

Behaviour Support Policy



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1. Aims

- Promote care, courtesy, and consideration, celebrating achievement for all.
- Promote high standards of achievement and behaviour in a rich and stimulating learning environment.
- Promote an environment where all feel safe and valued in a caring stimulating and secure environment.
- Nurture self-confidence and positive attitudes to lifelong learning by providing a range of opportunities for learning and the development of life skills.
- Work in effective partnership with parents the wider community and professional agencies.

Behaviour Policy Principles

We aim to –

- accept that the maintaining of good behaviour within our sites is everyone's shared responsibility.
- - use a range of pre-emptive strategies to ensure the inclusive nature of the provision.
- - promote high expectations of positive behaviour through modelling.
- - develop a sense of self-discipline and an acceptance of responsibility for actions.
- - Encourage learners to value the environment and its routines.
- - value the rights of the individual and promote and develop empathy and respect for self and others.
- - ensure that everyone is treated fairly.
- - empower all staff to determine and request appropriate behaviour for everyone.
- - ensure that good behaviour is always recognised and rewarded.
- - raise learners' self-esteem.

- › - develop a culture in which we accept the individual but not the poor behaviour.
- › - ensure the policy is consistently implemented throughout the provision and that effective mechanisms are in place for the monitoring and evaluation of this policy.
- › - ensure that all staff, pupils, and parents understand the agreed goals of everyone

› Behaviour Policy Principles

- › Learners learn best in a safe, caring and ordered environment.
- › This can be achieved when expectations of work and behaviour are high and their consequences are made explicit and applied consistently.
- › Learners self-esteem and consequently their learning is enhanced by praise, rewards and celebration.
- › We recognise that everyone has the right to make mistakes, and this policy contains identified personnel and support strategies.
- › Effective information sharing is critical to supporting effective learner management.
- › Working in partnership with home and external agencies is vitally important in promoting positive behaviour

2. Roles and Responsibilities

2.1 Staff

- To lead by example and model high levels of good behaviour.
- To ensure young people are dealt with individually.
- To be consistent in dealing with young people.
- To promote the aims and values of the provision.
- To have high expectations of young people.
- To promote high expectations within the community.
- To meet all young people's educational, social and behavioural needs.
- To ensure you are sufficiently prepared for the lesson

Staff have the right to teach, and young people have the right to learn without unnecessary disruption.

Good behaviour needs to be taught. A positive approach will ensure that appropriate behaviour is rewarded and that inappropriate behaviour has consequences. All must take time to teach pupils appropriate behaviour.

- Set high expectations.
- Do not ignore poor behaviour where this impacts significantly other young people
- However, ignoring poor behaviour is a management strategy
- You are responsible for promoting positive behaviour in your classroom and the wider environment.

2.2 Students

- To attend school regularly and on time.
- To bring all the equipment I need every day.
- To be prepared for every lesson.
- To always wear my uniform correctly.
- To always complete work and homework as best as I can.
- To ensure high levels of good behaviour within the community.
- To be polite and helpful to others.
- To keep the school litter, graffiti and damage free.

2.3 Parents/carers

Parents have an essential part to play in securing the appropriate behaviour of their young person within the provision. Close working relationships between staff and parents/carers are crucial to providing practical solutions to complex problems. We actively seek to gain parental support with additional interventions to include parents/carers with our social workers. It is the responsibility of the provision to provide an orderly and structured environment with a positive ethos, where learners can feel safe, without fear of threat or harm from others; it is parents/carers' responsibility to support the young people in providing and promoting this ethos.

2.4 Behaviour Outside School

Pupils' behaviour outside the school whilst on school business e.g., on school trips or outings, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school

3. Definitions

All behaviour has a purpose and as a community, we aim to create an environment where young people consciously want to demonstrate good behaviour. Good behaviour is when individuals' actions, words and deeds allow a positive working environment to flourish. Good behaviour affects self and others positively by building esteem and allowing all to take responsibility for actions. Some examples of good behaviour are listed below; this is not exhaustive.

- Respectful language
- Wearing the correct uniform all-day
- Engaging in classwork set
- Actively listening
- Respect for the environment
- Turn-taking
- Willingly follow appropriate instructions
- Respect for self and others.

4. Teaching and Learning

Promoting positive behaviour in the classroom

Effective teaching can help to support the promotion of positive behaviour.

By effective teaching, we mean that lessons are well planned to include differentiation for ability and different learning styles, meaningful, engaging and challenging activities that include assessment for learning opportunities and that these lessons are delivered with pace and challenge.

Teaching methods should encourage enthusiasm and active participation for all within a challenging and supportive environment. Lessons should aim to develop the skills, knowledge, and understanding that will enable the learner to work in cooperation with others. Praise should be used to encourage good behaviour as well as good work. In the first instance, correction should most normally be a private matter between teacher and learner to avoid resentment, followed by student meetings between teacher, learner and other appropriate staff where necessary.

Assertive teaching styles and good relationships between staff and learners are important in establishing a positive ethos. Staff need to be consistent and respectful in their interactions. Scanning, anticipating, and intercepting positively can prevent disruption.

Where behaviour management strategies have been unsuccessful, and consequences have been applied, it is important that the staff repairs and rebuilds their relationship with the learner quickly and before the next attendance.

Teachers must not promote partisan political views in the teaching of any subject and are required to ensure that pupils are presented with a balanced presentation of opposing views whenever political issues are brought to their attention.

5. Classroom Management & Environment

Classroom management and teaching methods have an essential influence on young people's behaviour. The environment gives young people clear messages about the extent to which they and their efforts are valued.

Relationships between staff and young people, strategies for encouraging good behaviour, arrangements for furniture, access to resources and displays all have a bearing on how young people behave. Provision should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem by demonstrating the value of every individual's contribution, and overall, the provision should provide a welcoming environment.

The ways of working are to be displayed on every side; staff may have additional safety rules, and these must be phrased in positive, child-friendly terms.

Telephones

To promote acceptable levels of behaviour, we do not allow children to use their mobile telephone as this causes issues in class during lessons and between children as a form of bullying. All mobile phones are to be handed in at the start of the day and are returned at the end of the day. Any child who refuses to hand in their mobile phone will have their parents call to take it home for the day, in line with the mobile phone policy.

6. Restorative Practice.

6.1 Introduction

At KWS we approach every interaction using a trauma-informed technique known as PACE, developed by clinical psychologist Dan Hughes which aims to convey a sense of safety and containment to a child or young person. This is a therapeutic tool to reduce emotional distress in children and young people who have experienced traumatic experiences or a disconnection with adults in a learning environment, which stands for Playfulness, Acceptance (of the child's emotional state), Curiosity and Empathy and it is particularly effective at meeting the needs of children who have experienced high doses of shame and trauma in a range of contexts.

At KWS we also use restorative practice to support natural consequences to actions, rather than sanction, as far as practically possible. Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledge the intrinsic worth of the person and their potential contribution to the school community.

Restorative Practices framework will:

- Improve behaviour and attitudes
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm
- Improve relationships, establish rights, accountabilities and responsibilities to the community
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Practices.

These are:

- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.

6.2 The Three Principles of Fair Process

1. Engagement – involving all participants in the process
2. Explanation – shared understanding
3. Expectation Clarity – clear vision for the future Key

Restorative Questions (for use in reactive circles)

During the week, if there are any issues or conflict between children or adults they are dealt with in a restorative way, using a structured reactive circle. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. Reactive circles work through the 'Three Principles of Fair Process' and the language used is fair, consistent and respectful. Reactive circles are held in a calm, quiet place and must be led by an objective third party.

Both the victim and perpetrator attend the reactive circle and the following questions are asked:

1. To help those harmed by others actions:
 - What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to
 - How did you feel at the time? What each person was thinking and feeling at the time, before and since
 - What do you think needs to happen to make things right? How do those people agree and negotiate meeting the needs identified above and what support they might need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.
2. To respond to challenging behaviour
 - **What happened?**
 - **How did you feel at the time?**
 - **How has the victim been affected by what you did?**
 - **What do you think you need to do to make things right.**

The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to be accountable for their own behaviour, take responsibility for their actions and fix the situation by making things right with those who have been affected.

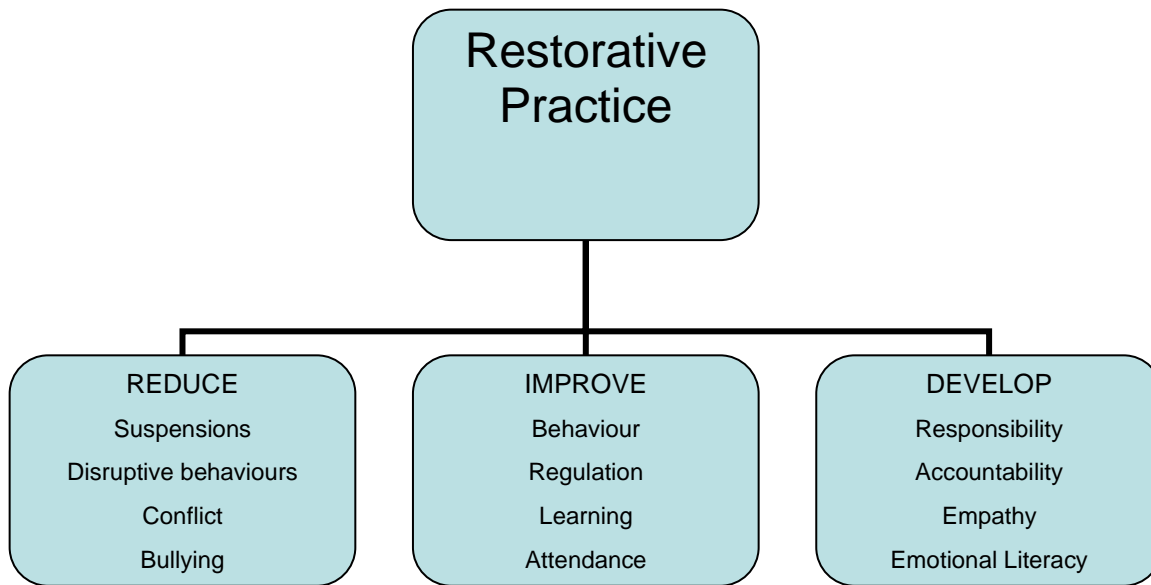
This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw more from those involved.

6.3 Differentiation within a Restorative Approach

At KWS, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the restorative approach always underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

This approach is also adapted for other pupils throughout the school wherever required. Pupils with low levels of emotional maturity or those with SEND can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the restorative approach using tailored resources, lessons and at their own pace and level. Visual prompts and social stories are used to support this teaching. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the keyworkers around the child on an individual basis. Staff use their discretion and in-depth knowledge of the child/ren involved to determine how best to implement this approach and who to be involved.



6.4 Proactive Restorative Practice.

Each keywork group ends the day with a 'Check In' Circle. During this time keywork groups sit together and everyone says something about themselves or how they are feeling and whether there were any issues. This ensures that all children end the day having cleared up any issues, and allows all children to have a voice and be heard.

Staff intervene and support any child who may share an uncomfortable feeling and further discussion with an adult may be required to ensure that the child is supported effectively.

6.5 Restorative Language.

It is important that staff deal with situations in a restorative manner, to establish and develop their own relationships with children. We always aim to separate the deed from the doer and the act from the actor, as integral to Restorative Practice philosophy.

Listed below are some examples of affective statements and questions which all staff use with pupils:

Informal-Affective statements

- I am sorry that I misunderstood the situation
- I felt really proud of you when I heard
- I feel really pleased and encouraged that you made the right choice.
- I respected your honesty and thank you.
- I want to thank you for your cooperation.
- I was very disappointed when you did that to
- I am upset and angry by what has just happened.
- I feel that all the work I have done has been wasted through your actions.
- I feel that (describe action) was very disrespectful.
- I feel disrespected and angry when you ignore me.

7. Rewards and Consequences

7.1 The Restorative Approach and the use of Consequences

When using consequences at KWS, the child should always be involved in a restorative conversation and be an active part of deciding upon any consequences. Staff ensure that these conversations are constructive and enable the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of a punishment being done 'to' them. We aim to help the child look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour. Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

7.2 Emphasis on acceptable behaviour

We believe that rewards have a motivational role, helping young people to see that good behaviour is valued by all. Treating praise for good behaviour in the same way as we praise good work and effort should be the norm. The most common and frequent reward is praise, informal and formal, public and private and for individuals and groups.

Other forms of praise include

Briefing times at the start and end of the day.

Comments in communication book to home, if used.

Through reviews at KWS.

Through positive reports earned during the day. Please refer to the additional sheet.

Pupil of the week, Work of the week, and other certificates of achievement.

During reviews or meetings involving other agencies.

Working towards an enrichment activity.

Where praise and positive behaviour management strategies have not succeeded, pupils must be made aware of the consequences of their actions. All staff are responsible for consistently applying and following through with the consequences. It is important that the consequences are appropriate for the behaviour and that there is an opportunity made for the members of staff to repair and rebuild their relationship with the pupil and for the pupil to reflect on their behaviour. All staff should recognise that in their interactions with young people it is their behaviour and not the pupil which is being addressed.

7.3 Level 1 Prevention

Step 1:

The following will prevent the majority of problems

- Get the year off to a good start – establishing an ethos, and expectations at class and year group level, make and publish class rules (few and simple)

- Develop routines for arrival and departure with staff in the corridors.
- Classroom layout – effective use of space, seating plans and resource access.
- Make sure that the work we ask the children to do is challenging, exciting and achievable (matched to their individual needs); this prevents distraction.

Step 2:

Useful classroom management strategies

Through lesson preparation, prompt arrival at your lesson, good supervision (walking around your classroom), standing next to the person talking or misbehaving, non-verbal communication and eye contact, tactical ignoring of minor, irritating behaviour, and use of humour (not sarcasm) to deflate minor incidents.

Restorative practices as outlined in section 6.

Follow support plans, risk reduction plans and education, health and care plans.

7.4 Correction

If a pupil breaks the rules, positive correction should follow. Correction should be non-threatening and focus on addressing the primary behaviour only. Inappropriate behaviour may include the inconsiderate treatment of other pupils or adults, abuse of property, inattention, name-calling, or aggression.

Step 1: Positive correction

- Give clear directions and remind the pupil of the relevant class rule.
- An individual approach where the teacher calmly and quietly gives a clear reminder before any punishment takes place. React when you want to not when the child wants you to. Praise the pupil if the behaviour immediately improves.
- Positive encouragement for doing the right thing, and an individual approach helps. It is appreciated that in some situations, more than one warning is not appropriate on the grounds of health and safety. Some offences are so serious, e.g. continued direct swearing, refusal to cooperate, and willful defiance that you may wish to go to level 3.

Step 2: Formal warning

- Repeat the direction or question or restate the rule.
- Reassert if the pupil is argumentative or direct the pupil to one side
- Make it clear that the behaviour is unacceptable not the pupil
- Make it clear to the pupil that this is their second warning
- Make a note in the pupils' diary that you had to issue a second warning.

Action: Move the child, or sit them on their own, with the reward of moving back if the behaviour improves. Talk to the child at a suitable point in your lesson.

Step 3: Final warning

- Remind the pupil of the consequence of not keeping to rule. Give a final warning
- Defer the action until after the class if appropriate

Step 1: Exit the pupil from the classroom

You do not need to tell the pupil why you are exiting them. The purpose of exiting them is to remove them from a no-win situation and to avoid further confrontation. Pupils may be exited for persistent misbehaviour, but also serious offences such as open defiance, aggression or swearing.

Option 1- Ask a trusted pupil to summon a senior teacher

Option 2- If staff are unavailable the messenger will return and ask you to – “send the offending pupil to room ...” where they will find a senior teacher.

Option 3- remove the rest of the class to another room, leaving the pupil with a member of staff.

Action: The Senior teacher will discuss the information regarding the behaviour with the pupil during the lesson. Exit from a lesson automatically triggers communication home It is very important at this stage that relationships are repaired and rebuilt. The exiting procedure does not resolve the situation nor can senior colleagues “fix” the relationship. Staff should arrange to see the exited child, perhaps with their keyworker teacher/subject leader as soon as possible.

Level 4: Consequences, Support and Sanctions

When a pupil presents a more difficult challenge it may be necessary to employ other strategies.

Step 1: Senior staff report

Reports rely on negotiation between teacher, pupil, keyworker, and parents and may contain targets. All parties will evaluate the reports as part of the process of achieving behaviour change. At this point, we must establish what ‘triggers’ poor behaviour and the challenging behaviour. The pupil needs to be aware of the consequences of their actions and what will happen if they fail with the contract.

Step 2: Internal Isolation

This signals to disruptive pupils that there are finite boundaries to the scope of behaviour that will be tolerated and includes debarment during break/lunchtimes. Reinstatement will consist of a behaviour contract after a period of internal exclusion.

Step 3: Suspension

To suspend a pupil from school attendance is not just to be seen to be for the benefit of the pupil in question but for the sake of the safety and education of other pupils. A few single acts would lead to suspension from school – it is more likely to be a step reached after all other disciplinary strategies had been applied. However, pupils who refuse to cooperate after the full range of sanctions and

counselling have been applied must be made to realise that membership in the school community involves them in meeting our expectations.

On re-admission, the pupil will be placed on lesson by lesson report for one day and will report to the Deputy at the end of the day.

Step 4: Acceptable Behaviour Contracts

Where a pupil is displaying behaviour that is particularly difficult or when a pupil is in a cycle of difficult behaviour that they are finding hard to stop then the ABC process may be entered. This process gives the pupil clear instructions of what the behaviour is and why it is undesirable; they are then given written instructions to guide them as to what they must not display with clear sanctions. Roles and responsibilities of KWS, parent and other professionals working with that pupil are also laid out. The agreement **IS** signed by all parties and monitored every week to review progress and re-write or remove any of the conditions.

8. Monitoring arrangements

8.1 Review Process in keyword

Each young person has an individually tailored training plan which is reviewed at regular intervals depending on the length of time the young person is in the provision. This is to be used to monitor young people's behaviour and to address issues regarding behaviour and acceptable standards of engagement. Training plans are to be updated with individual goals updated following the review process. Young people are to be actively involved in this goal setting and review process, which run alongside EHCP targets.

8.2 Pastoral Support Programme

Pastoral Support Programme is a school-based and coordinated intervention that should help build capacity around and within the young person. It is intended to be preventative and supportive and the child or young person must be at the centre of the process. Please see additional guidance and forms regarding this process.

8.3 Student Meeting Process

Where there is an incident of poor standards of behaviour or misconduct the student meeting form may be used. This process is to address behaviour where there is not a review shortly but where behaviour needs to be addressed as a priority. The young person will meet with staff and where necessary with parents/carers to discuss the issues that have arisen. Action points will then be made in agreement of all parties to resolve and move forward.

8.4 Levels of intervention

KWS School use levels of intervention for behaviour to support pupils at differing levels of complexity of behaviour: classroom culture, small group intervention and individual interventions and individualised curriculums, which are linked to students' risk reduction and support plans

These are outlined in the table below:

Level	What is it?	Examples
1	Classroom culture	The class teacher manages the class in an empathetic way, addressing pupils' emotional needs. Classes to be supported by keyworkers to address behaviour.
2	Small group	Pupils identified as requiring behaviour interventions are referred to the Deputy Headteacher.
3	Individual interventions	Pupils identified as requiring behaviour interventions are referred to the Deputy Headteacher.
4	Individualised curriculum	In some situations where a young person finds it increasingly difficult to maintain positive relationships with peers, an individualised curriculum may be devoted to support the young person more effectively

. THE PRIMARY AIM OF ALL OF THESE LEVELS OF INTERVENTION IS TO ALLOW A STUDENT TO BE "LEARNING READY" BY PROVIDING ADDITIONAL SUPPORT FOR EMOTIONAL DIFFICULTIES

9. Prohibited Items

Any article a staff member reasonably suspects has been or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) Examples of prohibited items are, but are not exclusive to-

Knives or weapons

Alcohol

Medication, unless covered by the First Aid policy

Illegal drugs

Cigarettes/cigarette papers and tobacco.

Vapes, disposable and vape juice.

Stolen items.

Fireworks.

This list is set out in The Education Act 1996 and paragraph 3 of the DfE's guidance on searching, screening and confiscation.

10. Searches

Before a search

The headteacher or authorised staff member should (SLT):

- Assess how urgent the search is, and consider the risk to other pupils and staff

- Explain to the pupil why they are being searched, how and where the search will happen, and allow them to ask questions about it
- Always seek the pupil's cooperation

If a pupil refuses to cooperate

In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the pupil:

- Is in possession of a prohibited or banned item
- Doesn't understand your instructions or what a search will involve
- Has had a previous distressing experience of being searched

If the pupil still refuses to cooperate:

- You may sanction them in line with your behaviour policy
- If you don't think that a search is needed urgently, seek advice from the headteacher, DSL or pastoral member of staff. During this time, the pupil should be supervised somewhere away from other pupils.
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the pupil from harming themselves or others, damaging property or causing disorder. **Note:** you can only use reasonable force to search for prohibited items, not other items banned in your school. KWS only use Safety First Training to prevent harm to self or others.

Searching a pupil's clothes

Search the pupil in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:

- Hats
- Scarves
- Shoes or boots

You **cannot** ask pupils to take off any further items of clothing.

Be sensitive to whether a pupil is wearing outer clothing for religious reasons when you conduct a search. For example, you shouldn't require a female pupil to remove a headscarf she's wearing for religious reasons if your witness is male.

Searching a pupil's possessions

Authorised staff can search bags in the presence of the pupil and another member of authorised staff (except in cases where there's a risk of harm and where it's not reasonably practicable to summon another member of staff - see section above on who can conduct a search for more detail).

You may use a metal detector to help with your search.

Only police can conduct a strip search

School staff are **not** allowed to carry out strip searches, including the headteacher and authorised staff. Only police who have been asked to come to the school may decide whether a search is necessary and carry it out. The police can only carry out a search if they:

- Think this is necessary to remove an item related to a criminal offence, **and**
- Reasonably consider the pupil might have concealed such an item

Call the police into school as a last resort

Always put the best interest of the child first. This means that before you decide to call the police into school you should first:

- Make sure that you've exhausted other approaches
- Carefully weigh up the risks to the pupil's mental and physical wellbeing with the need to conduct a search

Before a police search

- Where reasonably possible, inform a parent that a strip search will happen (and **always** inform them after it's been carried out)
- Make sure an 'appropriate adult' is present during the search (see more below)

What's an appropriate adult?

This is a person whose role is to safeguard the rights and welfare of children who are suspected of a criminal offence, by ensuring they're treated fairly and are able to participate effectively.

See the [National Appropriate Adult Network's resources](#) for more information on this term.

During a police search

- The police officers conducting a strip search **must** be the same sex as the pupil
- There **must** be at least 2 people present other than the pupil, including the 'appropriate adult' (see the box above for a definition). The search may only take place without an appropriate adult if:
 - It's an urgent case where there is risk of serious harm to the pupil or others, or
 - The pupil explicitly states that they don't want an appropriate adult present for the search, and the appropriate adult agrees and signs a record of the pupil's decision
- The appropriate adult should be the same sex as the pupil, unless they specifically request someone else
- **Remember your duty of care at all times**

- Your role is to advocate for pupils' wellbeing at all times. A strip search can be highly distressing for the pupil, and for staff and other pupils affected.
- The police **cannot** overrule your safeguarding duty, for example by requesting that the appropriate adult leave the room when they talk to the pupil. Make sure that your staff know this.
- Read about the process the police must follow on page 13 of the DfE's searching, screening and confiscation guidance so you understand it and can uphold the best interests of pupils at all times

Support the pupil after the police search

Always put safeguarding at the centre when supporting the pupil, regardless of whether a prohibited item is found. The pupil should have an opportunity to express their views regarding the search.

If a prohibited item is found:

- Consider it a safeguarding matter as well as a police matter
- Involve relevant staff such as the DSL and treat the pupil as potentially vulnerable

If a prohibited item is not found:

- Take a safeguarding approach to supporting the pupil to cope with the experience of being searched
- Consider the wider issues that may have informed the decision to request a search in the first place

How to record searches

You should make a record in your safeguarding reporting system of:

- Any searches for prohibited items
- Any search conducted by police officers

Record these whether or not any items were found.

Headteachers may also decide to record searches for other items banned by your school, but this should be followed consistently.

Use your record to look for any trends in the searches carried out at your school, and to identify any possible risks that may require a safeguarding response.

What to include in your record

What to include in your record

The DfE suggests that you record:

- The date, time and location of the search
- Which pupil was searched

- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What follow-up action was taken as a consequence of the search

What you can confiscate

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is a prohibited or banned item
- Is evidence in relation to an offence

What to do with confiscated items

What to do with confiscated items

You will need to do different things with confiscated items, depending on what they are.

Item	Action
Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers, vapes or vape juice.	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, or return to the owner or dispose of (see the advice on page 18 of the DfE guidance)
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to commit an offence or cause injury or	Deliver to the police, return to the owner, retain or dispose of (see the advice on pages 18 and 19 of the DfE guidance)

property damage	
Pornographic material	Dispose of (see the section below for guidance)
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

For other items banned under your school's rules, consider the following when deciding whether to return, retain or dispose of the item:

- The value of the item
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning
- Whether it's appropriate to return the item
- Whether the item can be practically and safely disposed of

You can also confiscate, retain or dispose of a pupil's property as a disciplinary measure where it's reasonable to do so, as set out in [section 91 of the Education and Inspections Act 2006](#).

Searching and confiscating electronic devices

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. You should reasonably suspect that the device has (or could be used to):

- Cause harm
- Undermine the safe environment of the school or disrupt teaching
- Commit an offence

If you discover pornographic material

If you discover pornographic material

If you discover inappropriate images, video, or other material, you may dispose of them (see page 20 of the [DfE's guidance](#) for advice on when you can do this).

If you have reasonable grounds to suspect that their possession is related to a specific illegal offense, do not destroy the material. Instead, hand the material, or device containing the material, over to the police as soon as possible.

If you suspect you may find an indecent image or video of a child on a device, avoid viewing it and never copy, share, or save it.

Refer the incident to your DSL and follow the DfE's [guidance](#) on responding to pornographic image-sharing in education settings.

For more support on handling these situations, see our articles on [responding to child-on-child abuse](#) and [talking to pupils about sexism and assault](#)

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy
- Curriculum policy
- Staff code of conduct
- First Aid Policy
- Smoking and Vaping Policy

Appendix 1

KWS BEHAVIOUR SCALE

Supportive actions and sanctions

KWS BEHAVIOUR AND SANCTION SCALE

Supportive actions and sanctions.

Please note:

- all behaviour support plans and risk assessments to be read and updated as per staff routines and expectations
- all behaviours to be logged on POD

LEVEL OF BEHAVIOUR	STUDENT BEHAVIOURS	STAFF ACTION
LEVEL 1 Green Low-level behaviours Generally impacting self	Incorrect uniform Lacking equipment Disrespectful, disruptive or inappropriate behaviours Little or no work completed Left class without permission	LESSON STAFF Apply strategies from behaviour support plan Reinforce positive behaviours KEYWORKER Follow up on daily monitoring tick sheet. Follow up in end of day keywork
LEVEL 2 Green Low-level behaviours	Disrespectful, disruptive or inappropriate behaviours aimed at others	LESSON STAFF Apply strategies from behaviour support plan

<p>Generally impacting others</p> <p>Repeated Level 1 Behaviours (3 or more instances across lessons or days)</p>	<p>Work destroyed</p> <p>Leaving the building without permission</p> <p>Damage or misuse of equipment</p> <p>Suspicion of possession of a prohibited item, article, or artefact.</p>	<p>Reinforce positive behaviours</p> <p>Remove to different room, internal isolation - 1 lesson</p> <p>Loss of activity</p> <p>Follow-up after lesson (POD)</p> <p>KEYWORKER</p> <p>Follow up in keywork (POD)</p> <p>Phone call home (POD)</p>
<p>LEVEL 3</p> <p>Amber</p> <p>Higher-level behaviours</p> <p>Generally threat or risk</p> <p>Persistent Level 2 Behaviours (3 or more further instances of the same behaviour)</p>	<p>Verbal threats or aggression to others</p> <p>Damage to property-minor</p> <p>Risk of harm to self</p> <p>Risk of harm to others</p> <p>Leaving the site – in view</p> <p>Refusal to search for a prohibited item.</p>	<p>LESSON STAFF</p> <p>Apply strategies from risk assessment</p> <p>Remove student or others from room</p> <p>Keyworker or SLT support</p> <p>KEYWORKER OR SLT</p> <p>Phone call home (POD)</p> <p>Follow up with 1:1 session (POD)</p> <p>Restorative Justice (POD)</p> <p>Internal isolation – 2+ lessons or ½ + day</p>
<p>LEVEL 4</p> <p>Amber</p> <p>Higher level-behaviours</p> <p>Generally actual harm</p> <p>Persistent Level 3 Behaviours (3 or more instances across several lessons/days)</p>	<p>Harm to others - minor</p> <p>Damage to property - major</p> <p>Leaving site – not in view</p> <p>Possession or suspicion of a prohibited item.</p>	<p>LESSON STAFF</p> <p>Apply strategies from risk assessment and support plan.</p> <p>Immediate call for keyworker and SLT</p> <p>SLT</p> <p>Immediate removal</p> <p>Ensure safety of others</p> <p>Search local area and call 101 as per risk assessment</p> <p>Family support meeting (POD)</p> <p>Internal isolation or fixed-term suspension (POD)</p>
<p>LEVEL 5</p> <p>Red</p> <p>High-level behaviours</p> <p>Immediate action</p> <p>Persistent Level 4 Behaviours (2 or more instances across a number of lessons/days)</p>	<p>Risk of serious harm or actual serious harm to self or others</p> <p>Serious damage to property</p> <p>Possession and use of a prohibited item across several lessons/days.</p>	<p>LESSON STAFF</p> <p>Apply strategies from risk assessment</p> <p>Immediate call for SLT</p> <p>SLT</p> <p>Call families and 999 as needed (POD)</p> <p>Fixed-term suspension and agency referral</p> <p>Permanent Exclusion</p> <p>Inform trustees.</p>

LEVEL 6 Red High-level behaviours Immediate action Persistent Level 5 Behaviours (2 or more instances across a number of days)	Possession, use and supply of a prohibited item.	SLT Call families and 999 as needed (POD) Fixed-term suspension pending decision Permanent Exclusion Inform trustees.
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Appendix 2

KWS REWARDS SCALE

Recognition and Praise.

KWS REWARDS SCALE RECOGNITION AND PRAISE

LEVEL OF BEHAVIOUR	STUDENT BEHAVIOURS	STAFF ACTIONS
LEVEL 1 Short term	Correct uniform and equipment on arrival Exemplary work produced in a lesson Positive attitude in a lesson Kindness to others	LESSON STAFF/KEYWORKER Verbal praise Written comment on work Tick on daily monitoring sheet Positive on POD Work of the Week
LEVEL 2 Medium term	Correct uniform across the week Positive attitude across the week Kindness to others across the week	LESSON STAFF/KEYWORKER Verbal praise Pupil of the week Work of the week Postcard and email home Name in half-termly draw for £10 voucher (13/15 for the week and for every 3 positives achieved)

LEVEL 3 Long term	Consistently meeting the above standards for 6 weeks.	Name drawn out of reward box DEPUTY HEAD AWARD Certificate and deputy head, phone call home. Treat in lesson 5. Individual non-uniform day. SLT reward item chosen.
LEVEL 4 Consistent	Consistently meeting the above standards for 10 weeks, having already received the Deputy Head Award.	HEAD TEACHER AWARD Certificate and headteacher phone call home. Treat during lunch and lesson 5. Individual non-uniform 2 days. SLT reward item chosen.
LEVEL 5 Sustained	Consistently meeting the above standards for 15 weeks, having already received the Head Teacher Award.	PROPRIETOR Certificate and proprietor phone call home. Treat during lesson 4, lunch and lesson 5. Individual non-uniform for 3 days.
LEVEL 6 Exemplary	Consistently meeting the above standards for 21 weeks, having received the Proprietor award.	TRUSTEE Certificate and trustee phone call home. Treat with family, trustee and SLT. Individual non-uniform for 1 week.