lead. Give back for five minutes or more will be held with SLT and an email sent home to parents from Arbor. This time can be used to complete missed learning, tidy up any mess they have made, etc. If children are persistently having to 'give back' time of less than five minutes, parents will be called. If children receive three lots of 5 minutes or more 'give back' time in a half term, parents will be called in for a face to face meeting.	Minor breaches of discipline (low level behaviours) include, but are not limited to: • Shouting out (disrespectful and unsafe) • Not listening (not ready and disrespectful) • Not following routines (unsafe and not ready) • Not carrying out the work during the lesson (not ready) • Attempts to distract others (not ready and disrespectful) • Being noisy in the corridor (not ready and disrespectful) • Talking during lessons (not ready and disrespectful) • Talking at the end of play, lunch or during assembly (unsafe, disrespectful, not ready) • Not following instructions first time (unsafe) Concerning breaches of discipline include, but are not limited to: • Not following instructions after being asked more than once (unsafe) • Turning away when being spoken to (disrespectful and unsafe) • Gossip about peers/adults (disrespectful) • Provoking peers (disrespectful) • Sneering, staring when being spoken to (disrespectful) • Answering adults back (disrespectful and unsafe) • Ill treatment of equipment (disrespectful and unsafe) • Discriminatory comments including racist, sexist, homophobic or transphobic comments (disrespectful) • Hurting another child on purpose
<u>Time out</u> A short time away from the classroom with another class, TA, SLT. Parents must be informed. The behaviour must be logged on Arbor	
<u>Phone call home</u> The class teacher will call home to discuss persistent low level behaviour and recent 'give back' time.	
<u>Behaviour contract</u> A behaviour contract will be set up. This will look different depending on the child, but will essentially be made up of boxes to correspond to different parts of the day over the course of a week. The child may collect comments, stickers, ticks, tallies etc throughout the day. The contract is	Persistent low level behaviour Children who persistently display low level behaviours, and who do not seem to respond to 'give back time', may need some or all of these additional steps in the behaviour procedures. These steps do not have to be carried out in the order set out, but will be decided on case by case.

shared with parents at the end of each day, and signed by the parent, so that the child can see that school and parents are working together and have the same expectations	
<u>Parent meeting with class teacher</u> Parents will be called into school to discuss their child's persistent low level behaviour or if their child has received 3 lots of five minutes or more 'give back' time.	
<u>Parent meeting with Year Group Lead</u> Parents will be called to a meeting with the class teacher and year group lead to discuss their child's persistent low level behaviour or if their child has received 3 lots of five minutes or more 'give back' time.	
<u>Parent meeting with SLT</u> Parents will be called to a meeting with the class teacher and a member of SLT to discuss their child's persistent low level behaviour or if their child has received 3 lots of five minutes or more 'give back' time.	
<u>Parent meeting with headteacher</u> Parents will be called to a meeting with the class teacher and the headteacher to discuss their child's persistent low level behaviour or if their child has received 3 lots of five minutes or more 'give back' time.	
<u>Internal suspension</u> This can be half a day or a full day and will be decided in consultation with the Headteacher. Parents must be informed.	
<u>Suspension</u> A suspension will be for the shortest time necessary will usually be imposed when the school has offered and implemented a range of support and management strategies. However, there will be exceptional circumstances where it is appropriate to suspend for a first or 'one off' offence. Parents must be informed.	Serious breaches of discipline include, but are not limited to: • Persistent refusal to follow instructions to correct behaviour (unsafe) • Persistent defiance and answering back (unsafe) • Use of bad language (disrespectful) • Physical assault resulting in a mark. (punching, slapping, hitting, biting, kicking) (disrespectful and unsafe) • Threatening or aggressive behaviour (including spitting and shouting) (disrespectful and unsafe) • Bullying, verbal/physical or cyber-bullying (disrespectful) • Theft (disrespectful) • Deliberate vandalism to school property (disrespectful and unsafe) • Possession of prohibited substances on site (including dangerous weapons) • Discriminatory abuse directed at an individual or group including racist, sexist, homophobic or transphobic abuse (disrespectful) • Leaving the building without permission (unsafe) • Sexual abuse or assault (disrespectful, unsafe)

Exclusion

A decision to permanently exclude is a serious one and will usually be the final step if the school has tried a range of consequences and other strategies to improve behaviour that is consistently falling below what is expected. However, there will be exceptional circumstances where it is appropriate to exclude for a first or 'one off' offence.

Parents must be informed.

- Intentional inappropriate use of technology

Smartphones and Personal Electronic Devices

Hayes Primary School is a smartphone-free school. Smartphones are not permitted to be brought into school by pupils.

Year 6 pupils who have permission to walk home independently may bring a non-smart mobile phone to school for use on their journey to and from school. The phone must be switched off on arrival at school and stored securely in accordance with the school's arrangements throughout the school day. It must not be used on the school site.

Smart watches, smart glasses and other wearable or personal devices capable of communicating, accessing the internet, taking photographs, filming, recording audio or transmitting information are not permitted to be used by pupils in school. Where such a device is brought onto the school site, staff will require it to be switched off and stored securely.

Exceptions may be agreed by the school where a device is required for medical, accessibility or SEND reasons.

Where a pupil refuses to comply with these expectations, repeatedly breaches them, or intentionally uses a device inappropriately, the incident will be dealt with in accordance with the school's behaviour procedures. Parents/carers will be informed.

The unauthorised photographing, filming, recording or transmission of images, audio or information relating to another pupil or member of staff will be treated seriously and referred to a member of the Senior Leadership Team.

Where the content or circumstances of an incident raise a safeguarding concern, it must be reported to the Designated Safeguarding Lead or a Deputy DSL and dealt with in accordance with the school's safeguarding procedures. Any concerns involving images, recordings or personal information will also be considered in accordance with the school's online safety and data protection procedures.

Where a device needs to be confiscated or searched, staff will follow the Trust's policy and the school's procedures for searches and confiscation.

SEN and Safeguarding

Adults use their discretion and refer to the SEND file when giving consequences to a child with SEND, to ensure the consequence is suitable and relevant.

There may be a few children who, due to personal circumstances, additional incentives and sanctions may be needed. These children may need a consistent management plan and a referral to SEMH Outreach Service may be made. Individual behavioural targets will be made in conjunction with the SENCO and relevant professionals. Other outside agencies, such as a counsellor, access to

CAMHS, Bromley Children's Project or social care, may be used to support families and children where appropriate.

It is also important to note that any behaviour that raises a safeguarding concern should be reported to the Designated Safeguarding Lead or one of the Deputy DSLs according to the safeguarding policy.

Reasonable Force and Restrictive Interventions

At Hayes Primary School, we are committed to maintaining a calm, safe and respectful environment where all children can learn and thrive. Our approach to behaviour is relational and proactive, with a strong focus on prevention, de-escalation and consistency. There may, however, be rare occasions where staff need to use reasonable force or other restrictive interventions to keep children safe. The school follows the Department for Education guidance Restrictive Interventions, including the use of reasonable force, in schools (effective April 2026).

Our Approach

In line with our behaviour principles:

- Adults remain calm, consistent and in control
- De-escalation is always the first response
- Restrictive interventions are only ever used as a last resort
- The safety and dignity of the child is paramount
- Any action taken is reasonable, necessary and proportionate

We always aim to understand the root cause of behaviour and support children to regulate and make better choices.

What Do We Mean by Restrictive Interventions?

- Reasonable force: Physical intervention used to prevent harm
- Restrictive intervention: Any action that restricts a pupil's movement (physical or non-physical)
- Restraint: Limiting a pupil's movement (with or without physical contact)
- Seclusion: Keeping a pupil separate from others for safety reasons (not as a punishment)

When Might Reasonable Force Be Used?

All members of staff have a legal power to use reasonable force where necessary to:

- prevent a child from hurting themselves or others
- prevent serious damage to property
- prevent a criminal offence
- maintain safe and orderly behaviour

This would only happen in situations where behaviour is unsafe, physical or poses a risk of harm, and where other strategies have not been successful.

Prevention and De-escalation

Consistent with our behaviour approach, staff will always seek to prevent situations escalating by:

- using calm, clear language and tone
- giving take-up time

- using redirection and positive reinforcement
- offering space, time or support
- adapting the environment where needed
- drawing on strong relationships with pupils

For some pupils, particularly those with SEND, additional strategies may include:

- individual behaviour or support plans
- reasonable adjustments
- working closely with parents and external professionals
- Unacceptable Practice

The following are never permitted:

- using force as a punishment
- restricting breathing (e.g. pressure on neck, chest or covering mouth/nose)
- deliberately holding a child on the ground
- any action that causes unnecessary pain, fear or humiliation
- Appropriate Physical Contact

Not all physical contact is restrictive. At Hayes, appropriate contact may include:

- guiding or escorting a child
- comforting a distressed child
- providing first aid
- supporting participation in activities (e.g. PE)

Staff will always use professional judgement and act in the best interests of the child.

Recording and Reporting

Any significant incident will be recorded as soon as possible (usually the same day). Incidents are logged on our safeguarding system, CPOMS. Parents will be informed as soon as possible, usually on the same day.

Records will include:

- what happened and why
- what led up to the incident
- strategies used beforehand
- the type of intervention used
- any follow-up actions

This applies even where support strategies are already in place for a child.

Following any incident:

- A restorative conversation will take place
- The child will be supported to reflect and repair
- Staff and pupils will be supported as needed
- Patterns will be reviewed to reduce the likelihood of recurrence

Where appropriate, behaviour plans will be updated in partnership with parents.

Training and Oversight

Staff receive training in behaviour management and de-escalation. Additional training is provided where appropriate. The safeguarding team reviews incidents to identify patterns and improve practice.

Anti-Bullying Procedures

Reporting

We encourage all members of our school community to report bullying concerns.

Pupils

Pupils should report concerns to:

- A trusted adult in school
- A parent/carer
- A friend
- Childline – 08001111

Parents

Parents should report concerns to:

- A member of school staff
- The school office

Staff

Staff should record concerns using the school system and follow the procedure below.

Staff will:

- Investigate reported bullying incidents thoroughly and talk to those involved, witnesses and appropriate staff.
- Record the incident on the school system – which may have been reported orally, in writing or in picture form.
- Respond to the child concerned by:
 - Listening actively
 - Offering support and strategies to deal with unacceptable behaviour
 - Protecting the child and ensuring their safety as and when necessary
 - Involving parents, if necessary
 - Involving external agencies to support the child as appropriate
- Respond to the child who bullied by:
 - Ensuring he/she recognises his/her behaviour and how it affects others
 - Applying appropriate consequences as per our behaviour procedures
 - Guiding, supporting, advising and offering strategies to change behaviour
 - Encouraging him/her to take responsibility for actions and help them to make amends
 - Involving external agencies to support the child as appropriate
 - Involving parents
- Prevent further situations by providing opportunities for children/young people to explore the issues.
- Review the situation with the child or young person and parents and others, throughout the investigation and afterwards.
- Review policies and procedures - consider changes that can be made to the environment, groupings, rules and codes of conduct etc.
- Monitor the situation:
 - Provide opportunities for children and young people to say how safe they feel and if the policy is working.
 - Provide opportunities for staff to comment on their confidence and strategies for dealing with incidents

Monitoring by all staff is an essential element in the effectiveness of good behaviour and low incidences of bullying within our school. All children have an important role to play too. Regular

class and Key Stage behaviour reminders and reviews, form an integral part of monitoring our policy.

Supporting Gender-Questioning Pupils:

- The welfare of all pupils is paramount. Any child expressing questions about their gender identity will be supported with sensitivity, ensuring their well-being and that of their peers.
- Parents or guardians will be informed and involved in decisions regarding their child's request to socially transition, including changes in names or pronouns.

Early intervention and preventative methods

We have a range of preventative methods in place such as:

- Personal, Social, Health and Economic (PSHE) education is one method used to raise awareness and promote mutual respect, self-discipline and social responsibility which underlie good behaviour. Opportunities are given in assembly and within PSHE lessons to discuss and understand the problem of bullying appropriate to the age of the child. Procedures to follow, who to tell and sanctions given are an important part of these discussions.
- School involvement in external initiatives such as, Anti-Bullying Week.
- The techniques used by the school to promote positive behaviour, peer support and the celebration of diversity.
- The whole school approach towards promoting the emotional wellbeing of all students.
- Where necessary personalised provision for students at risk of bullying.

Searches and Confiscation

Hayes Primary school refer to the Trust Statutory policy re Prohibited items and searches.

Although extremely rare, searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

The Head Teacher, Mrs Sam Howell has authorised the following staff members within Hayes Primary School the statutory power to search a pupil or their possessions when they have reasonable grounds to suspect

- They may have a prohibited item (see prohibited items list)
- They may have any other items that the school identify as an item which may be searched for

The authorised staff members are:

- Mrs Sam Howell
- Miss Liz Hughes
- Mrs Louise Fields
- Mrs Tracy Griffin
- Mr Alex Sieber
- Mrs Steph Larkman

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette packets, vape paraphernalia
- Fireworks
- Pornographic Images
- Any article that the member of staff reasonably suspects has been, or is likely to be used
 - To commit an offence, or
 - To cause personal injury to, or damage to property of; any person (including the pupil)

The Designated Safeguarding Lead (DSL) or Deputy (DDSL) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed. The staff member will involve the DSL or DDSL without delay if they believe that a search has revealed a safeguarding risk.

The staff member conducting the search will follow the Trust's statutory policy procedure regarding consent, the search and confiscation of articles. An appropriate location for the search will be found, and where possible will be away from other pupils.

The law stated that the member of staff conducting the search must be of the same sex as the pupil being searched. There will be another member of staff present as a witness to the search. The exception to this is that a staff member can search a pupil of the opposite sex and/or without a witness present only:-

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to the person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practical for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonable practical for the search to be carried out in the presence of another member of staff.

Any search conducted without a witness will be immediately reported to another member of staff and a record of the search will be kept. All searches will be recorded within our internal safeguarding system.

Parents will always be informed of any search as soon as is practical, and the outcome. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching and confiscation should be dealt with through the normal school complaints procedure.