



YORK HOUSE

Behaviour Policy

Reviewed September 2025

This policy applies to all sections of York House School, including EYFS.

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The School's Moral Code

York House School is determined to foster high standards of behaviour, principles and moral standards at all times in an atmosphere which encourages good behaviour to emerge naturally rather than demands it to be imposed. Good behaviour and respect for other people will ensure emotional and physical well-being and allow the development of the skills and talents of each individual. York House understands that under the Equality Act 2010, reasonable adjustments can be made to this policy in relation to pupils who have special education needs/behaviour.

This policy is in alignment with the Behaviour and Discipline in Schools 2014 and with regard to the Behaviour in Schools (September 2022) and KCSIE (2022)

The Behaviour Policy Aims to:-

- Ensure pupil safety
- Promote good behaviour amongst pupils
- Protect the environment
- Teach pupils self-control and subsequently to take responsibility and be accountable for their actions
- Teach pupils that actions and choices have consequences
- Allow a pupil to develop and demonstrate positive abilities and attitudes
- Sets out the sanctions to be adopted should a pupil misbehave
- Indicates that the policy and procedures can be adapted in the light of particular circumstances

Pupil Aims – The York House Way:

The York House Way is very much the basis and foundation of our pastoral care. Through our pupils aims we proactively focus on the character of the pupil by instilling important values that help build positive, resilient, respectful, responsible, empathetic young men and women. We set our pupils clear goals to aspire to which come in three main principles or pupil aims and call this commitment to personal development "The York House Way."

1. Positive Outlook
2. Self-Reliance
3. Leaving People & Places Better Than When You Found Them

Overview – Appendix A

RULER

RULER is a research informed programme from Yale University. This research has shown that students using RULER have better academic performance. It improves school climate, increases students' emotional intelligence and social skills, decreases anxiety and depression and students using RULER are less likely to bully other students.

The RULER approach has been a welcomed inclusion to everyday life here at York House, working in harmony with the York House Way in creating truly empathetic, caring students who understand their emotions and feelings, as well as the emotions of others. By learning how to recognise and understand all of their emotions from a young age, they are then more capable of labelling, expressing and regulating themselves, which can help them cope more effectively in a variety of situations. Our more senior students will be expected to engage maturely in restorative, reflective discussions with their form tutors if any mistakes have been made. They are encouraged to talk about how they felt about what happened, how others involved may have felt, to take responsibility for their actions and to come up with positive plans to ensure that they have learnt and grown from the situation.

Manners and Courtesy of Pupils

It is one of the school aims to, 'Leave People and Places Better than we Find Them'. Pupils are expected to show respect to others at all times, understanding the importance of and demonstrating kindness, manners and courtesy towards all staff and their peers.

- Pupils should show respect to all members of school staff, and not only to those who teach them, addressing staff correctly and politely.
- Similarly, they should address one another appropriately, not using offensive or hurtful nicknames, or bad language.
- Pupils are asked to stand up when an adult enters the classroom
- We expect good table manners and for pupils to clear their own plates at lunch
- Pupils are encouraged to stand aside for others in narrow corridors, and to hold doors open for adults and for each other.
- A high standard of manners and respect is expected from children taken out of school (e.g. to a match or trips). They should be reminded on every occasion that they are ambassadors for York House and representing the school. Equally high standards should be expected when they are hosts to a visiting team.

Role of Staff

All staff support the school ethos of encouragement to promote positive attitudes by using praise as a priority and wherever applicable. Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and students and a consistency of practice is needed across the school to ensure that students know the standard of behaviour expected of them.

To ensure that staff are consistent in their approach, they are reminded annually to make themselves aware of the content of the policy. Weekly Pastoral Leadership Team (PLT) and regular staff meetings are held with discussions related to supporting or celebrating individual children; this also ensures that staff are made aware of any current behavioural issues with proactive action plans that are in place.

The Behaviour Policy is discussed with all new staff as part of the induction process. Professional development is also supported through the attendance of selected staff on relevant courses that address behaviour management.

A system of rewards is used to recognise and promote good work and effort, and is detailed below. Staff should always recognise good work and behaviour by word of praise or written comment in books.

Poor behaviour and breaches of discipline are dealt with by the sanctions described below, and also in relation to the policies for bullying, equal opportunities or special educational needs.

System of Support - Rewards and Sanctions

Through our rewards and sanctions, we aim to create and promote a safe, positive and productive learning environment through praise, self-reflection and inspiring positive choices. Overview See Appendix B

Rewards

Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's expectations, values, culture and ethos. First and foremost, we aim as a School to use praise and rewards to reinforce and promote positive behaviour. This is achieved in a variety of ways which include:-

- Verbal praise and positive feedback
- Written praise on pupils' work, in the Newsletter, Yorkist and other School publications
- Display of pupils' work around the School
- Celebrating success in assemblies
- Use of stars, commendations, badges and awards, including termly and yearly prizes
- Positions of Responsibility
- House System

Rewards and sanctions are entered and recorded on the Trackit lights behaviour management system (Year 5-8), records are kept by Years 3 and 4, all stars, stripes and commendations are recorded on iSAMS.

The House System

Our House System is well established and gives pupils the opportunity to take part in a number of school events against each other and compete for the ultimate prize of the House Cup. From Sports Day to House Netball, from the House Debate to the Music Competition, all pupils are encouraged to feel part of their House and motivated to earn stars for the House Flag.

Stars

Stars may be given for excellent work, good manners or behaviour. They are recorded on ISAMS and count towards a pupils House totals. Pupils with a weekly total of 10 stars or more are recognised at sectional assembly with their names read out by the Head of Section.

Commendations

These are written on cream (3 star) or silver (5 star) certificates and are awarded for outstanding effort or achievement as well as kindness, manners, respect and taking responsibility around school. Commendations are signed when submitted by the pupil, in person, to the Deputy Headmaster or Headmaster and the star totals are entered onto ISAMS to contribute towards their House.

House Badges

House badges are awarded to the pupils in each House who have the highest weekly totals for their section. The House Flag is awarded to the house each week which achieves the highest average score per pupil.

York House Way/Pupil Aim Badges

These are awarded each half term in sectional assemblies to pupils exhibiting the York House Way or pupil aims (Self Reliance, Positive Outlook and Leaving People and Places Better).

Sanctions

Sanctions are inevitably necessary on occasion to preserve the culture and values of the school and define what is acceptable or unacceptable behaviour. They ensure the safety of pupils and staff and restore a calm and positive learning environment in which all pupils can learn and thrive, preventing the recurrence of misbehaviour. Through sanctions support is given to pupils by providing the opportunity for them to reflect and take responsibility for their actions, learning from their mistakes in order to make positive adjustments and better decisions in the future.

The following sanctions are used at York House School, depending on the severity of behaviour:

Verbal Warning/Name on the board

Effective for the majority of children. These should be given, where possible before issuing a Warning in order to set clear expectations and give pupils the opportunity to rectify their behaviour. This can be in the form of verbal warning, pencil warning or name on board.

Written record is kept of sanctions which are for matters over and above the expedient of a verbal warning.

Warnings

Warnings are given for a lack of effort, disorganisation, low level disruption and minor offences. Warnings set clear expectations of appropriate behaviour and allow pupils the opportunity to learn and make better decisions in the future. Warnings are recorded and shared with form tutors so that a follow-up, restorative conversation can occur.

Three warnings in a half term equal one Stripe.

Stripes

These are given for offences related to behavioural issues which are more serious or for three warnings in a half term. If one stripe is gained that child will be seen by their Head of Section for a follow up discussion and to decide an appropriate consequence helping pupils to understand the severity of their actions and to discourage repeat offences. The incident will be logged on ISAMS and the pupil's family will be contacted. Two stripes in a half term and that pupil goes to the Assistant Head (Pastoral) for further follow-up and support.

Examples of consequences may include:

- loss of privileges -missing a trip, activity, fixture or the loss of a prized responsibility;
- catch up sessions - to complete work or written tasks such as an account of behaviour, research or apology letter;
- school based community service, such as tidying a classroom;
- Daily behaviour or effort report cards - signed by teaching staff throughout the day and checked by tutors. Grades related to personal objectives and expectations set by pupil.

In the event of a high number of stripes the pupil is sent, in the first instance to the Deputy Head and if poor behaviour continues to the Headmaster.

Removal from Class

If disruptive behaviour continues in lessons despite the pupil been given the opportunity to rectify their behaviour, the pupil can be removed from that lesson in order to allow teaching to continue in a calm and productive manner and for that pupil

to have time out from the lesson in order to reflect and compose themselves so that that they can return without further incident. In these situations a member of senior management should be called upon either by email, phone, walkie talkie or by sending a reliable pupil in order to remove that pupil safely and reintegrate them back into lessons.

Catch up Sessions:

Teaching staff can ask pupils to catch up with work missed at break times on their own accord. A weekly catch up session, supervised by a member of SLT has been created to give opportunities for pupils to catch up on missed work due to lack of effort or poor behaviour. Staff will share name, subject and work to be completed ahead of the catch up session. As well as being a deterrent it also provides an opportunity to help pupils stay on top of their work and not fall further behind.

Internal/ External Suspensions

These are usually overseen by the Assistant Head (Pastoral) or Deputy Head and are for serious behavioural offences.

If a situation arises whereby the measures above are inadequate to solve the behavioural problems because:-

- A serious breach of conduct has occurred
- A child takes up a disproportionate amount of staff time, to the detriment of the education of others
- A serious bullying issue (refer to Anti-Bullying Policy)
- An evidence of child on child abuse (refer to Child on child abuse)
- Others are put at risk

Then the matter will be referred to the Headmaster, who will consider the circumstances and take further action, including suspension or exclusion if necessary.

Exclusion Policy

We are fortunate that exclusions are very rare but in the event that this may arise, only the Headmaster (or his Deputy, in the Head's absence) can exclude a pupil, in consultation with the parents involved and Chairman of Governors. Pupils may be excluded for one or more fixed periods, or permanently.

Fixed Periods

For serious breaches of the school's behaviour policy, pupils can be excluded for one or more fixed term periods.

A decision to exclude a pupil permanently will only be taken at a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g.

- serious assault, actual or threatened, against a pupil or member of staff
- supplying an illegal material
- carrying an offensive weapon

Alternatives

Before resorting to exclusion the school will normally try alternative solutions, for example:

- a restorative justice process – whereby the harm caused to a ‘victim’ can be redressed
- internal exclusion (removal from class, but not the site)

Inappropriate Exclusion

The school does not see exclusion as normally appropriate in the following cases:

- minor breaches of discipline
- poor academic performance

Online Behaviour

Actions for internal concerns:

Online activity is monitored through Impero. If a concern is raised around the use of technology within school, the schools normal behaviour and conduct procedures will be followed and supported by the Student’s form teacher and potentially school’s Pastoral team. Safeguarding concerns will be reported through CPOMS and followed up by the Safeguarding Team.

Reported external incidents of misuse:

If an external inappropriate use of technology is reported to school, the school will act to ensure that the well-being and safety of our school community is protected.

It is the school’s position to investigate and take appropriate action if reported child on child social media interaction or general posting has a negative impact on a member of the school community. Any such posts considered to be inappropriate or negatively impactful are subject to the school behaviour sanctions, regardless of where, when or which platform was used.

Parental Co-operation

We understand the importance of the partnership between school and families working together to help pupils make positive decisions and thrive. Families are encouraged to support good behaviour and positive habits in their children, upholding our school values and pupil aims.. Parental co-operation forms part of the contract between the school and all families of pupils at the school. A refusal to abide by the terms of an exclusion may be considered a breach of contract. Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without informing the Headmaster, Head of Pre Prep, Head of Lower, Middle or Upper School, Assistant or Deputy Headmaster as appropriate.

Appeals

Parents are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to the Chairman of Governors at the

school. A hearing will be set up under usual circumstances within ten normal, working school days at the latest. The Governor's decision is final.

Continuing Education

The School will continue to provide education for a pupil who remains on roll and in the case of an exclusion of more than 15 days, the school will consider:

- how the pupil's education will continue
- how the pupil's problems might be addressed in the interim
- reintegration post-exclusion

Corporal Punishment

In accordance with the law, there is no corporal punishment allowed by the school.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Managing Pupil Transition

We carefully manage the transition of the children, not only from EYFS through to Lower, Middle and Upper but also in preparing children for their senior school placement in Year Seven and Nine. A particular strength of the school is the relationship staff develop with the children and families. Children have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools. Ex-pupils come back to the school on a regular basis most notably as Gap students.

Record of Serious Sanctions Log

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Deputy Headmaster and added to the Serious Sanction Log on iSAMS.

Please refer to our Exclusion Policy for extreme cases, and also to our Anti-Bullying Policy.

Duties under the Equality Act 2010

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school will take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not

be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include: differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with a pupil. Adjustments will be made according to the pupils' specific needs.

Support systems for pupils, parents and other agencies

In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support.

Malicious accusations

If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmaster will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. York House takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

Screening, Searching pupils and confiscating their belongings
See Appendix C

Restraint, Physical Contact and Intervention Guidelines - Please also see the separate Guidelines

Reasonable force: 'reasonable' means 'using no more force than is needed' and that the use of force may involve passive physical contact or active physical contact. The guide states that 'no-contact' policies leave staff unable to protect pupils and encourages schools to adopt sensible policies that allow and support staff to make appropriate physical contact. When considering the use of reasonable force towards children with SEND or medical conditions, the risks should be carefully considered. Individual behaviour plans and other forms of proactive behaviour support can reduce the need for reasonable force.

Conclusion

- Sanctions need to be applied fairly and consistently to all pupils.
- In cases of suspected bullying, there are set policies and procedures. (See Anti-Bullying Policy).
- All staff should be kept informed of sanctions.
- We do not accept any form of corporal punishment.
- We do not give lines.

Any staff needing help or advice in dealing with a particular incident/child should speak to the Assistant Head (Pastoral), Deputy Headmaster or Headmaster.

Behaviour Policy - Pre-Prep

In York House Pre Prep we follow the whole school behaviour policy, however, due to the age of the children there are age specific guidelines that we focus on in Pre Prep that are different from the Lower, Middle and Upper School.

In the Pre-Pre Department, children are encouraged to behave well and respect the feelings of others and feel a valued member of the school community. This is carried out through the following positive methods:

Through the use of RULER, our emotional intelligence programme that teaches children to understand and regulate their behaviour. RULER use four anchors: The class charter, The mood meter, the meta-moment and the blue print.

Each of these anchors are used by the class teacher and Pre Prep leadership team to enforce a positive behaviour message.

The Pre Prep classes also use a visual behaviour ladder to support and reinforce positive behaviour. The ladders are on display in the classroom and used regularly. Children start on York House at the start of the day and again after lunch, above the house is the sunshine and at the top is the learning star. Children are praised with stars and a 'Marvellous Me' for reaching the star.

Star Charts

25 stars	a badge
50 stars	a bronze certificate signed by Form Teacher
75 stars	a treat from the goodie jar
100 stars	a silver certificate signed by Head of Pre-Prep
125 stars	a book
150 stars	a gold certificate signed by The Head of Lower or Middle School

Sanctions

Poor Behaviour is always dealt with in relation to the policies for bullying, equal opportunities or special educational needs.

If a child is disrupting the learning or making unacceptable behaviour choices, then this is dealt with by using the behaviour ladder, children are moved down to the meta-moment/thinking cloud to change/reflect on their behaviour.

Reflection Tools include:

- Slime timers or slime sticks
- Counting to ten
- Deep breaths

- Thinking time

If there is a persistent problem the teacher will discuss methods of working this through both with the Head of Pre-Prep as well as parents as required.

Staff will ensure they are using the Meta-Moment, Mood Meter, Class charter and blue print regularly to support children's emotional well-being.

If a situation arises whereby the measures above are inadequate to solve the behavioural problems because:-

- A serious breach of conduct has occurred
- A child takes up a disproportionate amount of staff time, to the detriment of the education of others
- A serious bullying issue (refer to Anti-Bullying Policy)
- Others are put at risk

Then the matter should be logged on ISAM and will be referred to the Deputy Head of Pre Prep for EYFS pupils and Head of Pre-Prep for Y1&Y2, who will consider the circumstances and take further action as needed.

Exclusion Policy

For information regarding the exclusion arrangements please refer to the main school behaviour policy.

Corporal Punishment

In accordance with the law there is no corporal punishment allowed by the school. Occasionally it may be necessary to restrain a child in an emergency in order to prevent injury or damage to property or other children/adults.

Involvement of Parents

Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and have the opportunity to raise with the school any issues arising from the operation of the policy.

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without informing the Deputy Head of Pre Prep for EYFS pupils and Head of Pre-Prep for Y1&Y2.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Conclusion

- Sanctions need to be applied fairly and consistently to all pupils.
- In cases of suspected bullying, there are set policies and procedures. (See Anti-Bullying Policy).
- All staff should be kept informed of sanctions.
- We do not accept any form of corporal punishment.

Any staff needing help or advice in dealing with a particular incident/child should speak to the Deputy Head of Pre Prep for EYFS pupils or Head of Pre-Prep.

Signed by:



Headmaster

Date: September 2025

Signed by:



Chair of Governors

Date: September 2025

Please see Policy Review Matrix for next review date

The York House Way

I take opportunities I give of my best I understand my emotions

Positive Outlook

I am adaptable I am resilient I love knowing things I communicate effectively

Self-Reliance

I take care of the environment I am kind I use technology wisely I am innovative and creative I understand the power of practice

Leaving People and Places Better

I can be a leader I am a collaborator and a team player I am inclusive and respectful

#TheYorkHouseWay #ProudtobeatYorkist

Appendix B

Screening, Searching pupils and confiscating their belongings

A range of documents, circulars and guidance for good practice govern these arrangements for screening pupils and searching their possessions. Key documents which inform this policy include:

- a. Searching, screening and confiscation advice (DfE July 2022)
- b. Coroners and Justice Act 2009
- c. Criminal Justice and Immigration Act 200
- d. Health and Safety at Work etc. Act 1974
- e. The Education Act 1996 Education and inspections act 2006 section 89
- f. The Education and Inspections Act 2006
- g. The Education (Independent School Standards) regulations 2014h. The Schools (Specification and Disposal of Articles) Regulations 2012
- i. Use of reasonable force (DfE 2013)
- j. Boarding Schools National Minimum Standards, standard 15 (5 Sept 2022)

Before screening or conducting a search of a pupil, the school will consider its obligations under the European Convention of Human Rights. School staff can search a pupil for any item if the pupil agrees. However, the ability to consent may be influenced by the child's age; individual needs; learning difficulties or other factors which need to be taken into account.

Role of Head

- The Head will oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained that safeguards the welfare of all pupils and staff with the support of the DSL (or deputy).
- A sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.
- However, it is vital that all staff understand their rights and the rights of the pupil who is being searched and to ensure this is the case, this is explained at induction and each year at INSET.

DSL Involvement

- DSL (or deputy) and Head will be informed of any incident where a child is in possession of a prohibited item in the list below. The member of staff involved in the search must involve DSL (or deputy) without delay if the search reveals a safeguarding risk.
- If DSL (or deputy) finds any evidence that a child is at risk of harm they will make a referral to children's social care services immediately (as in KCSIE Part 1)

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the School suspects has been or is likely to be used to commit an offence to cause personal injury, or to damage the property of, any person (including the pupil)
- Any other item banned by School rules and identified within the rules as one that can be searched for

Before searching

1. If a member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
2. They should tell the Headteacher or Deputy Head and DSL immediately before starting a search, unless the pupil or others are at risk.
3. An authorised member of staff should then risk assess the urgency of the search and consider risk to pupils and staff.
4. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
5. The authorised member of staff should always try to seek the co-operation of the pupil before conducting the search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:
 - Are in possession of a prohibited item
 - Do not understand the instruction
 - Are unaware of what a search may involve
 - Have had a previous distressing experience of being searched

6. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly

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

8. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in paragraph 3, but not to search for items which are identified only in the school rules. Guidance on use of reasonable force can be found in a separate policy. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

During the search

- An appropriate location for the search should be found. Where possible, this should be away from other pupils.
- The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
- The member of staff conducting the search must be of the same sex as the pupil being searched.
- There must be another member of staff present as a witness to the search.
- There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:
 1. If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
 2. In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
 3. When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

What can be searched

- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

- The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. (On trips outside England the law of that country should be followed)
- The School is able to search lockers, desks and other furniture for any item provided the pupil agrees.
- Any pupil using a school locker, desk or other furniture consents to having these places searched for any item, whether or not they are present, as a condition of being a member of the School.
- The member of staff may use a metal detector to assist with the search.
- The member of staff's power to search outlined does not enable them to conduct a strip search.

Strip Searching

- A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.
- While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times.
- Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.
- Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted.
- Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.
- Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- Parents should always be informed by a staff member once a strip search has taken place.
- The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Process that must be followed by police during a strip search

- Except in cases of urgency where there is risk of serious harm to the pupil or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the pupil, one of which must be the appropriate adult.
- If the pupil's parent would like to be the appropriate adult, the school will arrange for one where this where possible.

- Police officers carrying out the search must be of the same sex as the pupil being searched.

- An appropriate adult not of the same sex as the pupil being searched may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil being searched is permitted to be present, and the search must not be carried out in a location where the pupil could be seen by anyone else.

- Except in urgent cases as above, a search of a pupil may take place without an appropriate adult only if the pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search and the appropriate adult agrees.

- A record should be made of the pupil's decision and signed by the appropriate adult.

- The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances.

After the search

- Whether or not any items have been found as a result of any search, the school will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff must follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

- Staff will also consider if pastoral support is needed, an early help intervention or a referral to children's social care.

- If a pupil is found to be in possession of a prohibited item listed above, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

- Any search by a member of staff for a prohibited item and all searches conducted by police officers will be recorded on CPOMs, including whether or not an item is found.

The record will include

1. The date, time and location of the search
2. Which pupil was searched
3. Who conducted the search and any other adults or pupils present
4. What was being searched for
5. The reason for searching
6. What items, if any, were found
7. What follow-up action was taken as a consequence of the search.

The disposal of tobacco, alcohol, drugs and other prohibited items after the search

- If alcohol is seized the School may retain or dispose of it as thought appropriate but this does not include returning it to the pupil.

- If a controlled drug is seized it:

- a. It must be delivered to the Police as soon as reasonably practicable

- b. May be disposed of if the School thinks that there is a good reason to do so
- c. Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

- If a stolen article is seized:

- a. It must deliver it to the Police as soon as reasonably practicable. However, it would not be reasonable or desirable to involve the police in dealing with low value items
- b. It may be returned it to its owner (or, if returning it to its owner is not practicable, may be retained or disposed of) if the person thinks that there is a good reason to do so

- If tobacco or cigarette papers are seized the School may retain or dispose of them as thought appropriate but this does not include returning them to the pupil

- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil

- If a pornographic image is seized:

- a. It may be disposed of unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.

- b. Staff should never intentionally view any indecent image of a child.

- c. Staff must never copy, print, share, store or save such images

- d. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police

- If a weapon is seized, it must be passed to the police as soon as possible.

- Items that have been seized that (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of

- When an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police, returned to the owner, retained or disposed of.

Searching electronic devices

- Before searching electronic devices, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

- Staff may examine any data or files on an electronic device they have confiscated as a result of a search.

- If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

- When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

- If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.
- In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so.
- In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

Parent/guardians involvement

It is school policy to inform parents/guardians of the conduct and results of a search as soon as practicably possible.

Screening

Although the School does not possess the equipment to do so, it reserves the right to screen a pupil by a walk-through or hand-held metal detector even if they are not suspected of having a weapon and without the consent of the pupils.

Confiscation

- Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Complaints

Any complaints about searching are dealt with through the normal school complaints procedure.