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Wetherby Senior School

Behaviour, Sanctions & Rewards Policy

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1 Aims

Wetherby Senior School is a place where pupils come to learn. Maintaining good behaviour and discipline is central to ensure that everyone in the school community can enjoy a safe, happy and academically successful time here. The aims of this policy very much reflect the School's aims:

- To cultivate the belief that excellent progress in all areas of school life is the reward of effort. In particular, we aim to instil in our pupils an understanding that the right effort put into developing key learning habits and taking responsibility for academic work leads to excellent progress; learning how to learn is the best preparation for a happy and successful future in a changing world; everyone has the potential for personal and academic growth.
- To provide excellent teaching, supported by excellent resources, which enables our pupils to attain high levels of academic achievement.
- Through high quality pastoral care, to provide an environment in which all members of the community feel supported and secure enabling the School to equip the pupils to make the most of their lives and to contribute positively to the lives of others.
- To maintain and develop supportive and open relationships with all members of the school community- pupils, parents, staff and, in due course, alumni - and to raise our profile in the local community and further afield.

The Behaviour for Learning Policy sets out the School's system of rewards and sanctions. It should be read alongside other documents including the Rules and Regulations of the School, The Anti-Bullying Policy, The Online Safety Policy, the ICT Usage Policy and the Attendance Policy.

2 Rewards

2.1 Gold Notes - Rewarding effort towards our key values

2.1.1 Effort towards our three core values – Character, Respect, Community

Gold notes are at the heart of our rewards system to promote and sustain progress in the pupils. They can be awarded by a member of staff to any pupil through ISAMS by using the behaviour management link on the sidebar in a pupil's profile. All members of staff should use the rewards system to try to pinpoint specific behaviours which lead to excellent progress in a classroom subject or an activity.

As a School, we celebrate our **Key Values** which uphold our **Core Principles of Character** (me) / **Respect** (you) / **Community** (everyone):

- friendship
- good humour
- ambition



- endeavour
- politeness
- tolerance
- kindness
- curiosity
- independence
- creativity
- resilience
- leadership
- teamwork
- humility
- responsibility
- integrity

These principles are arranged in a wheel which is used to illustrate and embed our values.



Staff awarding notes must contextualise and reference the Values Wheel when awarding Gold Notes. For example:

Politeness: Listened carefully to group members

Resilience: Showed courage when restarting plan from scratch

Endeavour: Thinking methodically through the topic and producing clear work

Responsibility: Managing distractions and keeping on task

2.2 Recording and recognising Gold Notes



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The member of staff awarding the Gold Note records it on ISAMS. Staff also congratulate the pupil, referencing the Value Wheels. Tutors ensure that pupils are made aware that notes have been awarded and should refer to Gold Notes as part of their Tutor Reports. It is noted that a physical display of Gold Notes awarded to a tutor group can be a motivating and a clear celebration of achievement.

Heads of Department have an informal oversight of Gold Notes awarded in their subject area and Gold Notes can be used as a regular performance indicator at department meetings. Staff in all departments are encouraged to award Gold Notes across the age range throughout the academic year.

The Head of Section runs a weekly Gold Note tracking report via ISAMS. Filtered by Tutor Group, this report is emailed to Tutors. Tutors review this with the pupils in Tutor Time.

Heads of Section and their deputies monitor Gold Notes and informally congratulate pupils or recommend that the Head recognises those with outstanding tallies of Gold Notes. Gold Notes awarded are also included as part of the inter-Trib competitions. Gold notes represent positive values, while red notes represent negative values, so the overall tally of gold notes includes the deduction of red notes.

2.3 Gold Note Rewards System

There is a ladder of prizes awarded to celebrate success for pupils demonstrating our key values.

- **Step 1 – Head of Section Commendation.** A postcard, designed with the emblem of our Values Wheel, is sent home by the HoS usually when a pupil has received 25 Gold Notes
- **Step 2 – Headmaster Commendation.** Further endeavour (50 notes) leads to a visit to the Headmaster to discuss achievement in his office
- **Step 3 – Gold Note Award.** Termly celebrations of Wetherby High Flyers take place in the end of term assembly
- **Step 4 – Governor Commendation.** A select few pupils qualify for this (75 notes) and it is awarded with a presentation from a Governor



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(N.B- Attendance and behaviour affect eligibility for rewards – e.g. attendance below the school target of 95%, poor punctuality or a high number of Red Notes will disqualify pupils from receiving awards, although the HoS will review this on a case-by-case basis)

Gold Notes also contribute to the Trib Competition. The winning Trib holds the Thames Trophy

2.4 Prizes

Prizes are awarded in the Summer Term; the following subject prizes for years 7-11 are awarded at the Prize Giving Ceremony:

English, Maths, Physics, Biology, Chemistry, French, Spanish, German, Latin, Classical Civilization (Year 10 and 11 only), Geography, History, IT and Computer Science), Art and Design, Graphic Design, Music, Drama, Academic PE (years 10-11 only) and Philosophy.

Sixth Form subject prizes are awarded for:

English Literature, Maths, Further Maths, Physics, Biology, Chemistry, French, Spanish, German, Latin, Geography, History, Government and Politics, Economics, Business Studies and the EPQ.

Prizes reflecting progress and achievement for the whole year are also presented for:

- Most improved progress
- Most improved study habits
- Overall progress
- Overall study habits
- Sportsman of the Year
- The Marcos Burnett Photography Prize
- The Thames trophy (for the winning Trib in the Inter-trib Competition)
- The Cairaschi Football Cup
- Victor Ludorum (outstanding sporting achievement in the school overall).

3 Conduct

Wetherby Senior School actively promotes good behaviour for learning by making expectations clear to pupils and staff. The Rules and Regulations of the School, the Classroom Conduct Rules and the Anti-Bullying Statement together provide a clear basis for pupils to understand what constitutes positive behaviour for learning and disciplined conduct. When pupils fail to live up to expectations, it is the school's aim to identify the problem and to communicate it to them, to Tutors and other members of Staff and, ultimately, to parents.



The Values Wheel is also used as a tool to promote reflection and awareness to guide the pupils in their behaviour. The system of conduct amendment promotes reflection, growth and progress so that pupils can learn from their mistakes and develop a greater understanding of the importance of good behaviour for learning.

3.1 Red Notes

3.1.1 Highlighting Concerns

The purpose of a Red Note is to record a concern and alert Staff. Timely communication of issues and an identification of patterns leads to appropriate intervention. Red Notes do not automatically replace other effective means of communication such as having a conversation with a pupil, their Tutor, their Parent, the relevant Head of Department and, if necessary, the Assistant Head: HoS. Conversations with pupils will reference the Values Wheel and focus on the behaviour, not the individual pupil.

A Red Note will be issued by a teacher when it is appropriate to raise a concern in one of the five categories identified below.

Red Note Uniform	Issued if a pupil is not in full school uniform.
Red Note Punctuality	Issued if a pupil fails arrive punctually to a lesson.*
Red Note Behaviour	Issued if a pupil fails to meet behavioural expectations.
Red Note Academic	Issued if a pupil fails to meet academic expectations (e.g. not focused in lesson, failure to complete work).
Red Note Serious Incident	Issued by a member of staff and referred directly to Head of Section for review.

* Pupils who are late to school in the morning in the Middle School can expect to sit a lunchtime detention on the same day. Therefore, pupils in the Middle School will not receive a red note for arrival after 8.25. However, poor punctuality to lessons during the rest of the day will still result in a Red Note for punctuality.

Having recorded the Red Note on ISAMS, the Teacher takes action to help remedy the behaviour. Actions can include talking informally to the pupil, or contacting home. The Teacher works with the pupil to facilitate completion of academic work and prep if necessary.

3.1.2 Monitoring

Assistant Head: HoS will analyse and disseminates all behaviour data on Friday before the end of the day. All pupils and pupils, parents and staff will be informed of those who have Monday or Friday detentions.



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The data is discussed in tutor meetings and is completed by tutors before the end of the week. The Tutor keeps an overview of Red Notes awarded to their tutees and talks to the recipients informally to amend conduct at the earliest opportunity.

Assistant Head: Assistant Head Academic analyses and disseminates the behaviour data for engagement in lessons and prep to the Heads of Department. Heads of Department monitor Red Notes awarded in their subject areas and support Teachers in promoting positive behaviour. This includes departmental and head of department detentions and subject report cards. This is used for both monitoring of prep and also monitoring engagement in lessons.

There is a half termly review between the Assistant Head: Head of Sections and the Assistant Head: Academic to assess progress and set targets.

Pupils who are on green report register with their Tutors arriving at 8.20am to give both parties the opportunity to reflect on the previous day's report and set targets for the forthcoming day. If a pupil has not responded to a green report, he may move onto an amber report. Pupils who are on an amber report are to register with either an Assistant Head or a Deputy to Assistant Head: Head of Section from 8.20am in their offices and complete the reflection and target setting process. The process continues for red reports with registration with a Deputy Head.

At the end of the week a pdf of the report is emailed home. Green reports are sent home by tutors, amber reports are sent home by Heads of Section, and red reports are sent home by Deputy Heads.

3.2 Actions

It is every Teacher's responsibility to promote a positive working environment in their classroom and oversee good behaviour around the school. If a teacher encounters poor behaviour outside of the classroom, they act to rectify it and impose a sanction if necessary. When pupils disrupt the positive working environment, the Classroom Teacher utilises behaviour management strategies and works alongside their Head of Department to solve any issues.

Staff refer to the Behaviour Ladder below which outlines potential escalation. It is possible to bypass a level for isolated incidents of a serious enough nature. For example, directing bad language towards a teacher or fellow pupil, or an incident of violence or wilful and reckless breach of the school rules.

Appendix 5.5 - Table of Disregard for Learning & Social Interaction. This table provides illustrative examples of behaviours that correspond to various levels of the established behaviour ladder. This tool is used by staff to effectively gauge and respond to behaviours in line with the policy's graduated approach.



The Behaviour Ladder

Level 1	
<p>Three or more Red Notes in week Monday Detention 4.15 – 4.45 Monday in HH Hall Conversation with Tutor Email home from Section Team</p>	
Level 2a	Level 2b
<p>Two Monday Detentions/Seven or more Red Notes in a half term Green Report issued for two weeks. Formal meeting with tutor to set goals and report card sent home each week Report cards are issued at green level. If there is no further improvement, then a pupil may move to amber level and eventually to red level. Green reports – monitored by Tutor Amber reports – monitored by HoS Red reports - monitored by DH</p>	<p>Where the majority of Red Notes are for a particular subject, a Subject Report issued for two weeks. Formal meeting with HoD to set goals and report card sent home each week Report cards are issued at green level. If there is no further improvement, then a pupil may move to amber level and eventually to red level. Green reports – monitored by Teacher Amber reports – monitored by HoD Red reports - monitored by DH</p>
Level 3	
<p>Three Monday Detentions in a term or the Assistant Head: HoS identifies a serious behavioural incident Friday Detention 4.00 – 5.00 in H43 The pupils are required to complete a reflective write-up (Appendix 5.2) which is scanned & saved. Formal meeting with Assistant Head: HoS and letter sent home An appropriate report card will be issued</p>	

Level 4
<p>Continued misbehaviour or a single serious incident. Headmaster Detention Detention issued and supervised by Deputy Head. DH will contact parents. Reflective task and discussion. An appropriate report card will be issued</p>
Level 5



Continued misbehaviour repeated low-level misbehaviour or single incident of concern. Internal exclusion Pupil will be internally excluded for a period of time specified by a Deputy Head. Work provided by subject teachers and a reflective essay set by SMT. A DH holds a reintegration meeting with the pupil. A Behaviour Plan may be put in place signed by parents and pupil.
Level 6
Continued misbehaviour repeated low-level misbehaviour or single incident of concern. Fixed Term exclusion Pupil will be externally excluded for a period time specified by the Headmaster. Schoolwork is not provided, and the excluded pupil will need to take steps to catch up. Attached to pupil's MyConcern profile and email sent to all staff. The Headmaster holds a reintegration meeting with the pupil. A Behaviour Plan may be put in place signed by parents and pupil.
Level 7
Continued misbehaviour, repeated misbehaviour or single incident of concern. Permanent exclusion The Headmaster reserves the right to exclude a pupil permanently.

3.3 Disciplinary Review Meeting

Where it is felt appropriate, a pupil may be asked to accompany his parents to a Disciplinary Review Meeting. This is a minuted meeting with the pupil, his parent(s), the Assistant Head HoS. These meetings are usually chaired by the Deputy Head P&W.

The aim of these meetings is for all parties to have the opportunity to discuss an incident or incidents which have taken place. The School presents the information that they have, the pupil explains the situation from their perspective and the parents can ask clarifying questions and also share their perspective. The meeting is a neutral act, and the Chair ensures that all parties are heard, so that the Headmaster may be presented with fair and correct information.

Following this meeting, the Headmaster reviews the minutes and decides a sanction. Parents are then informed in writing of his decision.

3.4 Wellbeing Service

In line with our aims and values, pupils may also be referred to the Wellbeing Service for reflection or dispute resolution coaching as appropriate. This is arranged through the Heads of Section. A referral to the Wellbeing Service may also be an outcome of a Disciplinary Review Meeting.

4 Suspensions and Exclusions

Suspensions and Exclusion follow the Behaviour Ladder above.

Fixed Term Exclusion is the most serious measure the School has available to it before Permanent Exclusion and it is the strongest signal it can give to a pupil and his parents that his conduct is far below the standard we expect of him.



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4.1 Permanent Exclusion

If a pupil fails to respond in an appropriate manner to Fixed Term Exclusion(s) or commits a breach of rules judged sufficient to merit it, then the School invites parents to withdraw their son or face permanent exclusion. The decision to take this step is taken by the Headmaster in consultation with the SLT (Senior Leadership Team) and Alpha Plus Group Staff.

Permanent exclusion might be as a result of serious misbehaviour, repeated low-level misbehaviour or a very serious, single incident of concern.



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5 Appendices

APPENDIX 5.1

Study Habits

Good study habits are vital to your success and enjoyment of your learning. These study habits embody a lot of our Wetherby Senior School values which are highlighted below:

- Be punctual to all your lessons
- Arrive at your lessons with the right equipment – you need to know your timetable and have packed your bag correctly in advance
- Listen carefully to your teacher’s instructions and put your hand up if you have a question – do not call out – your **politeness** will help your lessons to be more effective
- Participate fully in your lessons. Work at a good pace and volunteer answers – trying hard and displaying **endeavour** will aid your progress. Pupils who participate more in lessons remember the work more readily
- Be proactive – if you do not understand ask for help or if you do understand try and take the idea a step further – this might be an extension or challenge task. Displaying **curiosity** will make you a better thinker
- Work positively with other pupils in pairs or groups when asked to do so by your teacher – good **teamwork** will help your learning
- If you miss a lesson, take responsibility for finding out what work, you have missed and completing this and any outstanding prep. If, because of illness, you need an extension to your prep deadline, contact your teacher in advance to request this. **Independence** is a key attribute of a mature learner.
- Consider feedback from your teacher as an opportunity to improve. Display **resilience** by taking the time to understand your targets and working to improve in your next piece of work. You may not have perfected a skill yet, but you can with application



APPENDIX 5.2

REFLECTIVE WRITE UP FORM

<p><u>Name:</u></p> <p><u>Form:</u></p>	<p><u>Member of staff:</u></p>
<p><u>Reason for completion of form</u></p>	
<p><u>Meeting notes (teacher to complete)</u></p> <ul style="list-style-type: none">••••••••••	
<p><u>Staff signature:</u></p> <p><u>Date:</u></p> <p><u>Pupil signature:</u></p> <p><u>Date:</u></p>	



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Pupil's Write up - Reflection Sentence Starters

Acknowledging the issue:

- I recognise that my behaviour...
- I acknowledge that I... / I recognise that...
- I am sorry that... / I regret that...
- I understand that... / I now see that...
- The impact of my actions...

Moving forward:

- In future, I will strive to... / In future, I will endeavour to...
- I will make greater efforts to... / I will strive to...
- I will consider... / I will think before... / I will think about...
- It would be better to... / It would be beneficial to...



APPENDIX 5.3

BEHAVIOUR PLAN

Name:

Form Group:

Background:

Targets agreed for behaviour IN and OUT of lessons are (be specific):

-
-
-
-

Action to support in achieving the above targets (be specific):

-
-
-
-
-

Start Date:

Review:

Pupil signature:

Head of Section signature:

Parental signature:

Cc Parents, Assistant Head: HOS to File
and circulate to Class teachers.



APPENDIX 5.4

The DfE (Department for Education) has reviewed and updated its guidance on searching, screening and confiscation since September 2022

This comes after the publication of the Safeguarding Practice Review report on the case of Child Q, where a pupil was strip-searched without parental consent at school. The Safeguarding Practice Review highlighted the need to put safeguarding at the centre of the school's approach to handling searches.

The updated DfE guidance, applying from 1 September 2022, places a bigger emphasis on our safeguarding duty. This includes:

- A change in approach on which staff members can search
- That you should record certain searches in your school's safeguarding system
- New guidance on what you should do before, during and after a search
- New guidance on strip searches and supporting the pupil afterwards
- That where possible, you should inform parents of a search for a prohibited item before you carry out a search. You should always inform parents of any search for prohibited items and the outcome as soon as practicable
- The importance of staff understanding the rights of the pupil being searched

1. Prioritise safeguarding

We have a duty of care to all pupils in our school. This means that we should balance:

- The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of pupils suspected of possessing these items

Keeping Children Safe in Education (KCSIE) sets out the statutory duty of all staff to make sure that they make decisions in the best interests of the child. This applies to decisions to search pupils and confiscate items.

We should be vigilant about possible biases affecting our decision to search a pupil

We should also consider that all pupils have a right to expect a reasonable level of personal privacy, under Article 8 of the European Convention on Human Rights. Any 'interference' with this right by our school must be justified and proportionate.

While we will only search a pupil if we have good reason to, we must consider that, for the pupil, it could infringe upon their wellbeing and rights in several different ways. For example:

- Physical loss of privacy when clothes, bags, or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- The impact to a pupil's dignity or reputation if they are unduly searched or suspected of possessing prohibited items



2. **Be vigilant to bias**

We are aware of, and encourage staff to be especially vigilant about, possible biases affecting decisions to carry out or escalate searches. The Safeguarding Review into the Child Q case found that "racism (whether deliberate or not) was likely to have been an influencing factor in the decision to undertake a strip-search".

We use the data from our record of searches to see if any groups are disproportionately subject to searches.

3. **Treat confiscations as a safeguarding issue**

Children in possession of drugs, alcohol or weapons should be considered vulnerable and at risk of exploitation. Paragraph 20 of KCSIE highlights the need to be alert to the potential risks of children who are:

- Showing signs of being drawn in to anti-social or criminal behaviour
- In challenging family circumstances, such as drug and alcohol misuse
- Misusing drugs or alcohol themselves

Children in possession of drugs, alcohol or weapons should be considered vulnerable

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The DSL should make an immediate referral if they find evidence that a child is at risk of harm.

Staff should inform the DSL of any searching incidents that they believe revealed a safeguarding risk or gave reasonable grounds to suspect that a pupil was in possession of a prohibited item (see the section below for a list of such items).

4. **Make sure the behaviour policy is clear on how we conduct searches**

The underlying legislation has not changed, meaning that:

- Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance). The DfE told us that how this applies to a particular case will depend on the situation and your school policy
- Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance). However, it is best practice to only allow authorised teachers to carry out searches (see the section on who can carry out searches and when below).

5. **How to gain consent and what will happen if a pupil refuses to cooperate**

We can sanction pupils if they refuse to cooperate with a search for a prohibited item. However, the DfE says we should seek the informed cooperation of the pupil before any search. Where possible, we should avoid presenting the idea that a pupil can be sanctioned for refusing to consent to a search, as this may imply that the pupil did not freely consent.



6. Who can carry out a search and when

The Headmaster, is authorised to carry out a search and he will also authorise other staff as appropriate. They can do this if:

- The pupil agrees to the search, or
- The authorised staff member has 'reasonable grounds' to suspect that the pupil may have a prohibited or banned item

This is outlined in paragraphs 2, 4 and 10 of the [DfE's guidance on searching and screening](#).

Even though common law sets out that any staff member can conduct a search with the pupil's permission, it is best practice to only allow staff members who have been authorised by the headteacher to conduct searches.

This gives the school the best defence if you are later accused of carrying out improper searches, and it helps uphold our safeguarding duties.

This advice comes from [Forbes Solicitors](#).

The Headmaster can:

- Authorise members of staff to search for specific items (e.g. alcohol only), or all banned items
- Require a security staff member (including those who are not school staff) to conduct a search

Under law:

- The person carrying out the search must be the same sex as the pupil being searched
- There must be another member of staff present as a witness to the search

The only exception to this is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search is not carried out urgently and
- It is not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

The member of staff witnessing the search must also be the same sex as the pupil being searched if this is reasonably practicable ([paragraph 6\(d\)](#) of section 550ZB of the Education Act 1996).

When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept (see the section on how to record searches for more support).

What does 'reasonable grounds' mean?

7. What we can search for

The Headmaster and authorised staff members can search a pupil for:

- Any items with the pupil's informed consent
- Prohibited or banned items, with or without the pupil's consent

Prohibited items are:

- Knives or weapons



- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the pupil) or damage to property

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

8. Other items banned in school

In addition to the list above, the Headmaster and authorised staff members can also search for other specific items banned in our school:

- Vaping/e-cigarette equipment

9. How to carry out a search

9.1 Before a search

The Headmaster or authorised staff member should make an assessment of how urgent the search is, and consider the risk to other pupils and staff and explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it. Staff should always seek the pupil's cooperation.

9.2 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
- Does not 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:

- We may sanction them in line with our behaviour policy
- We should assess whether it is 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: we can only use reasonable force to search for prohibited items but not other items banned in your school

9.3 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:

- Gloves
- Scarves
- Shoes

We 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.

9.4 Searching a pupil's possessions

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

We can allocate lockers and desks to pupils at the start of the year on the condition that they consent to having these searched.

We may use a metal detector to help with our search.

10. Strip Search

School staff are not allowed to carry out strip searches. 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

The police should be called into school as a last resort, and we should always put the best interest of the child first. This means that before we decide to call the police into school we should first:

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

10.1 Before a search

Where reasonably possible, we must inform a parent that a strip search will happen (and always inform them after it has been carried out).

We must also make sure an 'appropriate adult' is present during the search.

10.2 During a 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 on the right for a definition). The search may only take place without an appropriate adult if:

- It is an urgent case where there is risk of serious harm to the pupil or others



- The pupil explicitly states that they do not 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

10.3 Duty of care

Our 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 our safeguarding duty, for example by requesting that the appropriate adult leave the room when they talk to the pupil.

We are advised to 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.

10.4 Support the pupil after the search

We must 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 safeguarding issues that may have informed the decision to request a search in the first place

11. How to record searches

We 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.

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

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

11.1 What to include in the record

The DfE suggests that we 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

12. Confiscation

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

12.1 What to do with confiscated items

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	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
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 cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
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

In cases where there are multiple options, we should use our professional judgement and consider:

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

We can also confiscate, retain or dispose of a pupil’s property as a disciplinary measure where it is reasonable to do so, as set out in section 91 of the Education and Inspections Act 2006.



13. 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

13.1 If we discover inappropriate material

Inappropriate material means pictures, images or videos containing or promoting violent language, gruesome or disgusting imagery, graphic images of physical trauma, gratuitous portrayals of bodily fluids or waste, foul or offensive language, cruelty, or gratuitous violence towards animals and/or pornographic images.

If we discover inappropriate images, video, or other material, the school should dispose of them unless there are reasonable grounds to suspect that their possession is related to a specific illegal offence.

It is not the responsibility of the member of staff who discovers the material to make a decision about whether to delete it or not. Staff should hand inappropriate material to the DSL or DDSL who, after consultation with other safeguarding staff, will destroy it. Where an image or material is deleted, this action will be recorded centrally.

13.2 Nudes & Semi-nudes

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

If a nude or semi-nude picture comes to our attention, staff should:

- Report it to the DSL or DDSL immediately.
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL or DDSL and seek support.
- Do not delete the imagery or ask the young person to delete it.



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- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

14. Screening

Screening is the use of a walk-through or hand-held metal detector to scan all pupils before they enter the school site.

You can require pupils to undergo screening. However:

- Before you consider installing and using any screening technology, you are encouraged to consult with your local police, as they may be able to provide advice about whether installing these devices is appropriate
- If you introduce new screening measures, you should inform pupils and parents in advance to explain what it will involve
- Make sure to make reasonable adjustments to the screening process where a pupil has a disability



Appendix 5.5 - Table of Disregard for Learning & Social Interaction

Level of disregard for learning and social interaction	Definition	Examples	Sanctions	Staff usually involved
1 Low	Actions that are disruptive to the climate for learning and social interactions	Late to school/class Disruptive behaviour in class Disrespect of others Missing homework Lack of uniform Use of mobile	Reminders Cool down period Talking through solutions Lunchtime detention Single demerit	Subject teacher, class teacher, form / advisory teacher
2 Medium	Actions that are not damaging to self and or others, but contravene important expectations for learning and social interactions	Persistent low-level disregard Or: Inappropriate use of IT Inappropriate comments Unintentional damage of property Marginal academic dishonesty Truancy Swearing	Parents contacted Lunch/break time reflection After-school detention Report card to Head of Year 4 demerits	Above, plus academic coordinator, Head of Year
3 High	Action that are damaging to self and or others and that undermine the climate for learning and social interactions	Persistent lower levels of disregard Or: Highly inappropriate use of IT Fighting Intentional damage of property Serious academic dishonesty Selling of legal items (i.e. energy drinks) Smoking Vaping Possession of alcohol Acting as an accomplice/alias to bullying, racism, harassment, excluding people from group chats Distribution of images without consent Creation and sharing of unkind/modified image of another pupil (image dependent)	Parent meeting 1-3-day internal suspension Withdrawal from trips Report card to Head of Section Parents asked to collect from trip 5-8 demerits	Above, plus Head of Section
4 Very high	Actions that are seriously damaging to self and or others and that undermine the	Persistent lower levels of disregard Or: Use of alcohol on school grounds	Parent meeting 3-5-day external suspension Non-renewal of place for next year	Above, plus Head



	climate for learning and social interactions	Violent behaviour Malicious use of IT Serious challenge of authority Verbal or physical abuse Bullying, racism Theft Testing positive for drugs Accessing and distributing illegal items (pornography, tabaco/vapes, alcohol) Possession of a dangerous weapon (e.g. knife) Distribution of nude images without consent Legal consensual sexual behaviour	Report card to Head of School Parents asked to collect from trip 9-12 demerits	
5 Zero tolerance	Single actions that seriously undermine learning and social interactions	Or: Extreme violent behaviour Possession and/or use of illegal drugs at school Extreme bullying, racism or abuse Selling illegal items Non-consensual/illegal sexual behaviour	Immediate expulsion Inform Inspired Head of Safeguarding (and local police where illegal activity) 12 demerits	Above, plus Board of Governors



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Appendix 5.6 Inspired Parent Code of Conduct

1. Commitment to working with Parents

- We are proud at Inspired schools to have excellent relationships between students, staff and parents – this partnership is key to the success of our schools and ensuring student development and progress is transformational.
- We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.
- The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.
- Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards.

2. Communicating with school

- We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.
- We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.
- In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.
- We expect parents to follow and uphold all procedures outlined in the school's published policies.



3. Behaviour and communication considered unacceptable

- We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.
- Behaviours that we consider to be unacceptable include, but are not limited to:
 - Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone or online.
 - Behaviour or communications that breach school policies, safety or procedures.
 - Disruptive behaviour which interferes or threatens to interfere with the normal, daily operation of the school.
 - Inappropriate posting of defamatory, malicious or threatening messages on traditional and social media about the school or individuals connected with it
 - Creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

4. Consequences of breaching Parent Code of Conduct

- Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.
- Where that is not possible, actions the school can take are, but not limited to:
 - request for a meeting to resolve the issue.
 - issue a warning regarding the behaviour and how that breaches this code.
 - withdraw the right to be on school premises or at school events.
 - give notice to parents to find an alternative school for their child/ren.