

## Policies and Procedures

Title:	Behaviour Policy
Associated Policies:	<ul style="list-style-type: none"> <li>• Anti-Bullying Policy</li> <li>• Child on Child Abuse Policy</li> <li>• Exclusion and Suspension Policy</li> <li>• Learning for All-Equal Opportunities Policy</li> <li>• Online safety and Acceptable use Policy</li> <li>• Safeguarding and Child Protection Policy</li> </ul>
1	Policy Statement of Aims
<p>This policy aims to:</p> <ul style="list-style-type: none"> <li>• Provide a consistent whole school approach to behaviour management that respect the values of the school.</li> <li>• Define what we consider to be unacceptable behaviour, including bullying and discrimination.</li> <li>• Outline how students are expected to behave and the consequences of poor behaviour.</li> <li>• Summarise the roles and responsibilities of different people in the school community with regards to behaviour management</li> <li>• Outline our system of rewards and sanctions.</li> </ul> <p>The policies and procedures at Northampton School for Girls are securely built on our ethos of respect for self, respect for others and respect for learning. As such we provide an environment in which equality, diversity and inclusion are valued, with all students encouraged to respond positively and independently to our high expectations of behaviour.</p> <p>NSG will ensure that individual students who do not meet the high expectations of behaviour are not allowed to adversely affect the learning of others.</p> <p>NSG acknowledges its duties under the Equality Act 2010, its safeguarding duties and those duties owed towards students with mental health issues and special educational needs and those subject to the Education Healthcare Plan (EHCP) process outlined in <a href="#">Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023</a>.</p>	
2	Legislation and statutory requirements
<p>In addition, this policy is based on advice from the Department for Education (DfE) on:</p> <ul style="list-style-type: none"> <li>• <a href="#">Behaviour in schools: advice for headteachers and school staff 2022</a></li> <li>• <a href="#">Searching, screening and confiscation: advice for schools 2022</a></li> <li>• <a href="#">The Equality Act 2010</a></li> <li>• <a href="#">Keeping Children Safe in Education</a></li> <li>• <a href="#">Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023</a></li> <li>• <a href="#">Use of reasonable force in schools</a></li> <li>• <a href="#">Supporting students with medical conditions at school</a></li> <li>• <a href="#">Special Educational Needs and Disability (SEND) Code of Practice</a></li> </ul> <p>Furthermore:</p>	

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Northampton School for Girls will advise the police of any criminal activity; this includes racist, sexist, homophobic or other hate incidents that are categorised as crimes. (See "**Procedures in regard to hate incidents, bias and prejudice against an individual protected characteristic at NSG**".)

### 3. Definitions

At Northampton School for Girls we require everyone to show respect, tolerance and understanding towards one another. Our "NSG expects" and established learning routines support our students to adopt consistent and highly positive attitudes and commitment to their education (See Appendix 1).

We believe it is essential that student and staff understands they have the right to feel safe, valued and respected, free from any form of discrimination with the right to learn in an environment free from the disruption of others. Our staff are expected to always set an excellent example to student and use rewards and sanctions accurately and consistently in line with the behaviour policy.

Families are involved in behaviour incidents to foster good relationships between the school and student's home life.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Use of a mobile phone during the school day on the school site

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, harassment, or abuse, which is defined as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking and vaping on site
- Use of a mobile device to record, unload or share activity relating to NSG or any NSG student.
- Racist, sexist, homophobic or discriminatory behaviour verbally, physically or online
- Possession of any prohibited items. These are:
  - Alcohol
  - Illegal drugs
  - Knives or weapons
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks

- Pornographic images
- Or the possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, damage to property or to cause personal injury to any person (including the student).

### Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when; representing the school, such as on a school trip or on the bus, on the way to or from school, or it could; have repercussions for the orderly running of the school, poses a threat to another student or could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

### Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The student is identifiable as a member of the school.

### Suspected criminal behaviour.

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher or a member of the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure, and enforce sanctions, as long as it does not conflict with police action.

## 4 Roles and Responsibilities

### The Governing Board

The Governing Board is responsible for the approval and monitoring this behaviour policy's effectiveness, holding the headteacher to account for its implementation.

### The Headteacher

The Headteacher Is responsible for:

- the school's disciplinary procedures and identifying the appropriate action to be taken when a student's behaviour fails to meet the requirements of the policy. The Headteacher takes responsibility for reviewing this behaviour policy.
- Any decision to suspend or exclude a student on a fixed term or permanent basis lies with the Headteacher.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can

fulfil their duties set out in this policy. The Headteacher will ensure this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.

- ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

### Staff

Staff are responsible for:

- Implementing the behaviour policy and procedures consistently (See Appendix 2).
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Accurately and consistently recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### Parents/Carers

Parents/Carers are expected to:

- Engage with the school's behaviour policy and reinforce it at home where appropriate to ensure their child is adhering to the "NSG Expects".
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the school promptly and raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

### Students

Students will be made aware of the following during their induction into the behaviour culture, this will support them to develop an understanding of the school's behaviour policy and wider culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key expectations, rules, and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.

Extra support and induction will be provided for students who are mid-phase arrivals and/or have additional needs or vulnerabilities.

## 5 Rewards and Sanctions

### List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- SIMS rewards
- Letters or phone calls home to parents/carers

- Special responsibilities/privileges/activities
- Other achievement rewards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Speaking to a student at the end of a lesson
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school
- Referring the student to a Head of Department/Faculty/Year
- Putting a student 'on report'
- Letters or phone calls home to parents/carers
- A temporary, agreed, alternative work location. This may include an agreed Alternative Provision.
- Referring the student to the senior leadership team.
- Agreeing a behaviour contract
- Internal or external suspension.

### Suspension or Permanent Exclusion

At Northampton School for Girls, we are committed to following all statutory suspension and exclusions procedures to ensure that every child receives an education in a safe and caring environment. Only the Headteacher, or acting Headteacher, can suspend or exclude a student from school. A permanent exclusion will be taken as a last resort.

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or permanently the Headteacher will:

- Consider all the relevant facts and evidence.
- Ensure the student has had the opportunity to provide their version of events.
- Consider any relevant special educational needs or vulnerabilities.

For more details regarding suspensions and exclusions please refer to the Northampton School for Girls Suspension and Exclusion Policy.

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school. This could include measures like: a repair meeting, daily contact with the pastoral lead, a report card with personalised behaviour goals.

### Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student's behaviour issues recorded in SIMS will be available to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those students transferring to other schools.

## 6 Bullying *(Please see the Anti-Bullying Policy for more details)*

**Bullying** is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period. It always reflects an imbalance and abuse of power.

### **Bullying can be:**

- Emotional – being unfriendly, excluding, tormenting Physical – pushing, kicking, hitting, punching or any use of violence.
- Racist – racial taunts, graffiti, gestures,
- Sexual – unwanted physical contact, harassment, or sexually abusive comments
- Homophobic, biphobic, transphobic and acephobic – because of or focusing on the issue of sexuality.
- Verbal – name calling, sarcasm, spreading rumours, teasing.
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.
- Child on child Abuse– this abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender-based violence (*for more information please see the Child-on child Abuse policy*)

Any of the above undertaken online will also be viewed as bullying.

Details of our school's strategy to prevent and address bullying are set out in our Anti-Bullying policy

## **7. Zero-tolerance approach to sexual harassment and sexual violence**

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police

Please refer to our safeguarding and child protection and child on child abuse policies for more information.

### 8. Malicious allegations

#### Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our allegations against a member of staff, safeguarding and child protection child protection and child on child abuse policies more information on responding to allegations of abuse against staff or other students.

### 9. Responding to misbehaviour from students with special educational, or other specific needs

#### Recognising the impact of SEND on behaviour.

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

For example:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload.

#### Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the student for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's SENCO in conjunction with the link Deputy Headteacher will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

### **Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. The school may request an emergency review of the EHC plan.

### **Individual student need**

Northampton School for Girls recognises its legal duty under the Equality Act 2010 to prevent student with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

## **10 Training**

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development. Additional CPD delivered to all staff through the School Improvement Plan professional development programme will focus on supporting students to adopt consistent and highly positive attitudes and commitment to their education and on meeting the need of students who are disadvantaged and/or have additional special needs.

## **11 Monitoring Arrangements**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions, and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of confiscation, searching, screening, and use of reasonable force
- Perceptions and experiences of the school behaviour culture for staff, students, governors, and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- School level
- By age group
- At the level of individual members of staff



- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

## Appendix 1 - NSG expects and school learning routines

### NSG Respects:



All students annually confirm their understanding and commitment to the school ethos of respect, its expectations and its behaviour for learning routines when they sign the Northampton School for Girls student code of conduct. Further information about behaviour processes are available on the school website.

### Appendix 2 – Implementing the behaviour policy and procedures consistently

It is expected that students at NSG will always comply with our '6 NSG Respects'. However, in instances when a student fails to comply either in a lesson or outside of a lesson they will be challenged in a consistent manner by all members of staff. At Northampton School for Girls our behaviour procedure is rooted in ARA (Ask, Remind, Advise) and this is applied when challenging a student that is not meeting the school ethos and our '6 NSG Respects'.

If a student is not meeting our expectations staff will identify which of our '6 NSG Respects' is not being met and *Ask* them to correct their behaviour. At this point, the student should make a positive choice, reflecting on their actions, correcting their behaviour. When a student successfully corrects their behaviour having been *Asked* there are no further consequences or behaviour points given.

If a student continues to not meet our expectations staff will again identify which of the '6 NSG Respects' is not being met and *Remind* them to correct their behaviour and make them aware that if they continue to not meet our expectations a 30 minute detention will be given. At this point, the student should make a positive choice, reflecting on their actions, correcting their behaviour. Having now been *Reminded* the staff member will assign a behaviour point to the student on Edulink, logging the incident and notifying parents/carers about which of the '6 NSG Respects' was not met.

If a student still continues to not meet our expectations then staff will *Advise* the student to correct their behaviour and make them aware that they will now be given a D30 (after school 30 minute detention) due to their actions. At this point the student should make a positive choice, reflecting on their actions, correcting their behaviour. If the student chooses to not comply with the teacher's request then further consequences will be applied with removal to another classroom or a period of time in Isolated Education (IE) to be determined by the Senior Leadership Team.

Whilst procedures in a lesson and outside a lesson are slightly different, the principles and sequencing of ARA are the same. The procedure and how it links to the '6 NSG Respects' is simple, transparent and will be consistently applied by staff at Northampton School for Girls to ensure that students have the very best learning environment to thrive.

### Appendix 3 – Searching, screening, confiscation and use of reasonable force

#### **Confiscation, screening and searching.**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **Confiscation**

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

#### **Searching students' possessions**

Possessions means any items that the student has or appears to have control of, including for example lockers or bags. A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules. An authorised member of staff can search a student's possessions when the student and another member of staff are present. *If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.*

#### **Searching a student**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. *Subject to the exceptions below*, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed. An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other students or staff at risk.
- Consider whether the search would pose a safeguarding risk to the student.
- Explain to the student why they are being searched.
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf".
- Explain how and where the search will be carried out.
- Give the student the opportunity to ask questions.
- Seek the student's co-operation.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, or the DSL in the headteachers absence to try to determine why the student is refusing to comply. They will make a decision whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. An authorised member of staff may search a student's outer clothing, pockets, possessions or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

*An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:*

- *The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and*
- *In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or*
- *It is not reasonably practicable for the search to be carried out in the presence of another member of staff.*

*If an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.*

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's CPOMS system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

### Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student.
- Not be a police officer or otherwise associated with the police.
- Not be the headteacher.
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex.
- Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### Who will be present.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others. One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees.

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

- No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

### Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

### Reasonable force and physical restraint

Though very rare, there may be circumstances where identified staff may need to use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

- Be recorded and reported promptly to parents/carers.

Reasonable force covers a range of interventions that involve physical contact with students. Specific staff identified by the Headteacher, have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported promptly to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.