



SWANLEA SCHOOL

Behaviour Policy 2024-25



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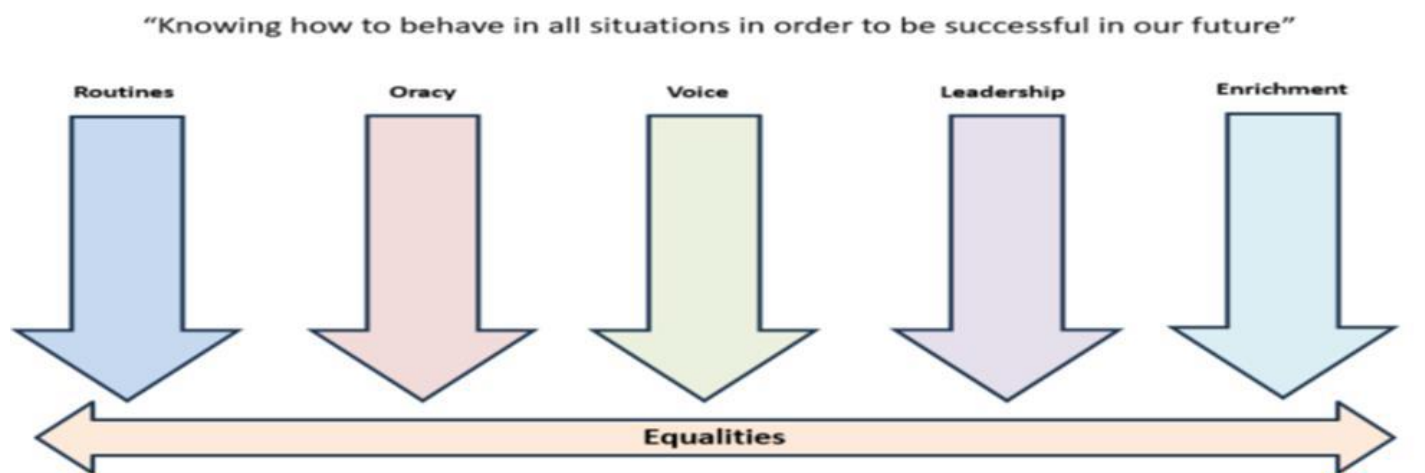
Swanlea School Mission and Values

- At Swanlea our mission for staff and students is to become exceptional in teaching, leading and learning.
- Our core values of Respect, Aspire and Achieve have been chosen to help us reach this goal.

As a school we will:

- Develop socially confident, responsible, resilient and independent learners
- Create respectful, empathetic and active citizens who value democracy, liberty and the rule of law in British society
- Develop highly numerate, literate and articulate young people, instilling a life-long love of learning
- Promote cultural capital and celebrate difference, instilling an understanding and appreciation of diversity
- Nurture aspiration and ambition challenging all to achieve, readying pupils for the global work place
- Promote student wellbeing, safety and healthy lifestyles, positively managing their academic, personal and social lives

We aim to promote social confidence which is defined as “knowing how to behave in all situations”. This is achieved through our Five Pillars of Social Confidence



We recognise that in order for students to achieve exceptional results we must ensure that teacher can teach, and students can learn. This requires clear rules and expectations in all aspects of the school.

Positive Behaviour

- The overwhelming majority of students do the right thing every day.
- All staff are encouraged to “narrate the positive” and reward all positive behaviour they see.
- To reward excellent behaviour, exam success, effort or for anything above and beyond all staff can issue praise postcards.
- We have reward events across the school year for all year groups.
- We have Super Learning Days and Arts Week trips.
- Reward lunches and bespoke events.

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How to Log Positive Behaviour – Postcards

- Right click on student name.
- Click rewards postcard.
- This will notify the tutor, LCO and DLCO.
- At each trigger point below the relevant staff member will be emailed.

Rewards System

All staff are encouraged to give as many postcards as possible for any positive behaviour.

1 postcard = 1 point

Reward	Staff	Action
Postcard	Support Staff Teacher	Fill in postcard. Log on Sims.
15 Postcards awarded	Tutor	Call home.
25 Postcards awarded	DLCO	Call home.
50 Postcards awarded	LCO	Call home.
75 Postcards awarded	AHT	Call home. Bronze certificate
100 Postcards awarded	DHT	Call home. Silver certificate
125 Postcards awarded	HOS	Gold certificate. Lunch with the Head of School Parents/carers invited to attend.
150 Postcards awarded	EHT	Platinum certificate Lunch with the Executive Headteacher Parents/carers invited to attend.

Rewards Support Staff

- All support staff are encouraged to give postcards for any positive behaviour they see around school.

Rewards Teachers

- All teachers are encouraged to give postcards for any positive behaviour, achievement, effort or attainment they see in their classroom or tutor group.

How to Record a Postcard

- Right click on the student's name.
- Click rewards postcard.

Rewards Assembly - LCO

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Each term the last LCO assembly will give out the following awards:

- 100% attendance certificates
- Highest number of positive postcards
- LCO award
- DLCO award
- Tutor awards in the following categories: achievement, effort, improvement, contribution, Swanlea values.

Rewards – HOF

Each term the HOF will award:

- Subject star student KS3, KS4 and KS5.

Pre-Emption Strategies

- The aim of our routine is to maximise learning time to ensure that all students achieve their full potential.
- All pupils are explicitly taught, and deliberately practise, our Swanlea Way in lessons at the start of every half term.
- We have an explicit routine from line up to the first 15 minutes of each lesson called The First 15 to ensure a calm and focused start to lessons.
- During lessons we follow our [Swanlea Learning Cycle](#) and have routines for our [Call to Attention](#), [Turn and Talk](#), Questioning, Live Feedback and [The Final Five](#) minutes of the lesson.
- Teachers actively narrate the positive, making the good behaviour we are looking for explicit, and giving students the opportunity to correct their own behaviour if needed.
- At line up LCOs will check all cover lessons and move students to different classes as appropriate in liaison with the HOF.
- All U3 teachers and TLR holders can have students placed in their classes.

Line Up*

- All students go to line up for the start of Sessions 1, 2 and 3 (KS3 go to line up for Session 2b as well)
- Students stand in their class groups.
- Once the final whistle is blown by the LCO they must be silent.
- LCO must “narrate the positive”.
- If they talk after the final whistle is blown, they are sent to the front of the line and will receive a pastoral detention.

The line-up zones are listed below:

- Year 11 Playground: Inclusion
- Year 10 New Playground
- Year 9 Playground: Gym
- Year 8 New Playground
- Year 7 Garden

*If it is raining a “Wet Start” this will be announced via the tannoy and students will go directly to the classroom. Some year groups may be directed to go to specific areas such as the restaurant. All instructions from the tannoy must be followed.

Movement into the building

- Students must walk in single file to their lesson.
- They must “close the gap” and not allow large gaps to appear in the line.
- They must be silent until they have left the playground.

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- If they do not follow the above rules the teacher will allocate them a C1.
- If a member of support staff needs to issue a sanction for transition it will be a pastoral detention.

First 15 Routine

- Students walk in single file from line up to their classroom.
- Greet teacher with good morning or good afternoon and take retrieval practice.
- Walk in silence to seat, sit down and take out equipment.
- Begin retrieval practice.
- Answer the register with good morning or good afternoon.

Call to Attention Routine Call to Attention

- Students follow the teacher's narrated countdown.
- After "1, eyes on me" students should be looking directly at the teacher.
- Students remain looking at teacher whilst teacher is talking.

Final 5 Routine Final 5

- Students pack up quickly and silently.
- Students stand behind their desk and wait until their row is dismissed.
- Students walk out of the room in silence, leaving their exercise book & any other resources as appropriate on the table indicated by the teacher in a neat pile.
- Students move away from the classroom calmly and quietly.

Support Staff

- All staff have a responsibility to manage behaviour in a positive way.
- Students are expected to treat all adults in school in the same respectful way.
- Where they see positive behaviour, they must "narrate the positive".
- If support staff, see any incidents in the classroom they must report this to the teacher.
- The teacher must sanction via the C system or On Call.
- If they see poor behaviour around the school on break duty or supporting the transition. Then they must report it to any BST or SLT in the building and the student will receive a pastoral detention.
- Alternatively email the LCO / SLT Line Manager and relevant Deputy Head.

Year	LCO	SLT	Deputy Head
7	Rushna Khatun	Salima Zerrougui	Eleanor Cox
8	Naima Yousuf	Shahan Miah	
9	Dana Mrvic/ Goolam Rawat	Lauren Clease	
10	Ilene Byrne	Rebecca Roberts	Paul Gardner
11	Kamal Hussain	Hasan Gohar	
12	Karan Dosanjh	Nozrul Chowdhury	
13	Asma Khatun		

Teacher - How to Log Incidents

- Right click a student name.
- For KS3, select 'C3 Sent to the Reflection Room' this will automatically notify The Reflection Room and students have five minutes to arrive.
- For KS4/5, select 'C3 Resolved' and send the student to the designated room on the faculty's buddy timetable.
- Select homework.

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- Any homework issues must be recorded by the teacher as a faculty detention by the 12pm Thursday for the Friday.
- Any incidents other than minor incident press the “On Call” button on Sims.

Faculty Detentions

- These run on Friday from 3.15-4.15 and 4.15-4.45 for the second detention.
- Detentions must be logged by Thursday lunchtime (12pm).
- Any after this time are added to the next week.
- The office will text parents.
- The LCO will ensure that names are communicated to students.
- Students make their own way there and if they do not attend, they are in the ER for one day on Monday.
- If they are absent, they are added to the next week.
- Staff who have placed a student into this detention must provide work for the student to complete. This must be placed in the relevant box in reception by lunchtime on Friday.

LCO / SLT - Social Time (Pastoral Detention)

Incident	Sanction
Repeated Uniform infractions	2 x pastoral detention
Non-compliant behaviour around the building & in the playground	2 x pastoral detention

This list is not exhaustive and if a student does disrupt learning for any reason they will receive a c warning at the discretion of the member of staff.

Consequences For Disruption to Learning in Class – KS3

1. A C1 is a warning given to students and this is for “any disruption to learning”. This gives students an opportunity to correct their behaviour.
2. A C2 is a final warning given to students for “any disruption to learning”. This is their final opportunity to correct their behaviour.
3. If a C3 is issued the student has five minutes to make their own way to The Reflection Room for the remainder of the lesson. The BST in The Reflection Room will add them to the faculty detention on Friday after school.

Consequences For Disruption to Learning in Class – KS4

1. A C1 is a warning given to students and this is for “any disruption to learning”. This gives students an opportunity to correct their behaviour.
2. A C2 is a final warning given to students for “any disruption to learning”. This is their final opportunity to correct their behaviour.
3. If a C3 is issued the student has to make their own way to buddy classroom for the remainder of the lesson. The teacher will add them to the faculty detention on Friday after school.

What is a C warning for:

- Any act that causes the interruption of learning
- Not following any part of our Swanlea Way routines
- Not following the instructions of the teacher or support staff
- Note-passing in class
- Calling out

This list is not exhaustive and if a student does disrupt learning for any reason they will receive a C warning at the discretion of the member of staff.

Consequences For Other Behaviour in Class – “On Call”

- If a student displays any behaviour other than minor disruptions, then “On Call” will collect students.
- Teachers press the On Call icon on Sims.
- This sends an alert to all relevant staff.
- Once On Call have collected the student the teacher right clicks and presses “Removed by On Call”.
- The On Call colleague will then investigate and sanction as per the policy.
- On Call will update the behaviour log.
- “On Call” is a member of the Senior Leadership Team (SLT) who is on duty.
- There are always two members of the SLT on call.
- They will collect students and place them in The Reflection Room for investigation.

Reasons for calling “On Call”

- Any behaviour which is not a minor disruption to learning
- Refusal to hand over prohibited items
- Swearing
- Any prejudicial comment
- Graffiti
- Fighting
- Refusal to follow instructions.
- Rudeness to any member of staff

This list is not exhaustive.

The Reflection Room

- A pupil receives a C3 and is sent out of lesson to make their own way to The Reflection Room. If teachers or support staff are concerned about a student making their own way, they press “On Call” on Sims.
- If a student causes any disruption on the way to The Reflection Room that any member of staff hears or sees, they press “On Call” on Sims.
- Upon reaching The Reflection Room, students knock once and wait to enter.
- Students are given a reflection sheet to complete as they arrive.
- BST scan reflection sheets and email these to the relevant teacher, HOF & LCO.
- Students complete subject related work after completing their reflection sheet.
- There are no warnings in The Reflection Room. Any disruption warrants an immediate alert for On Call and a min. of 1 day in the ER authorised by the relevant AHT or DHT.
- For example, if a student is placed in the ER at 11.30am on Monday they will be placed in the ER until 11.30am on Tuesday.
- Staff do not engage in conversations with students, The Reflection Room is a silent space.
- No laptops/computers to be used by students.
- Students will remain in the Reflection Room for the rest of that lesson.
- The class teacher must issue a Friday after school faculty detention.
- Parents will receive a text message confirming this.

Multiple Referrals to The Reflection Room

- If a student is placed in The Reflection Room more than two times in a school week then they will be placed in the ER for one day.

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- If they have a pattern of removals from a specific lesson e.g. more than twice in a half term they will be placed in the ER for one day.

The Role of the Lead Member of Staff in The Reflection Room is to Ensure

- Students remove bags and coats, uniform is correct, and students are told where to sit.
- Reflection sheets are handed to students upon arrival and are completed followed by subject appropriate work.
- Silence at all times - there are no conversations with students or between students.
- Any disruption is an immediate alert for On Call.
- They do not leave The Reflection Room.
- They are actively managing The Reflection Room at all times and regularly checking The Reflection Room email inbox.
- BST scan reflection sheets and email to the relevant teacher, HOF & LCO as well as adding copies of the reflection sheets to students SIMS profiles.
- BST check students SIMs logs upon arrival to see how many times they have been sent to The Reflection Room.
- BST add students to Friday faculty detentions – email LCO if unavailable for 3 or more weeks.
- LCOs are informed if a student is sent to the ER from The Reflection Room.
- Students stand behind desks are dismissed one row at a time, taking all work with them.

The Role of the BST Member of Staff in The Reflection Room is to Ensure

- Students sent to The Reflection Room are added to the first available Friday faculty detention as they arrive. If this is not possible for three or more weeks, email the relevant LCO to inform them.
- If a student has been sent to The Reflection Room three or more times for that week upon their arrival, inform the lead teacher who will alert On Call.
- Reflection sheets are scanned and emailed to the relevant teacher, HOF, LCO and added onto students SIMS profiles
- Reflection sheets are appropriately stock piled and the room is kept neat and tidy.
- They are actively supervising and moving around The Reflection Room.
- They are outside the library by 12:45pm, ready to meet KS3 students and the lead teacher.

Exclusion Room (ER)

- The ER starts at 8.30am and finished at 3.45pm.
- If a student is late, they will fail the ER and complete another day.
- All parents / carers will be invited into a meeting with a member of staff if a student is placed in the ER.

Behaviour in the Exclusion Room

- Students are collected from reception at 8.30am
- Students sit in seats allocated by the member of staff.
- Phones are collected from students, switched off.
- Students read books in silence while register is completed.
- Students log on to Google Classroom and check for work uploaded by subject teacher.
- Students complete work in silence.
- At 3.45, students line up outside ER, walk in silence and a single file through the admin corridor and exit the building via reception.

All Other Behaviour

- If any poor behaviour is reported around the school at social times, on trips, in school uniform, before or after school or if it is connected to any member of the school community, then these incidents will be investigated by an appropriate member of staff.
- This may result in pastoral detention(s), time in the Exclusion Room, a Fixed Term Exclusion, Managed Move or Permanent Exclusion.
- Pastoral Detentions may be issued by the LCO.
- All Exclusion Room time must be authorised by a member of SLT.
- Any Fixed Term Exclusions must be authorised by the relevant Deputy Head, Head of School or Executive Headteacher.
- Any Managed Moves or Permanent Exclusions must be authorised by the Executive Headteacher.
- In all cases the parent / guardian will be notified of the outcome of the investigation.

The list below is not exhaustive.

Incident	Sanction	Other
Non-engagement with learning	The Reflection Room Faculty detention ER LSU	Subject reports Parent / Carer meeting Referral to Student Support Panel Pastoral Support Plan
Bullying including cyber bullying	2 days ER Fixed term exclusion Learning Support Unit Managed Move Permanent Exclusion	Resolution between all parties Referral to Student Support Panel Parent / guardian meetings Report card
Prejudicial comment or action	2 days ER Fixed term exclusion Learning Support Unit Managed Move Permanent Exclusion	Resolution between all parties Referral to Student Support Panel Parent / guardian meetings Report card
Fighting (one on one)	2 days ER Fixed term exclusion Learning Support Unit Managed Move Permanent Exclusion	Resolution between all parties Referral to Student Support Panel Parent / guardian meetings Report card
Group attack	Fixed term exclusion Managed Move Permanent Exclusion	Resolution between all parties Referral to Student Support Panel Parent / guardian meetings Report card Safer schools officer PSP
Smoking or Vaping	2 days ER	Raise at Student Support Panel Parent / guardian meetings
Weapon / Blade in School	Managed Move Permanent Exclusion	EHA FAP referral Parent / guardian meetings
Fireworks / Arson	Managed Move Permanent Exclusion	EHA FAP referral Parent / guardian meetings
Defiance	2 days ER Fixed term exclusion Managed Move Permanent Exclusion	Referral to Student Support Panel Parent / guardian meetings Report card PSP
Failure to attend Faculty Detention	1 day ER	Parent / guardian meetings
Refusal to handover banned item	ER or LSU until banned item has been handed over	Parent / guardian meetings Report card

	Fixed Term Exclusion Managed Move Permanent Exclusion	Referral to Student Support Panel
Swearing at any member of staff	2 days ER Fixed Term Exclusion Managed Move Permanent Exclusion	Parent / guardian meetings
Alcohol or Drugs	Fixed term exclusion Learning Support Unit Managed Move Permanent Exclusion	EHA FAP referral Parent / guardian meetings
Truancy	1 day ER	Parent / guardian meetings Report card Referral to Student Support Panel
Theft	2 days ER Learning Support Unit Managed Move Permanent Exclusion	Parent / guardian meetings Report card Referral to Student Support Panel
Vandalism	2 Days ER Learning Support Unit Managed Move Permanent Exclusion	Parent / guardian meetings Report card Referral to Student Support Panel Fine
Health and Safety	2 days ER Fixed term exclusion Learning Support Unit Managed Move Permanent Exclusion	Referral to Student Support Panel Parent / guardian meetings Report card PSP

No behaviour policy can cover all eventualities. The school reserves the right to apply discretion, considering and applying the context behind each individual incident.

Role of The Head of Faculty

- They lead all aspects of behaviour in the faculty area.
- They will receive an email notifying there has been a C3 removal.
- They must ensure that the student and parent have been spoken to about this.
- Each week they will get a report summarising all the C3s in their faculty.
- They must discuss this at SLT line management meetings.
- Monitor attendance to faculty detention.

Role of the Learning Co-ordinator

- Lead on all behaviour outside of subject time.
- Monitor patterns and trends across faculties.
- Each day check the list of late and pastoral detentions.
- Each week get a summary report of all the C3 removals.
- Discuss these at SSP and at SLT line management meetings and address issues raised.

Report Cards

- SLT, LCOs or HOFs can place student on report cards.
- These are recorded on Sims for two weeks.
- Teacher must complete the report card on Sims each lesson.
- If a child has more than X crosses this leads to additional sanction

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- Order of report cards:
 - Tutor
 - LCO
 - SLT
 - PSP

Lateness

- Attendance to all lessons is compulsory this includes P7 where applicable. Please do not book any holidays/general medical appointments during school time.
- It is important that students attend all lessons. Students that arrive after 8.35am are late and will receive sanctions as outlined below. Repeated lateness will be escalated to the LCO / Attendance Welfare Officer.
- A 20 minute lunchtime detention will be issued for the first late each half term.
- A 50 minute lunchtime detention will be issued for each subsequent late during that half term.
- Students who miss their lunchtime detention will have a same day 50 minute detention after school
- In addition to the above, bespoke action plans will be implemented by LCOs for each year group to improve punctuality.
- Your child must enter the school through the correct entrance and meet their teacher at their year group's line-up zone.

Mobile Phones

- Mobile phones and smart devices, including smart watches, should not be used in school by any students from Year 7 - 11.
- If students bring them into school it is at their own risk, they must be switched off and out of sight during the school day.
- Any phones or smart devices that are visible will be confiscated and parents / carers are asked to collect them at the end of the day.

PE Uniform

- On the school days students have timetabled Core PE lessons, they must come to school wearing their PE kit, blazer, and school shoes.
- Trainers must not be worn to school but brought in their school bag. Students will remain in their PE kit throughout the school day.
- For students in years 9-11 If your child has GCSE or BTEC PE please wear normal school uniform (non-PE) and they will get changed at school.
- Your child must wear the Swanlea PE kit only and if it is incorrect, they may be sent home.

Equipment

Your child must bring the following equipment into school every day:

- black biro x3
- green pen
- pencil sharpener
- glue
- 30cm ruler
- scientific calculator
- highlighters and colouring pencils
- reading book (year 7-10 students)
- planner
- refillable water bottle
- pencil case

Suspension and Permanent Exclusion Arrangements

- Any suspension or permanent exclusion from Swanlea School will be carried out in line with the statutory guidance set out in the document: “Suspension and Permanent Exclusion from maintained schools, Academies and pupil referral units in England, including pupil movement, September 2022”.
- Only the headteacher of the school can suspend or permanently exclude a pupil and this must be on disciplinary grounds.
- The behaviour of a pupil outside school can be considered grounds for a suspension or permanent exclusion. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.
- A suspension does not have to be for a continuous period and can also be for parts of the school day. For example, if a pupil’s behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.
- The law does not allow for extending a suspension or ‘converting’ a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.
- Any decision of the school, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school’s wider legal duties); reasonable; fair; and proportionate. The decision to exclude a pupil must be lawful, reasonable, fair and proportionate.
- We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race.
- We will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof; i.e. ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt.’
- This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
- Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids. We can recommend a pupil is taken off-site to receive education to improve their behaviour.
- A pupil can also transfer to another school as part of a ‘managed move’ either via LEAP or in exceptional circumstances directly between schools. Where this occurs the informed consent of the parties involved, including the parents / carers and the local authority is required.
- However, the threat of suspension or permanent exclusion will never be used to influence parents to remove their child from the school.

The headteacher will only take a decision to permanently exclude a pupil in the following circumstances:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Parents/Guardian have the right to appeal or make representations against suspensions or permanent exclusions as set out in the statutory guidance.

The Power to Discipline beyond the “school gate”

The school’s behaviour policy applies to all incidents of unacceptable behaviour where the students are not in school or in the charge of the school, for example:

- in the immediate vicinity of the school;

- on the journey to and from School;
- when clearly identifiable as a member of the School;
- when the behaviour is witnessed by a member of staff or reported to the School;
- when students may be outside School on School business including for example School trips and educational visits, School courses, sporting activities and work experience placements.
- In such circumstances, breaches of the behaviour policy will be dealt with as if they had taken place in School. The behaviour policy also extends to when students are using technologies including mobile phones and the internet.

For behaviour outside School, but not on School business, including through the use of the technologies such as mobile phones and the internet, the School may discipline a student with a sanction, including an exclusion decided upon by the Headteacher, if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

The Headteacher will consider whether it is appropriate to notify the police, either directly or via the local Police Liaison Officer, of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed. In addition, the School will consider whether this misbehaviour may be linked to the child suffering or being likely to suffer, significant harm. In such cases, the School will follow our Child Protection and Safeguarding Policy.

Physical Restraint

The use of reasonable force should always be a last resort for teachers and support staff. The Education and Inspections Act 2006, outlined also in the DfE guidance document 'Behaviour and Discipline in Schools' Jan 2016, enables School staff to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do," any of the following: Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student). Causing personal injury to any person (including the student themselves). Causing damage to the property of any person (including the student themselves). Prejudicing the maintenance of good order and discipline at the School, and among any students receiving education at the School, whether during a teaching session or otherwise. The act also defines to whom the power applies as follows: Any teacher who works at the School. Any other person whom the Headteacher has authorised to have control or charge of students, for example, support staff, teaching assistants, learning mentors and lunchtime supervisors. The power to use reasonable force applies whether students are on School premises or elsewhere, as long as they are in the lawful control or charge of a staff member. Further guidance on using physical restraint can be found in the staff handbook

Searches and Confiscation

- Only the Executive Headteacher / Head of School or in their absence one of the Deputy Headteachers can authorise a search of a student and /or a police officer speaking to a student.
- If a member of staff suspects that a student is in possession of a prohibited item the student may be searched. This search of a student should be conducted by the headteacher or a member of the staff authorised by the headteacher or deputy headteacher, for example SLT, LCO, SENCO, Pastoral Leaders.
- Before any search is undertaken consent will be sought from students. If consent is refused, the students will be asked why and depending on the circumstances, will warrant a sanction.
- Where there is a suspicion of knives, weapons, alcohol, illegal drugs or stolen items, the student may be searched without their consent – such searches can only be authorised by the Executive Headteacher / Head of School or in their absence one of the Deputy Headteachers and only after parent / carer's consent has been secured.

- Where parental consent cannot be obtained for a search, but a clear safeguarding risk is posed, the headteacher or deputy headteacher will seek and act on guidance from the police or other relevant agency.
- The search should be conducted by 2 adults of the same gender as the student, and in a place out of view of others.
- When being searched, students cannot be required to remove their socks, tights, shirts, trousers or skirts; they may only be required to remove “outer clothing” such as coats and jumpers.
- Searching the student’s possessions includes searching a student’s possessions and goods over which he/she has or appears to have control.
- Searches will be conducted in a sensitive manner, respecting the student’s dignity and seeking to minimise embarrassment or distress.
- When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules.
- Where any article is thought to be a weapon, drugs or drug-related, the headteacher / deputy headteacher will inform the police and act on the guidance received.
- The parent / carer will also be contacted by the lead member of staff.
- All searches of a child should be logged on the school MIS system and the parent / carer informed before the child returns home that a search has taken place and in the case of a significant breach of the school’s rules, where a prohibited item is found, the action to be taken.

Prohibited Items include:

- Alcohol, illegal drugs and substances & ‘legal’ highs
- Cigarettes, cigarette paper, tobacco, cigarette lighters, matches, e-cigarettes etc
- Weapons and offensive weapons or items which could be used as such including, but not limited to BB guns, knives, catapults, knives, scissors and other bladed or pointed objects
- Fireworks, including fire crackers; ‘stink bombs’ and other dangerous/noxious items.
- Stolen property
- Racist / homophobic / other prejudicial literature and other items.
- Pornographic material
- Any other item that could be detrimental to the safe running of the school