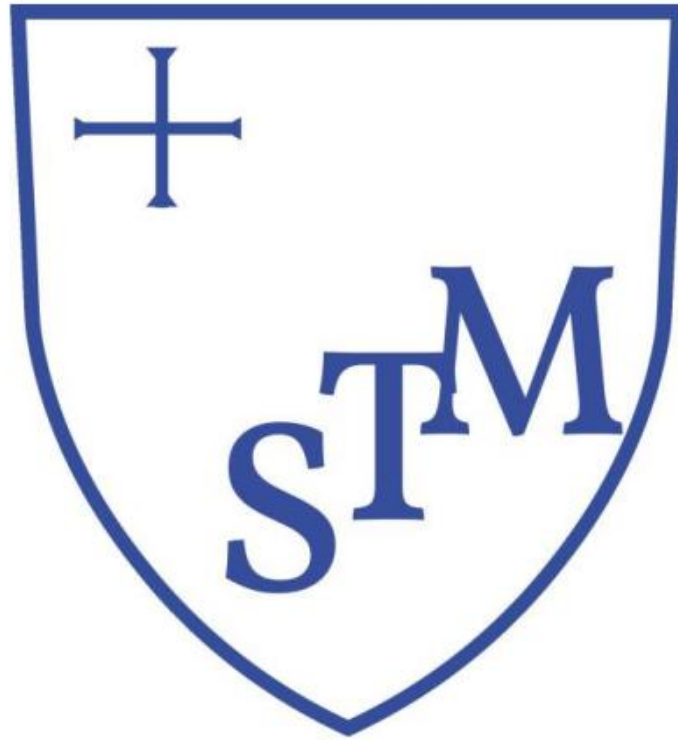


St Martin's C of E Primary School



Relationships & Behaviour Policy

September 2026

Rationale

All children are unique, and their behaviour is shaped by a wide range of influences, including home circumstances, emotional and psychological needs, physical or medical conditions, educational needs and levels of self-esteem. At St Martin's CofE Primary School, our Relationships Policy sets out how we promote positive behaviour, nurture strong relationships and create a safe, inclusive environment where every child can thrive.

It is important to note that it is not possible for any policy to cater for every eventuality and it must be remembered that professional judgement will need to be used in applying the policy, aiming for a consistent and fair approach, guided by our school values. In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Equality Act 2010 (as amended) and other relevant legislation.

Safeguarding

The Education Act 2002 places a duty on schools to safeguard and promote the welfare of pupils at the school by ensuring that risks of harm to welfare are minimised and taking appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other agencies. The Relationships Policy should be read in conjunction with the Safeguarding Policy - where concerns arise regarding safeguarding and/or child protection, these should be recorded on CPOMS and passed on to a member of the Safeguarding Team.

Our Vision

Our approach to relationships is rooted in St Martin's vision and values, which shape the character and daily life of our school. Guided by our Christian foundation and the belief that *"I can do all things through Christ who gives me strength"* (Philippians 4:13), we strive to model and teach the values of **friendship, respect, empathy, sharing and humility**. These values underpin how we treat one another, how we resolve difficulties and how we create a school culture where every child feels safe, valued and inspired to flourish academically, socially and spiritually.

At St Martin's, we recognise that positive, respectful relationships are at the heart of a safe, inclusive and effective learning environment. Our Relationships Policy is designed to promote dignity, kindness and respect in all interactions between pupils, staff and the wider community.

Policy Aims

- To create a safe, nurturing environment where all pupils feel secure, valued and ready to learn.
- To promote positive behaviour and respectful relationships through kindness, empathy and consistency.
- To ensure every pupil feels valued, supported
- To maintain a clear, fair and consistently applied approach for recognition and sanctions.
- Support pupils in developing self-regulation, responsibility and resilience
- To prevent and address bullying, discrimination and child-on-child abuse effectively.
- To equip staff with the skills and confidence to build strong, supportive relationships and de-escalate conflict.
- To work collaboratively with parents and carers to support pupils' social and emotional development.
- To teach appropriate behaviour through positive and respectful interventions.

Core Principles

Relationships First

We understand that behaviour is a form of communication. Adults take responsibility for creating nurturing relationships built on mutual respect, trust, kindness and empathy. Pupils learn best when they feel safe, understood and respected.

Adults Lead by Example with Kindness

Adults in our school model kindness in every interaction. We speak kindly, act with understanding and treat everyone fairly and with respect.

We make sure every child feels listened to.

We stay calm and patient, even when things are challenging, to help children feel supported, cared for and understood.

Consistency and Predictability - Clear Routines Help Everyone

- A positive, predictable environment is maintained across the school, including classrooms, communal areas, extra-curricular activities and trips.
- We follow simple, easy-to-remember routines that help everyone feel secure and supported and know what is expected.
- We practise these routines regularly so they become part of everyday life. We set clear and consistent expectations for communication and behaviour.
- We teach and expect kindness by teaching and reinforcing positive behaviours, ensuring sure everyone has a chance to be kind and to learn.

When Things Go Wrong, We Repair and Restore

- If a child's behaviour isn't in line with our values, we approach the situation with kindness and help them understand and restore it.
- We use restorative conversations to help children reflect, learn from their mistakes, understand the impact of their actions and repair harm done, understanding feelings and rebuilding relationships through empathy and forgiveness.
- We ensure this is fair for both parties involved.

Praise the Positive, Clear and Fair Recognition and Logical Consequences

- We give our attention to children who are showing great behaviour, making the right choices and working hard.
- We celebrate demonstration of our values and Super 7 characteristics through praise and rewards.
- Positive behaviours are consistently recognised and rewarded.
- Sanctions are applied fairly, with professional judgement and flexibility to individual needs.

Adults are Present and Supportive

- Adults at St Martin's are a constant, caring presence. We model our Christian values in every interaction, ensuring that children feel seen, supported and safe
- Staff are consistently present around school, offering calm guidance, encouragement and reassurance. Our visibility helps children feel secure and promotes positive behaviour.
- Creating a safe and kind environment — We are proactive in building a culture shaped by friendship, respect, empathy, sharing and humility. Children know that adults will listen, help and respond with compassion.
- Every adult strives to be approachable, warm and supportive. We want children to feel confident seeking help, sharing worries and celebrating successes with us.

Staff Development and Well-being

Staff receive ongoing training in relationship-building, trauma informed approaches, behaviour management, de-escalation techniques and restorative approaches. Staff wellbeing is prioritised as essential to sustaining positive school culture.

Partnership with Parents and Carers

Open, respectful communication with families is central to our approach at St Martin's. By working in genuine partnership, we share responsibility for nurturing positive behaviour and strong relationships. This collaboration reflects our values of respect and empathy, ensuring that every child is supported consistently at home and in school.

- **Shared responsibility** — We recognise that children thrive when school and families work together with a common purpose.
- **Respectful communication** — We communicate with openness, honesty and humility, valuing the insights families bring.
- **Supporting pupil development** — Strong relationships between home and school help children grow socially, emotionally and academically.

Explicit Teaching of Social and Emotional Skills

At St Martin's, we place a strong emphasis on pupils' well-being and mental health, ensuring that every child develops the emotional skills needed to thrive. Pupils are taught model behaviours that reflect our Christian values of friendship, respect, empathy, sharing and humility. This includes learning self-regulation, empathy, respectful communication, and the ability to recognise and understand their feelings.

We use emotion coaching as a key strategy to support children in managing their emotions. Through this approach, adults help pupils to identify their feelings, understand what has triggered them, and learn constructive ways to respond. Emotion coaching strengthens emotional literacy, builds resilience and deepens the trusting relationships that sit at the heart of our school community.

- **Emotion coaching** — Adults guide children through moments of strong emotion, helping them label feelings, understand them and choose positive responses.
- **Self-regulation** — Pupils learn strategies to stay calm, make thoughtful choices and manage challenges.
- **Empathy and compassion** — Children are taught to consider others' perspectives and respond with kindness and forgiveness.
- **Respectful communication** — Pupils practise listening, speaking kindly and resolving conflict peacefully.
- **Recognising feelings** — Children learn to identify emotions in themselves and others, supporting their mental health and well-being.

Expectations of Pupils

There three rules that guide us every day. We teach these, talk about them, and encourage everyone to follow them.

- 1. Be ready**
- 2. Be respectful**
- 3. Be safe**

Pupils are encouraged to engage positively with peers and staff and to take responsibility for their actions by participating in restorative conversations when conflicts arise.

When behaviour needs redirection

We use calm, compassionate and restorative steps to guide children back towards positive actions. Our focus is on understanding feelings, supporting regulation and helping children repair relationships with kindness and dignity.

- **Reminder:** A gentle, kind reminder of what was expected and why it is important.
- **Caution:** A private, clear, calm warning about the choices being made explaining the impact of the behaviour on themselves and others.
- **Time to Reflect:** If needed, children can take a short amount of time to think and reflect on their actions and regain composure in a calm space.
- **Restorative Chat:** We hold a supportive, restorative conversation to help children understand what happened, why it wasn't ok, how it affected others and how they can recover and restore.

What We Expect from Staff

- Warm daily welcome, we greet every child with a smile, helping them feel seen, valued and ready for the day.
- We lead with calmness every day, showing empathy and understanding in all our interactions.
- We follow through on rewards and sanctions with a focus on helping each child grow and develop.
- We work together as a team to support every child, building a culture of kindness and respect in our school.

- We consistently model the respectful, compassionate behaviours we expect from our pupils.
- We invest time in nurturing trusting, supportive relationships with every child.
- Use early, least-intrusive interventions to manage low-level disruption.
- Respond swiftly and supportively to escalated / distressed behaviour.
- Facilitate restorative conversations to resolve conflicts.
- Recognise and support pupils' emotional and behavioural needs with empathy and care.
- Collaborate with parents, carers and colleagues to support pupils effectively.

Preventing and Addressing Bullying and Abuse (see Anti-Bullying Policy)

- The risk of bullying (including cyberbullying, prejudice-based, and discriminatory bullying) is minimised through a proactive anti-bullying strategy.
- Clear, accessible systems enable pupils to report bullying safely.
- Staff and pupils are trained to recognise bullying and child-on-child abuse and respond appropriately.
- Support is provided to victims and perpetrator to help overcome the impact of bullying and to reduce the risk of reoccurrence.
- All allegations are taken seriously and managed in line with safeguarding procedures.
- Proactive steps to reduce the risk of discrimination by promoting equality, challenging bias and ensuring every member of our community is treated with dignity and respect.

Supporting Pupils with Additional Needs

- Pupils with additional needs or vulnerabilities (needing support) receive personalised support and adaptations to promote positive relationships and behaviour.
- All staff and external agencies work collaboratively to meet individual needs.
- Staff are trained to understand and respond to the specific challenges faced by vulnerable pupils

Monitoring and Review

- Behaviour data is regularly analysed to inform ongoing improvement and to identify needs.
- The Deputy Headteacher reports on behaviour termly to the Governing Body.
- Feedback from pupils, staff, and parents informs policy review and development.
- We will review our policy and procedures each year to make sure we are all supporting children in the best possible way.

Conclusion

At St Martin's, we know that when adults nurture positive, compassionate relationships, children feel safe, valued and ready to learn. Our Behaviour and Relationships Policy reflects our commitment to kindness, respect and restorative practice, rooted in our Christian values, so that every member of our community can flourish and every child is treated with consistent care and dignity.

Positive Rewards & Consequences Ladder – 2026/202

Rules	Rewards	Stage	Sanctions	Example of scenarios
Be Ready: Come prepared, listen carefully and try your best. Be Respectful: Be kind and polite to everyone and look after school property and people's belongings. Be Safe: Make the right choices to keep yourself and others safe. Staff – Approach every challenge with empathy. Respond to children's behaviour with understanding and non-judgement and use each moment as an opportunity to redirect and restore.	Kind words and praise from staff Shine Bright certificate FRESH certificate Super 7 Certificate Positive Points awarded Points lead to the following, as chosen by school council: 20 – sticker 40 – pencil 60 – sit by friend 80 – headteacher certificate 100 – 100 badge 120 – Hot Chocolate 150+ movie and popcorn party	Stage 1 Reminder of Expectations	Reminder (can be non-verbal). A gentle reminder of what was expected and why it is important. No contact with home.	Reminder (aim – to refocus behaviour and reset without fuss) Low-level disruption (e.g., swinging on chair, off task, not following instruction, calling out, answering back or disrupting the learning of others)
		Stage 2 Warning	Warning State the rule and expectation again. Make it clear what needs to change. This is a clear, calm warning with empathy about behaviour with an explanation of its impact on others. No contact with home	Warning (aim – to encourage reflection and self-regulation behaviour – the child knows they have a choice, change behaviour or move to next stage) Continuing low-level disruption and not responded to reminder
		Stage 3 Recovery time in class	Stage 3: Recovery Time (2 minutes) Negative behaviour leads to these logical consequences: A child takes a short break to think and reflect on their actions and regain composure in a calm space inside/outside the classroom (some pupils may need a movement break to regulate their emotions). No contact with home. A restorative conversation is needed with the staff member who issued the recovery time to check the pupil understands why the reflection time happened. Logged on Arbor	Time to Reflect – break to regulate emotions (aim – to repair, reset, reflect and return to learning quickly) There has been no improvement since Stage 2 Intentional disruption Not completing tasks Inappropriate behaviour or language that was unintended (not swearing).
		Stage 4 Recovery time out of class	Recovery Time-Out (up to 10 minutes) plus a Restorative Conversation Longer reflection time in another classroom/calm area. Includes a supportive conversation to help the child understand what happened, why it wasn't OK, how it affected others, and how they can make it right. A restorative conversation is needed with the staff member who issued the	Time out reflection time (up to 10 minutes) plus a restorative conversation between pupil/s and staff member – a logical consequence (aim – to repair and reset) – this could take place during lesson time or in the pupil's own time at the next break/lunchtime. Careless behaviour leading to hurting someone (e.g., running down a corridor and bumping into someone/hurting them).

			sanction to check the pupil understands why the time-out happened. Contact with home by class teacher. Logged on Arbor	Lack of respect towards staff and other pupils (e.g. answering back).
There may be incidents that arise that will be dealt with member of the well-being or senior leadership team, these will be reviewed on a case-by-case basis. This may involve a child spending session/s away from the classroom (internal isolation, which to reported to parents)				
Stage	Sanction	Example of scenarios		
Stage 5 Repair time out of class	Behaviour Repair (up to 30 minutes) plus a Restorative conversation Longer reflection time and a supportive conversation with a suitable member of staff to help children understand what happened, why it wasn't OK, how it affected others, and how they can make it right. Logged on Arbor Contact with home by the person who has carried the behaviour repair	There has been no recovery since Stage 4. Inappropriate language, including swearing Deliberate name calling Purposeful physical contact e.g. pushing Threatening behaviour towards staff or pupils Refusal to comply with direct instructions Aggressive behaviour without intent to hurt e.g. pushing a chair over, slamming doors, throwing equipment. Behaviour is unsafe for the classroom environment.		
Stage 6 Repair time with SLT	Serious Incident Response (up to half a day) plus a Restorative conversation Longer reflection time and a conversation with a senior leader to help children understand the serious nature of this incident, the impact on others and how this can be prevented in future to avoid more serious sanctions. Logged on Arbor and CPOMS Contact with home by senior staff.	Immediate action required Intentional physical violence towards another pupil e.g. punching, kicking, slapping, pushing and pulling with deliberate force – including fighting. Absconding outside of the school building. Intentional lasting damage to building, property and resources. Deliberate spitting Any form of discrimination – language linked to racism, homophobia, misogyny, disability (depending on the circumstances, this could result in a fixed term suspension) Confirmed bullying		
Stage 7	Serious incident Some incidents of undesirable behaviour are extremely serious and go beyond a restorative conversation. These will be treated on a case by case basis, but could be considered – internal suspension (a full day out of class in school) or at risk of fixed term of permanent suspension Dealt with by headteacher, or senior leader in charge.	Assaulting a member of staff Extreme aggression towards another pupil Significant vandalism to school property Anything that could be considered a criminal offence. Sexual harassment, meaning unwanted conduct of a sexual nature, such as: • Sexual comments • Sexual jokes or taunting • Physical behaviour like interfering with clothes • Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content Possession of any prohibited items – please see section 6.5 about confiscation and the searching of a child and/or their belongings.		

Restorative Practice

At St Martin's, we use a restorative approach to resolving conflict, rooted in our belief that relationships can be repaired with kindness, empathy and forgiveness. When difficulties arise between children or between a child and an adult, we focus on repairing harm, rebuilding trust and helping everyone involved feel heard and respected.

Following any incident, children are supported to take part in a restorative conversation, guided by a trusted adult. This structured process allows each person to share their views and feelings calmly. These conversations only begin when everyone is calm and ready to engage positively.

Together, the children agree on any next steps or natural consequences, such as apologising, taking some space, or completing a task that helps repair the situation. This ensures both parties understand how the other feels and what actions will help restore the relationship.

We believe that restorative practice helps our pupils grow in self-awareness, empathy and emotional understanding, strengthening their confidence in our behaviour support systems and nurturing the compassionate school culture we strive for.

- **Restorative conversations** — Supporting children to reflect, listen and repair relationships.
- **Emotional understanding** — Helping pupils recognise feelings and respond with empathy.
- **Repairing harm** — Encouraging responsibility, kindness and reconciliation.

Example questions we ask during a restorative conversation:

"What happened?"

"What were you thinking / feeling at the time?"

"How did this affect others?"

"How do you think the other person felt?"

"How can we make it right moving forward?"

"How do you feel now?"

"Are you ready to return to class?"

Suspension / Permanent Exclusion

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

There are three types of formal exclusion that the school can sanction for extreme behaviour: Lunchtime Exclusions, Fixed Term Suspension and Permanent Exclusion.

A child can also be excluded from a class day trip/residential trip for extreme behaviour as outlined in the national guidance for 'Off-site & Out of Hours Educational activities'; where extreme behaviour gives rise to concerns for the child's own safety or the safety of their peers. Exclusion from a day trip / residential may also be a consequence for a serious breach of the Behaviour Policy eg Sexual Harassment / Violence

Lunchtime Exclusion: Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period for a fixed period of time. This will count as a half- day exclusion against the pupil.

Fixed Term Suspension: A decision on suspension for a fixed term should be taken, on balance of probabilities, only in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion. These should be for the shortest time necessary. However, for continued disruptive behaviour a number of fixed term suspension can be given as outlined in Sandwell Exclusions: Good Practice Guide.

Permanent Exclusion:

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort and will be carried out in line with Sandwell's Fair Access protocol.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

A decision to suspend a pupil will be taken only:

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

School will closely work with Sandwell Inclusion SEMH (Social and Emotional, Mental Health) and their Preventing Primary Exclusions (PPE) team to support a child who is at risk of permanent exclusion. A reduced timetable can be negotiated with parents where a child has received a number of fixed term

exclusions to try to avoid a permanent exclusion. The school will endeavour to support a child and family to avoid a fixed term exclusion.

When a pupil is suspended or permanently excluded parents will be notified without delay. If a pupil has a social worker, or if a pupil is looked-after, the social worker and/or VSH, as applicable will also be notified without delay. The local authority will also be notified.

Managed Moves

School will only consider a managed move to another school if it is in the best interests of the child. This will only be considered once all other measures and support have been exhausted.

Restraint

There may be rare occasions when a child puts themselves or others in danger or is actually hurting themselves or others. All staff may need to restrain them using a minimum of force for a minimum length of time to keep them and others safe.

At St Martin's, physical restraint is used only as a last resort and always in line with CPI principles, with the sole purpose of keeping a child and others safe. Our approach prioritises de-escalation, calm communication and supportive strategies, and restraint is only considered when a child is at immediate risk of harm and no other safe options are available. Any physical intervention is carried out by trained staff, using the least restrictive method for the shortest possible time, while maintaining the child's dignity and emotional well-being. Following any incident, we support the child through a restorative conversation, help them regulate and reflect, and ensure that parents and carers are informed. This approach reflects our commitment to compassionate, safe and respectful practice (see Restrictive Interventions Policy, April 2026).

Confiscation and Searches

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Prohibited items include:

- Weapons including knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images

- fireworks
- vapes, e-cigarettes
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

Searching a pupil

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 exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil 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 pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure 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 or the designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil 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 designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, classroom trays.

Outer clothing includes:

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Classroom trays
- Bags and coats

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil 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.

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 pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents 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 pupil 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 if 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 pupil'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 pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, 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 (see below for the role of the appropriate adult).

The pupil's parents 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 body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

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

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil 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 pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil 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 pupil 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.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Behaviour when off-site

Sanctions may be applied where a pupil has shown unacceptable behaviour off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has shown unacceptable behaviour off-site, at any time, whether or not the conditions above apply, if it:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

Online behaviour

The school can issue behaviour sanctions to pupils for any undesirable behaviour online when:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil 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, a member of SLT 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.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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.

Pupils 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
 - Complete an Early help Assessment
 - Refer to children's social care
 - Report to the police

Please refer to our safeguarding policy for more information

Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil 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 pupils accused of misconduct.

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Pupil transition

The school will support incoming pupils to meet behaviour standards by explaining the behaviour policy and the wider school culture on their arrival.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

