



Behaviour & Relationships (Primary Phase) Procedural Instructions

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1. Related Policy

- 1.1 This Procedural Instruction facilitates the compliant implementation of the Trust's Behaviour and Relationships (Primary Phase) Policy.

2. Summary

- 2.1 Promoting positive behaviour, clear expectations and strong relationships is the responsibility of the school community as a whole. Specific roles are key behavioural ambassadors with specific responsibilities. These include:
- The **Headteacher** – in leading the creation and reinforcement of the school culture, ensuring it permeates through every aspect of school life; overseeing the operational implementation the behaviour and relationships policy and procedures, ensuring that it is applied fairly and consistently. It is also the responsibility of the headteacher to ensure the health, safety and welfare of pupils and staff and for repeated or very serious acts of poor behaviour, the headteacher holds responsibility for making the decision to suspend or permanently exclude pupils.
 - The **School Performance Review Board (SPRB)** – are responsible for challenging and supporting school leaders in their operational implementation of the behaviour and relationships policy and procedures. In addition to this, they will ensure that serious sanctions such as suspensions and permanent exclusions are used only as a last resort by sitting on permanent exclusion review panels.
 - **Senior Leaders** – are responsible for supporting the headteacher in the promotion and operational implementation of the behaviour and relationships policy and procedures, ensuring that they are a visible presence around school and known to the pupils; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils to ensure the culture of the school promotes positive behaviour.
 - The **Senior leader responsible for Pastoral Support/ behaviour** – is responsible for monitoring all aspects of the school's behaviour and relationships policy and its application, to promote equality for all pupils. They are also responsible for ensuring all staff receive appropriate training, including Early Career Teachers, so that they can meet their duties and functions within the behaviour and relationships policy and procedures.
 - The **SENCo (Special Educational Needs Co-ordinator)** – is responsible for ensuring that all staff have adequate training and support on how certain special educational needs, disabilities or mental health may pupils' behaviour and provide provisions, adjustments and interventions to manage this.
 - The **Teachers** – are responsible for creating a classroom culture in which all pupils feel they belong and feel safe; an environment where positive relationships are established that allows all pupils to thrive as individuals and as learners. This requires building trust, establishing clear routines and boundaries with consistently high expectations.
 - The **Learning Mentor** – is responsible for ensuring that each and every pupil gets the personal attention they need to ensure excellent standard of behaviour and great learning by creating a pastoral programme of care when adjustments are made.
- 2.2 This Procedural Instruction will describe the processes applicable to all staff, parents/carers, pupils and SPRB members in relation to behaviour and relationships.

3. Praise and Reward

- 3.1 Acknowledging good behaviour encourages repetition and communicates the Trust's expectations and values to all pupils. Using rewards and positive recognition provides an opportunity for all staff to strengthen the school's culture and ethos. Every pupil is special, and we regularly identify, reward and celebrate their many successes.
- 3.2 These successes can be in any aspect of school life. They include rewards for regular attendance, outstanding achievements or displaying the school's values etc. The Trust encourages use of a wide range of rewards ranging from simply saying well done or phone call home to issuing certificates and prizes. Schools hold regular celebration assemblies and special events, such as the annual presentation evening, to celebrate the achievements of its pupils.

4. Behaviour Management

- 4.1 At Pontefract Academies Trust all teachers should use a variety of strategies for managing the behaviour of pupils. Teachers should refer to the 'Classroom Culture toolkit' and use the appropriate recommended strategies to de-escalate poor behaviour, to re-engage and to avoid disruption to pupils own learning and that of others.
- 4.2 The classroom culture toolkit techniques will be used to prevent pupils from entering the Consequences system and prevent escalation through the consequence system. The Consequences system is not an alternative to the techniques teachers use in their teaching and behaviour management.
- 4.3 Effective and efficient behaviour management should mean that the consequences system is not used significantly because pace, challenge and positive framing should sustain and enthuse pupils. If the consequence system has been used significantly in a lesson or with a particular class, the Trust encourages teachers to reflect on the following key questions:
- Have I used preventative strategies from the classroom culture toolkit? Have I been consistent with the consequence system?
 - Have I planned for success to ensure I am meeting the academic needs of all pupils?
 - Have I planned an objective-driven lesson and shared my learning objectives and outcomes with pupils?
 - Am I using whole class and precise praise to reward pupils who are meeting my learning expectations?
 - Is the work challenging and exciting enough to engage pupils in learning?
 - Are the resources appropriate and readily available so that pace is maintained?
 - Have I used 'threshold' and greeted pupils at the door, making my high expectations clear at the beginning of the lesson?
 - Is my seating plan, right?
 - Have my instructions been clear?
 - Have I made compliance visible?
 - Are my systems and routines effective?

5. Conduct Outside of School

- 5.1 Pupils are encouraged to wear their uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the individual school or wider Trust. If a pupil is in uniform and on their way to or from school, or engaged in other activities off school premises, sanctions can be issued, and poor behaviour should be challenged.
- 5.2 Where poor behaviour occurs when a pupil is travelling to and from the school, the Trust reserves the right to issue a consequence, suspension or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.
- 5.3 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child to the police as soon as possible.
- 5.4 If a member of the public, school staff, parent/carer or pupil reports criminal behaviour, anti-social behaviour or a serious bullying incident to the school, the senior leader responsible for behaviour/ pastoral support must be informed.
- 5.5 If they consider that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Trust's Safeguarding and Child Protection Policy will be followed.
- 5.6 For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site.

6. The Trust's Consequence System

- 6.1 Pontefract Academies Trust acknowledges that pupils will not always behave perfectly, and the consequence system is designed to give pupils choices to correct their behaviour. Its principal role is to support learning by pupils being able to learn in a calm, orderly, safe environment where all pupils can thrive and make outstanding progress.
- 6.2 All teachers will use strategies that support pupils to adopt good behaviours that supports learning and builds strong relationships. If, despite these strategies, a pupil's behaviour does not meet the expectations of the teacher, the following system of consequences will be used:

Consequence level	Description of behaviour	Action to be taken
C1	Disruption to own or others learning- defiance, shouting out, refusal to work, inadequate work, distracting others, general repetition of poor learning behaviour choices.	• Pupil identified as having 'a chance to change' the behaviour pattern. • No consequences.
C2	Further disruption to own or others learning- defiance, shouting out, refusal to work, inadequate work. distracting others, general repetition of poor learning behaviour choices.	• Teacher records name on board. • C2 Recorded on BROMCOM • Expectations reminded in order to give the opportunity to realign the behaviour.

		Weekly monitoring of C2 by class teacher.
C3	Further disruption to own or others learning- defiance, shouting out, refusal to work, inadequate work. distracting others, general 'carrying on'. Indirect foul/language/ swearing. Damage to property (own, school and others).	- Teacher records name on board. - Teacher records C3 on BROMCOM. - KS1 pupil receives a 10-minute detention at the next break with the class teacher. - KS2 pupil receives a 15 minutes detention at the next break with the class teacher. - When appropriate, the teacher should make time for a pastoral discussion using restorative practice to ensure the pupil understands why they received the C3 and what they need to do in the future to improve their behaviour. Class teacher informs the parent.
Red Card	Continued disruption after a C3. Verbal/physical assault towards a peer or member of staff, damage to property, spitting. A severe one-off incident of negative behaviour.	- Teacher records name on the board. - Teacher records C4 on BROMCOM. - Teacher/SLT informs parent. - SLT/Learning Mentor to speak with the pupil in order to realign behaviours in class. - Fighting to remove the pupil from the situation with a member of SLT. - Pupil receives a 20-minute detention with a member of SLT. - SLT to have a pastoral discussion using restorative techniques to ensure the pupil understands why they received the red card and what they need to do in the future to improve their behaviour before they return to lessons. - Once restorative conversation has taken place, pupil to return to next lesson. - If pupil does not meet expectations following sanctions additional time/removal from sessions may be required. Where appropriate, the SLT will facilitate a restorative conversation with the teacher.
Severe	The following are given as examples and is not an exhaustive list: - Failure to meet expectation following detention, - Failure to attend a detention, - Persistent red cards, - Violence, verbal abuse or assault, - Possession of drugs/ alcohol, - Damage to property or theft, - Bullying, - Child on child abuse, - Fighting, - Failure to comply with a reasonable request from SLT, - Breaches to health and safety, - Sexual misconduct.	The following actions will be considered: - Extended detention with SLT, 1 or more sessions in an alternative classroom, - Completing work with the SLT/Learning Mentor, - SLT meeting with parents/carers, - Referral to outside agencies, - Multi agency assessment, - Step out at another school, - Managed move, - Partial timetable, - Alternative provision, - Suspension, - Inclusion panel, - Permanent exclusion.

	• Use of a mobile phone in and around school for purposes such as videoing / taking photos of staff or children.	
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- 6.3 The behaviour concerns listed in the matrix are not exhaustive. Any other behaviours which have a negative impact on learning or damage the reputation of the school or Trust will be sanctioned at a level which the school or Trust deems most appropriate.

7. Detentions

- 7.1 The school will issue a 10-20-minute detention for a breach of the Trust rules. Where possible, parents/carers will be notified on the same day as the detention. Detentions will take place at either break times or lunch times. Detentions will be recorded by school.
- 7.2 The school will determine what is inappropriate and unacceptable at all times. Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a pupil to complete a detention.
- 7.3 Within the detention, where appropriate, an opportunity for a restorative conversation will take place. The pupil should receive further guidance about what they did wrong, the impact of their actions, how they can do better in the future and what will happen if the behaviour fails to improve.
- 7.4 Pupils will be also offered support where necessary or given the opportunity to inform the member of pastoral staff of any perceived obstacles to improvement, such as their home circumstances.

8. Individual Behaviour Plans

- 8.1 When a pupil displays a pattern of negative behaviours that are a cause for concern, they may, with consultation with the SENCo/Inclusion Leader/Headteacher be placed on an individual behaviour plan.
- 8.2 This is an opportunity to ensure that adjustments are in place in order to support pupils that may have difficulties to access the curriculum and regulate.
- 8.3 Behaviour plans will be written alongside professionals such as Educational Psychology Services and are bespoke and personalised to the child, a One Page Profile may also be used (See the Trust SEND policy).

9. Phased Integration

- 9.1 As an alternative to suspensions the Headteacher may, in limited circumstances, make use of a phased reintegration to support a student. These must only be in place for a maximum of six weeks with clear targets to success. All phased reintegration must be submitted to the local authority with an agreed plan of re integration that includes review points (See Appendix A).
- 9.2 In exceptional circumstances with consultation from partner agencies and professionals a phased re integration may be extended to ensure the best outcomes for the pupil for success. This must be agreed by all parties including parents.
- 9.3 Phased Integration plans must be agreed by a member of the SLT with responsibility for Inclusion / Headteacher.

10. Managed Moves

- 10.1 A managed move will be considered for a pupil at risk of permanent exclusion with reference to the DFE - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement and Improving Behaviour documentation.
- 10.2 A managed move involves the transfer of a pupil who may be at risk of permanent exclusion to another school. This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer.

11. The Use of Alternative Provision

- 11.1 Where a pupil's behaviour leads to consideration of a placement in Alternative Provision, the school maintains clear responsibilities to ensure the pupil remains safe, engaged in learning, and supported in line with the Trust's safeguarding and child protection policy:
- 11.2 Before commissioning AP, the school must assess the quality, safety, and safeguarding arrangements of the provider. This includes reviewing their safeguarding policies and safer recruitment practices. The school remains responsible for the safeguarding of any pupil placed in AP, and must maintain regular contact with the provider, the pupil, and their family.
- 11.3 A named member of staff will monitor the pupil's progress, attendance, wellbeing, and the suitability of the placement, in collaboration with the AP provider.
- 11.4 Individual risk assessments will be completed prior to placement in AP and reviewed regularly.
- 11.5 The school must plan for ongoing inclusion and, where appropriate, reintegration into mainstream education, ensuring pupils are not marginalised or left unsupported
- 11.6 All decisions around behaviour interventions, including use of AP or sanctions such as suspension, are made with due regard to the pupil's rights, needs, and best interests, and in consultation with parents/carers and relevant professionals.

12. Suspensions

- 12.1 The school will use Fixed Term Suspensions when pupil behaviour seriously and negatively impacts on the learning and/or safety of pupils. Fixed Term Suspensions will also be used when the good order of the Trust is threatened and/or pupil behaviour could potentially damage the reputation of the Trust.
- 12.2 The Headteacher may suspend for the following reasons:
- Serious breaches of the Trust rules.
 - Repeated breaches of the Trust rules.
 - Refusal to engage with inclusion/internal support.
 - Repeated disruption whilst in inclusion/internal support.
 - Failure to comply with a reasonable request from the headteacher.
 - Failure to meet expectations in the reflection room.
 - Persistent or serious breaches of health and safety rules.
 - Persistent or serious verbal abuse of staff, other adults or pupils.
 - Possession of drugs and/or alcohol related offences.
 - Persistent Red Cards.
 - Persistent or serious willful damage to property.
 - Persistent or serious bullying.
 - Sexual misconduct (including up skirting which will be considered a serious and deliberate breach of the policy).
 - Child on child abuse.
 - Theft.
 - Making a serious false allegation against a member of staff.
 - Persistent or serious behaviour which calls into question the good name of the individual school or Trust.
 - Persistent defiance or disruption.
 - Assaults or fighting.
 - Other serious breaches of Trust rules.
- 12.3 All decisions to suspend are serious and only taken as a last resort. -
- 12.4 The length of any suspension is at the Headteachers discretion, and the length of exclusions may increase, over time, to reflect the continuing failure of a pupil to adhere to the Trusts rules.
- 12.5 No pupil will receive greater than 45 days' suspension in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that a Headteacher also retains the right to permanently exclude a pupil for persistent disruption and defiance even if they have not reached 45 days.
- 12.6 The Trust is keen to ensure a balance is met, between the use of Fixed Term suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Suspension period of five days for any single incident.
- 12.7 Whilst a suspension may still be an appropriate sanction, the headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, mental health issues or has been subject to bullying or provocation.

13. Permanent Exclusion

- 13.1 Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the headteacher must seek advice and guidance from the Executive Leadership Team.
- 13.2 A decision to exclude a pupil permanently should **only** be taken:
- ‘In response to serious 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 pupils or others in school’**
– DfE Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
- 13.3 The Headteacher will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These circumstances might include:
- Serious actual or threatened physical assault against another pupil or a member of staff.
 - Sexual abuse or assault.
 - Supplying an illegal drug.
 - Possession of an illegal drug with intent to supply.
 - Carrying an offensive weapon.
 - Making a malicious serious false allegation against a member of staff.
 - Potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm.
- 13.4 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Trust community.
- 13.5 The Headteacher may also permanently exclude a pupil for:
- Individual circumstances as described above; or
 - Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
 - Possession and/or use of an illegal drug or drug paraphernalia on school premises.
 - Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
 - Any serious incident which the school deems to be of an extremist nature.
 - An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

14. Suspensions and Exclusion review panels

- 14.1 All Trust schools are supported and challenged by SPRBs. Their primary function is to ensure that leaders in the schools are held accountable, in general terms but also how we deal with behaviour.
- 14.2 In line with DfE Guidance **‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’**, a meeting of the SPRB must be convened by the Clerk when:
- a pupil has received over 15 days’ exclusion in one term.

- recommendation of permanent exclusion is made by the headteacher for a one-off incident, or through the Consequences system.
 - it would result in the pupil missing a public examination or national curriculum test.
- 14.3 Suspension review panels will consist of at **least two members** from the SPRB, or, where necessary, other voluntary members of the Trust's Governance structure, who can hear the case impartially. If a two-member panel cannot reach a unanimous decision, the meeting must be rescheduled and reconvened with a three-member panel.
- 14.4 Permanent exclusion review panels **will comprise three members** of the SPRB, or, where necessary, other voluntary members of the Trust's Governance structure, who can hear the case impartially.
- 14.5 The Trust will make every effort to appoint non-staff SPRB members to suspension and exclusion panels. Where this is not possible, staff SPRB members will be selected from other schools within the Trust, with special attention given to avoiding conflicts of interest.
- 14.6 If any panel member has a connection with the pupil, knowledge of, or other connection to the incident that led to the exclusion which could represent a conflict of interest, which could affect their ability to act impartially, they should step down.
- 14.7 The SPRB can uphold an exclusion or direct the pupil's reinstatement, either immediately or on a particular date.
- 14.8 The meeting must be convened before 15th school day after the date of receipt of notice to consider the exclusion.
- 14.9 The Clerk will circulate the paperwork for the SPRB meeting to all parties invited to attend at least 5 days in advance of the meeting.
- 14.10 The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible prior to the meeting. The parent/carer may bring a friend or a legal representative if they wish.
- 14.11 The Headteacher and a member of the Senior Leadership Team will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting, however they are only permitted to make representations to the panel with the panel's express permission.
- 14.12 Within one school day of the meeting, a letter will be sent detailing the decision of the SPRB. Following a permanent exclusion, the letter will also detail the procedure for Independent Review which will be heard by an Independent Review Panel convened by the Local Authority.
- 14.13 The parent/carer has 15 school days after the day on which notice in writing was given of the SPRB, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.
- 14.14 Where the SPRB declines to reinstate, they will draw the attention of parents/ carers to relevant sources of free and impartial information on whether to and how to seek a review of the decision. This will include statutory guidance and information on the First- Tier Tribunal who deal claims of discrimination.

15. Independent Review Panel

- 15.1 The Local Authority will convene an Independent Review Panel and a parents/carers' right to apply to this Independent Panel will be outlined in the letter sent to them following the SPRB declining to reinstate following a permanent exclusion.
- 15.2 Parents/carers will be informed of their right to request a special educational needs expert at the Independent Review Panel hearing.
- 15.3 The legal time frame for an application to the Independent Review Panel is set out in the DfE guidance **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement**.

16. Reintegration

- 16.1 Re-integration meetings are held between a member of Senior Leadership Team (SLT), the pupil and the parent/carers when a pupil returns from a suspension. At the meeting, the pupil's behaviour will be discussed, and an individual reintegration plan (IRP) will be created. Targets from the plan will be emailed to staff.
- 16.2 Parents are responsible for their child's behaviour, and it is important that they attend the meeting and explain how they intend to address their child's behaviour.

17. Additional Support and Inclusivity

- 17.1 Pontefract Academies Trusts ambition is for all pupils to progress on their journey to developing into the best version of themselves. To support them with this, there is a team of people available to care for them in each individual school, including:
 - A dedicated form tutor who they will see daily.
 - Pupil Liaison Officers.
 - Safeguarding and Inclusion Officers.
 - Year Leader.
 - SENCo.
 - Class teachers, leaders and other support staff.
- 17.2 The Trust is mindful that behaviour can be indicative of an un-met need or underlying abuse. Staff are trained to look out for changes in behaviour which could include:
 - A pupil who is withdrawn and unable to make friends.
 - A pupil who is unable to concentrate in class.
 - A pupil who may display disruptive, aggressive and/or dysregulated behaviour.
- 17.3 In such cases, any emotional/behavioural difficulties will be determined through a restorative meeting with the child's SLO. Pupils will be given the opportunity to express their thoughts and feelings. The school may take the decision to refer to an outside agency for additional support where this is needed. Any necessary action will be taken in line with the Trusts Safeguarding and Child Protection Policy.

- 17.4 Pontefract Academies Trust aims to create a fully inclusive behaviour management approach and as such we recognise and understand that there are some children who have very specific difficulties with behaviour and regulation due to variety of needs and external factors as a result of:
- Trauma and Adverse Childhood Experiences (ACEs).
 - Special Educational Needs and Disabilities (SEND) / Social Emotional Mental Health Needs (SEMH).
- 17.5 Staff are trained to support pupils with SEMH, SEND or suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND policy should be followed.
- 17.6 The Trust also recognises that in line with the requirements of the Equality Act 2010, Children's and families act 2014 and the SEND code of practice 2015, some pupils may need a personalised approach and reasonable adjustments sometimes need to be made.
- 17.7 When this is the case the Trust and its schools will work closely with the SENCo, pupil and parents, seeking expert advice from outside agencies such as Educational Psychologists, CAMHS and other partners in order to meet every child's individual needs in an effective and suitable way.
- 17.8 The following examples of personalisation and adjustments may vary dependent on school context and will be implemented alongside and with the support and advice of external agencies where necessary. This list is not exhaustive:

Wave One	Wave Two	Wave Three
• Transition support • In class group work for core/curricular subjects • SENCO advice regarding QFT adaptations • Personalised resources • Seating plan • Additional adult whole class support • Visual timetable • Short breaks • Subtle reminders • Managed sensory stimulation • Adapted learning materials • Access to extra-curricular activities • Positive framing • Peer mentoring • Short instructional tasks • Repetition • Parental meetings	• OPP / MSP Targets • One Page Profile • Personalised transition arrangements • Pastoral group work (e.g. ELSA) • Education psychology group work • Additional adult in class group support • Access arrangements • SENCO support • Future in mind support/in school CAMHS team • Peer/adult mentor • Social skills group work • Social stories • Positive reward chart • Socially speaking • Lego therapy • Musical interaction	• OPP/MSP/EHCP • Personalised access to pastoral support • Early help worker support/social worker • Individual behaviour plan • Risk assessment • In class support • Lunchtime support • In class personalisation • Personalised timetable • Access arrangements • Support plan from EPS/WIESENDS/CAMHS • Outreach PRU support • Inclusion panel support/intervention • BEAM • Youth offending team • Police liaison office • School exclusion team

• 1-1 restorative meetings	• Thrive group work • Resilience based intervention • 'Calm Space' • Wellbeing walks • Time Out Pass	• Drawing/talking • Sensory breaks • Thrive 1:1 • Picture exchange system (PECS) • Now/next boards • Choice boards • Widget communication • 5pt scale • Task trays/task planner • Workstation • Timers • Sensory aids
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18. Use of Reasonable Force

- 18.1 In some cases, it may be necessary for members of staff to use reasonable force and all have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an organised visit. Please refer to the **DfE guidance 'Use of Reasonable Force'**. Whenever a member of staff uses reasonable force, this must be recorded, and the parent must be informed.

19. Use of Screening, Searching and Confiscation

- 19.1 The Trust pays due regard to **DfE guidance on Searching, Screening and Confiscation**. In addition, school staff can seize any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider may be used to cause disruption or be harmful or detrimental to other school users. These items include, but are not limited to the following:
- Knives or other weapons.
 - Alcohol.
 - Illegal drugs.
 - Stolen items.
 - Tobacco, cigarette papers and vapes.
 - 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.
 - Electronic equipment (including mobile phones and smart watches), jewelry.
 - Other expensive items.
- 19.2 The Trust's general power to discipline, as set out in **Section 91 of The Education and Inspections Act 2006**, 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 headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

- 19.3 Where a person conducting a search finds items that present any risk of harm (e.g. **alcohol, fireworks, cigarettes, vapes**) they will not be returned to pupils regardless of timing or circumstances. Where they find **weapons and knives and extreme pornography or controlled drugs**, these must be delivered to the police.
- 19.4 Where they find other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'. Where staff suspect a substance may be a 'controlled drug', they should treat them as controlled drugs as outlined above.
- 19.5 Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner.
- 19.6 **Jewellery** will be confiscated. The first time it is confiscated a pupil will be permitted to collect it at the end of the school day. In cases of subsequent instances in a term, parents will be required to pick up the item at their earliest convenience.

20. Anti-Bullying

- 20.1 All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- 20.2 The Trust's Anti-Bullying Policy is available on the Trust and school websites.

21. CCTV

- 21.1 CCTV is in operation in school for safeguarding purposes and to maintain discipline and support the school in managing behaviour. The use of CCTV is outlined in the Trusts Information Policy.

22. Use of Electronic Devices

- 22.1 The use of electronic devices is not permitted on school grounds. The first time it is confiscated a pupil will be permitted to collect it at the end of the school day. In cases of subsequent instances in a term, parents will be required to pick up the item at their earliest convenience.
- 22.2 If an electronic device has been used or suspected to have been used to record audio, video or take photos of staff/pupils (overtly or covertly) then under the Trust's general power to discipline, as set out Section 91 of **The Education and Inspections Act 2006** the item will be confiscated, and parents contacted. If there is reason to believe that a criminal offence has occurred, the item will be handed to the police for further investigation.

- 22.3 Under the Trust policy this is considered a serious breach, and appropriate sanctions will be implemented.

23. Malicious Allegations

- 23.1 Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher or a designated member of the Senior Leadership Team will meet with staff, parents and pupils involved to consider appropriate sanctions.
- 23.2 Making false allegations is very serious and may lead to a pupil being suspended or permanently excluded from the school.

24. Police Involvement

- 24.1 The Trust will involve the police in all matters where criminal activity has taken place or is suspected of having taken place.
- 24.2 In addition, the Trust will inform the police of any intelligence which may support the police in preventing or tackling criminal activity.
- 24.3 A pupil/family have the right to contact the police if they feel that a criminal offence has been committed.

25. Procedural Instruction Author

- 25.1 This Procedural Instruction and all associated guidance and forms are the responsibility of the **Director of Inclusion and Safeguarding**.

26. Procedural Instruction Approval

- 26.1 This Procedural Instruction is approved by the **Executive Leadership Team**. It became effective on 02/07/25.

27. Procedural Instruction Review

- 27.1 This Procedural Instruction will be reviewed in line with the Behaviour and Relationships (Primary Phase) Policy it supports, every year.
- 27.2 As procedures are often subject to more frequent change, this Procedural Instruction will only be re-presented to the Executive Leadership Team in the event of material changes.

- 27.3 The formal review date applicable aligned to the associated Attendance and Punctuality Policy will be maintained irrespective of these updates, however the date of approval will be amended to reflect the most recent update.
- 27.4 Where a formal review results in no material changes, the previous effective date will continue to apply, however the last review date will be specified in this section.
- 27.5 This Procedural Instruction was last reviewed on **19/06/25**.

28. Procedural Instruction Distribution

28.1 This Procedural Instruction will be made available via:

- The Trust Website
- School Websites
- The Compliance Library

29. Version Control

- 29.1 The changes to this Procedural Instruction over time will be documented on Every.
- 8.2 If you spot any broken links or errors within these procedural instructions, please report this to clerk@patrust.org.uk.

Appendix A – Phased Re Integration Plan

Student Name

Year Group

Re Integration Targets

- 1.
- 2.
- 3.

WC - Date	Timetable Arrangement	
1.		
2.		
3.		
REVIEW DATE -		
4.		
5.		
6.		
REVIEW DATE		

Once completed this document must be agreed and shared with all parties including parents and submitted to the local authority.