

Behaviour Policy



***'Learning for life,
building a firm foundation'***

Reviewed: September 2026

Headteacher: Lisa Edwards

Signed:



Governor: Catherine Arrowsmith

Introduction

At All Saints Primary School and nursery, we believe that school is a place where children are learning how to become good citizens of the future. This means that all staff are always striving to help develop individuals who have a strong sense of self and the great importance of being respectful of everyone and the environment in which they learn. We promote an understanding of what it is to be a decent individual, working together within a community. Therefore, every child and adult in All Saints behaves in a way which respects the overarching value that:

‘Everyone has the right to feel safe’

Safe learning environments are where children can share ideas and feelings; challenge themselves and take risks. They are also where good order can be maintained by adults in calm working environments. We teach children what good behaviour looks like appropriate to their age, whilst having zero acceptance of poor behaviour. Children in EYFS and KS1 focus on behaviours of the day as part of developing their understanding of the Golden Behaviours.

The way in which we manage behaviour is underpinned by the principles of high-quality safeguarding practice. Staff are open to individuality, caring and empathetic and strive to develop positive relationships with all children, so that they feel able to share feelings without judgement.

We aim to achieve as much consistency as possible for children, in terms of expectations and consequences but we all bear in mind that: ‘To treat people equally, sometimes we have to treat them differently’ This means that adults can be empathetic towards all pupils and adapt their approaches to certain children, especially those with SEND and attachment difficulties. There may be adaptations of the Behaviour Policy for a few individual children with specific needs e.g., ASD, attachment needs, and personal circumstances. **(Appendix)**

Our goal is always to make the policy work for the best outcomes for the child.

Our school vision and values underpin our school behaviour policy and the Christian ethos of our school.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2022](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Roles and Responsibilities

The Governing body

The Governing Board is responsible for reviewing and approving the behaviour principles.

The Governing Board will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness.

The Headteacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board. The headteacher is responsible for the leadership of the school's policy and procedures and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

All staff, including teachers, support staff and volunteers:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to our 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.
- Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school.

The expectation of parent/ carers is to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. The behaviour policy is made available to parents via the school website and is issued to staff annually.

Pupils

Pupils are expected to:

- Behave in an orderly manner and self - regulate
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- 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.

Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Rewards

Positive reinforcement is the key to fostering good behaviour in class and around school. High-quality safeguarding is all about nurturing positive relationships between children and adults. All staff will always strive to be friendly and approachable and build constructive relationships with all our learners. Praising effort and kindness should be integral to the way in which staff communicate with children.

- House points will be given to children whenever a member of staff has been impressed with their behaviour or achievements.
- Weekly whole-class assemblies, where the head teacher will celebrate the qualities and achievements of all the children in their class and hand out vision and values awards and lunchtime awards.
- Weekly Golden/Reward time for children who have shown 'golden' behaviour.
- Half termly whole school 'Golden' treat for children who have displayed our school golden behaviours- children will receive this if they have 1 Golden Reminder or less.
- Class reward systems e.g., stickers, marbles in a jar, stars, pasta etc.

What do we do if a child is showing inappropriate behaviour?

Our Golden Behaviours which underpin our School ethos are:

1. I am ready to learn.
2. I am following instructions.
3. I am showing good manners.
4. I am looking after our school.
5. I am showing respect all the time.
6. I am showing good sitting, looking and listening.

All adults discuss what expected behaviour looks like in school and so that children understand what low level disruption to learning looks like. Low level disruption to learning is not acceptable. Any time a child does not follow the Golden Behaviour we record the behaviour on a recording sheet. Typically, in most cases of unsafe behaviour, an adult will be able to manage through talk. This will make the child aware of why the behaviour is not appropriate and what is expected, moving forward. Any behaviour falls below the expectations of the school Golden Behaviours requires some level of intervention. The following is a pathway of what to do:

	Behaviour	How we respond
	Golden Reminder All children from reception to Year 6 will receive one Golden Reminder which is recorded on the behaviour log. This is after a verbal reminder.	All children in key stage 1 and 2 will miss 5 minutes off their playtime and stand on the line on the playground (weather permitting). All adults will discuss the Golden Reminder with the child. Children will miss 5 minutes from their weekly Golden Time.
	Level 1	
Use a reminder when a child Shows level 1 behaviour and is given the opportunity to make a positive choice	1. I am not ready to learn. 2. I am not following instructions. 3. I am not showing good manners. 4. I am not looking after our school. 5. I am not showing respect to others. 6. I am not showing good sitting, looking or listening.	EYFS -discuss behaviour with adult and have reflection time. KS1 and KS2 - discussion with adult and miss playtime KS1 and KS2 - miss 5 minutes from Golden Time to discuss behaviour Children will miss 10 minutes from their weekly Golden Time.

	Level 2 1. I continue not to be ready to learn. 2. I continue not to follow instructions. 3. I continue not to look after our school. 4. I continue not to show respect to others. 5. I have physically hurt someone. 6. I have used racist, sexist, homophobic or discriminatory words. Children who disrupt the learning for other children will be sent out of the class and automatically receive a consequence. Disrupting the learning of others is not acceptable.	How we respond EYFS - adult discussion and have a reflection time. Golden Time missed and Golden target set. Parents are contacted if children have more than two level 2s (class teacher first, then key stage leader or senior leader). KS1 -Discussion with an adult and a quiet activity in a designated room (changed termly). KS2 - adult discussion and miss 3 playtimes. Children will miss all of their weekly Golden Time.
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All adults should use the signal for attention which can be found in the appendix.

Foundation Stage (Nursery and Reception)

- The same expectations of behaviour are followed in Nursery and Reception but with some minor adjustments, taking account of their age.
- Children are learning how to regulate their behaviour and what appropriate behaviour is and therefore a greater emphasis is placed upon demonstrating what 'golden' behaviour is and praising children who show it.
- If children need support or guidance on following the golden behaviours, they will be offered time with support in the quiet corner. There are resources to support the child and the adult will discuss the child's behaviour with them.

Lunchtime Arrangements- Happy Lunchtimes!

- At the beginning of every half term all pupils in each class will be reminded of the expected behaviour during lessons, lunch and play times in and around school.
- This is the time when the children have the most freedom, so it is important that their midday break is 'quality time' and they have appropriate equipment to use on the playground.
- Children will sit in their House Teams at lunchtime and can receive 'pom poms' at lunchtime, collectively for their class to encourage teamwork. The class with the most 'pom poms' by the end of the week wins the 'Golden Lunchbox' and are awarded a 15-minute treat. This is announced and celebrated during our schools weekly Achievements Assembly, alongside a mention in our school newsletter.
- Each midday can nominate one child each week who has demonstrate good behaviour at lunchtimes. Those nominated are awarded with the Happy Lunchtimes Award and given a certificate in our weekly Achievements Assembly. This is also acknowledged in our weekly school newsletter.
- Children who demonstrate good behaviour will sit at a special reward table. Once a term each midday will invite 2 children to sit with them at the 'Table of Awesomeness'.
- Follows the same principles of application, rewards and consequence as outlined above and all midday supervisors will adhere to the Golden Behaviours and respond according to the policy.
- Midday supervisors should encourage children to eat politely, sensibly, have conversations with those children sitting near to them at the table, and correct those children who do not hold cutlery correctly, or who show poor table manners etc.
- Behaviour in the dining hall should be controlled and the noise level should be acceptable. A peaceful hall helps the children feel safe and gives them all equal opportunity to learn essential life skills. We encourage children to talk quietly to the person next to them - we have called this 'ninja mode'. We use a noise-o-meter to support the children with this. When all children manage to talk quietly in the hall, they are awarded a 'Gold Ninja Star' at the end of lunchtime. If they earn a 'Gold Ninja Star' on 4 consecutive days, they are awarded with an extra 15-minute playtime. The middays will help by doing a countdown and showing an orange 'spy mode' card as a reminder to talk quietly. If the children refuse to follow instructions, they are given another countdown and shown a red 'Ninja Mode' card. This means the children do not earn a gold star for that day and must start again to earn their 'four in a row'.
- There is a reflection area outside that children can use, or be supported to use, if they feel unsettled before or during lunch.
- The pastoral team will support children in the Rainbow Room at lunchtime.
- Children are expected to show 'Golden' behaviour at lunchtime.

- Midday Supervisors liaise daily with class teachers regarding with behaviour, with the pastoral team and have a half-termly meeting with the headteacher. The midday supervisor will report any behaviour verbally to the class teacher and log behaviour on a lunch time tracking sheet.
- In the event of serious incidents at lunchtime, the Headteacher, Deputy Headteachers or Key Stage Leaders must be informed immediately or as soon as practicable in order that appropriate action is taken.
- Pastoral Manager/Pastoral team are on the playground every lunchtime.
- Midday supervisors must follow the procedures as set out in Individual Behaviour Plans for some pupils. A copy of the behaviour plan will be made available by class teachers for midday supervisors to read.
- The Pastoral Team will send texts to parents regarding lunchtime behaviour and consequences. This will also be recorded in school.
- SENCO and senior staff must inform senior midday supervisor of pupils with diagnosed conditions that may affect their behaviour e.g. ADHD, Autism.
- Behaviour is still recorded and monitored against the golden behaviours.

Removal from class

If children persistently refuse to follow instructions given or demonstrate persistently unsafe behaviour they will be removed from the classroom for a limited time. This sanction should only be used when necessary and once other strategies in the classroom have been attempted, is so extreme to warrant immediate removal. Removal should be used for the following reasons only:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe place.

Removal should be distinguished from the use of separation spaces e.g., nurture rooms for non-disciplinary reason. Any removal will be for an appropriate period time depending on the child's needs and individual behaviour plans. Reintegration into the classroom or other area in school should be included on a behaviour plan.

Information recorded will be analysed to identify any patterns and used to support the child. Parents or carers should be informed on the same day if their child has been removed from the classroom.

Serious Incidents

We deem a serious incident to be when a child has behaved in a way, which has caused physical or emotional harm or put themselves and/or others in significant danger and/or where measures of management have been used over and above what is everyday practice. All serious incidents will be reported to parents/carers. In taking these decisions the school refers to the DFE's document; <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> - advice for head teacher and guidance for governing body.

Physical Interaction

All staff have a duty of care to keep all the children in All Saints safe. It is rare but sometimes to ensure safety, staff may have to physically interact with children. These instances occur when a child risks harm to themselves; others and/or the environment around them.

Reference to statutory guidance and the document 'Guidance on the Use of Force and Physical Intervention'. <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-withchildrenand-young-people/interagency-safeguarding-procedures>

The Team Teach programme trained staff on how to effectively hold children in the event of potential serious harm. The incident is then recorded using a bound and numbered book.

Restorative Conversation

- A member of staff who was not involved in the incident will facilitate this process.
- A restorative conversation will take place between the child and the adult who gave the sanction to the child.
- This is primarily to maintain a positive relationship between adult and child.
- The 'conversation' should take no longer than 10 minutes.
- The conversation should finish positively.
- It is an opportunity for the adult to explain the reason for the sanction – in an atmosphere of calm and reflection. There is often an opportunity for the adult and child to apologise.
- Positive relations must be maintained.

Tracking Behaviour

Class teachers and class- based teaching assistants are responsible for recording children's levels on a class-tracking sheet with a level 1 or 2 daily. (**Appendix**)

Class teachers must also record whether the parent/carer has been contacted.

The child's golden time target must also be recorded so the child knows how to take steps to improve their behaviour (EYFS and KS1 by adult and KS2 child records their own target after discussion with an adult) and take ownership/regulate of their own behaviour.

A behaviour incident form (ABCC) (**Appendix**) would only be completed in the case of a major incident. The ABCC forms will be discussed by the teachers and teaching assistants in the phase during planning meetings on a regular basis, and possible patterns, triggers and strategies will be discussed. Further concerns would be discussed with the headteacher as appropriate. ABCC forms will only be escalated to the headteacher (or other SLT members in the headteacher's absence) if the behaviour is excludable.

The class tracking sheets are given in once a week on a Friday and the details are transferred to a central system. The pastoral team review the data and check in with any children needing this. This data is shared with all staff termly and the pastoral team plan interventions and support to ensure pupils receive the support they need. Meetings will be arranged between class teachers, parent and child to discuss the behaviour. Further meetings may be arranged if there is not an improvement in behaviour between the headteacher, parent and child.

All adults must log ABCC forms on CPOMS and the Learning Mentor will log the behaviour incidents recorded on the weekly logs on CPOMS.

Bullying

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

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

Bullying can include:

Emotional- Being unfriendly, excluding, tormenting

Physical- Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial- Racial taunts, graffiti, gestures, racist names Recording and Reporting Racist Incidents Guidance

Sexual- Unwanted physical contact or sexually abusive comments. Homophobic because of, or focusing on the issue of sexuality

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 or gaming sites

Our anti bullying policy details of our school's approach to preventing and addressing bullying.

Child on Child Abuse

Following any report of child-on-child abuse offline or online, we will follow the safeguarding principles set out in our Safeguarding Policy and Keeping Children Safe in Education (KCSIE) - especially Part 5.

Schools should never normalise abusive language or behaviour including sexual language by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Responding assertively to inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned on a case-by-case basis.

Malicious allegations – See Safeguarding & Child Protection Policy

Confiscation, screening and searching pupils – See Appendix

Prejudice

When a child experiences an instance when they are treated differently because of any aspect of their race, religion, gender, sexual orientation or ability, this incident is recorded formally at county level and parents of both parties are informed. As with all instances of unsafe behaviour, the child who instigated the prejudice will work with a member of staff and the incident recorded as per our record system.

Exclusions

There is no specific behaviour that will necessarily result in any type of exclusion or suspensions. We accept that we have to adapt our expectations to give all of our children a fair chance, so that means we will always strive to accommodate everyone in ways which suit them. We do this to the best of our ability and with the resources afforded to us as a mainstream primary school.

- The decision to exclude a child from school, including exclusion at lunch-time, can only be made by the Headteacher.
- Headteachers can use suspension permanent exclusion in response to serious incident or in response to persistent poor behaviour which has not improved following in school, sanctions and intervention <https://www.gov.uk/government/publications/school-exclusion>

- It is important that parents/carers are kept fully informed if there is likely to be an exclusion. A phone call, followed by a letter alerting parents/carers to the likelihood of an exclusion, will be sent prior to the exclusion being actioned, or a meeting with parents.
- The school follows the Local Authority's procedure for fixed term or permanent exclusions.

The power to discipline beyond the school gate

As a school we will respond to concerns regarding children's behaviour outside of school which could:

- have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Pupils, parents and staff are advised to inform school if they have any concerns.

Each concern will be dealt with based on the nature of the incident.

Pupil allegations against staff

We follow safeguarding and staff discipline policies in dealing with any allegations against staff.

We deal with any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Where the allegation is determined to be **false** or **malicious** – additional support is offered for the pupil, family and member of staff and advice may be sought from the local authority as to the best course of action moving forward.

Depending on the nature and severity of the allegation a course of action will take place to ensure the continued effective provision of learning and relationships between the child and the staff and school. This may result in a short term exclusion in order to ensure effective plans are in place to mitigate the risk to the school and staff.

Specific circumstances - School trips/visits/swimming/PE

Following the guidance of the Equality Act 2010, we endeavour to provide all children with full access to the school curriculum: this includes educational visits and trips.

If a child has significant difficulties where an activity may pose additional risks for that child or the safety of others, we will work closely with staff and parents to develop a plan of support in order for the child to attend the trip and ensure the best possible outcome for all involved. This may involve for example: additional staffing, different modes of transport, and amended visit time/structure of the visit.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm due to abuse, child on child or bullying.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Training

Staff Development and Support The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of this policy.

Pupil Support Systems and Involvement of outside agencies The school works positively with external agencies such as STS (Specialist teaching Service) and the Child Educational Psychology Service. It seeks appropriate support from them to ensure that the needs of all pupils are met by publicize the range of external support available. In some circumstances extra child and family support may be sought and the Early Helps would be used. Pastoral Support may be put in place for those pupils who do not respond to school actions to combat disaffection and are at serious risk of permanent exclusion.

Appendix

COUNTDOWNS

Key Stage 1 and 2 (Years 1,2,3,4,5,& 6)

Countdowns for instructions are used by all adults working in the school. The signal for attention is a raised hand in the air with the children looking at the member of staff in silence, as the member of staff counts down from 5 to 0.

Years 1 and 2 also use a commentary for each number in countdown.

On reaching zero, Key Stage 1 and 2 children are expected to have their arms folded or at their sides, looking towards the member of staff, giving eye contact. This is used by all adults at any time during the school day.

Foundation Stage (Nursery and Reception)

The signal for attention is Count down from 5 to 0 and 'show me your fingers' (in the air). Children are expected to stop what they are doing and face member of staff and listen for further instruction.

Appendix

ABCC (Antecedent, Behaviour, Consequences/ Outcome and Communication)

All Saints CE Primary School and Nursey

ABCC form

Pupil: _____ Year: _____



Date Day Time	Antecedent <i>Describe the context in which the behaviour occurred- the lesson/ playtime/lunchtime, member of staff involved, what others were doing, what happened before...</i>	Behaviour <i>Describe the events factually</i>	Consequences/ Outcome <i>What happened next? Not just a behaviour consequence but also actual events that followed or were a result of the behaviour</i>	Communication <i>What do you feel the behaviour was trying to communicate?</i>

Form completed by: _____

Appendix

Weekly behaviour tracking sheet

Weekly behaviour tracking sheet

Date:

Class:

Recording - 1- minor support needed, 2- repeated support needed on a few occasions/ disruption on a few occasions 3- lots of support needed (ABCC form to be completed for a level 3) also could you write a brief comment on what the behaviour was for 1 & 2.

[illegible]

Appendix

How we support children with additional SEMH needs

In addition to the above, we have package of therapeutic support for specific difficulties. Children having difficulties are identified through members of staff, parents or other children raising a concern, or as a result of school tracking showing that there is a change in behaviour(s).

Following the identification of a child with additional SEMH needs, we:

- Meet with staff, child and parents to explore the issues and develop a plan or approach (A key approach is non-judgemental listening)
- Observe the child in lessons including a review of approaches to teaching, classroom environment, access to learning and relationships

Following this, support will be given in a range of ways:

Regulation times	Access to: - A quiet area/member of staff - Rainbow Room - Physical / Sensory activities	Enable children to regulate before going into class before school/ after break/dinner etc.
Self-Elected withdrawal	Child can ask teacher to leave the room to go to a specific place e.g. Inclusion office, Pastoral team room. NB: Child may be angry – use limited talk or discussion. This is a strategy that has been discussed and planned for.	Enable children to develop skills to recognize their own dysregulation and remove themselves from the situation. Enables an adult to be close by and support the child to regulate – where needed and when the child is ready.
Anger management support	1 to 1 or small group work working with pastoral team, family support worker or other support staff trained in anger management. Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.	Support child in developing approaches to managing these feelings.
Sensory Assessment	Use of sensory checklist	To identify sensory needs and triggers in order to develop provision for that child.
Pastoral team Support	- In class support - Transition support from activities/ break etc - Small 1 to1 or focus groups - Daily / regular check ins - targeted support in the playground - Pastoral room	Provide overall support for children's mental health and emotional needs in order to reduce anxiety
Individual Support Targets	Short term targets for pupils to address a specific issue. Written with the child and usually reviewed at the end of each lesson/ break (daily sticker charts or daily reports)	This approach is not suitable for all children – especially those with more complex needs or trauma and should only be used following discussion with the appropriate

		external support (STS or E.P.)
In class amended provision	Busy boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places (e.g. tent), reset time or other activities specific to the child Child working on floor rather than at a table	To help children remain regulated in order for them to access learning.
External Support and or assessments	A range of support: School Nurse Family support worker Pupil Support Worker Educational Psychologist Communication and Autism Team Health visitors Health professionals (including G.P., medical consultants) Specialist Teacher Service CAHMs	To provide a range of assessments and support for more complex needs – including individual assessment and family support.

Appendix

Confiscation, screening and searching pupils

At All Saints, staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue. The teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Headteacher and authorized staff do have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

This reflects current guidance from the DFE *Searching, screening and confiscation: advice for schools (2022)*.