

Policy for Searching Pupils' Possessions
Policy for Restraint – Page 262

There is a school Relationship and Sex Education Policy and the aims of that policy link to the aims of this policy in promoting respect and tolerance for others.

The Lead Designated Safeguarding Lead and with responsibility for EYFS is Sue Rigby Tim Leverton-Griffiths (Deputy Head/Head), The Deputy Designated Safeguarding Leads are and Alison McDougall (School Nurse), (Helen Caithness (Girls' Houseparent), (of Boarding

The Head of Acorns, Sue Rigby, is responsible for Behaviour Management of Acorns and Jenny Wall is responsible for EYFS.

If a Hate Crime was committed the local authority would be notified.

Aims:

- for all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- for parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- for the Head to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- for the Governors and Head to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation;
- that every teacher will be good at managing and improving children's behaviour;
- corporal punishment is not used and is not threatened as a punishment; and
- this policy applies to EYFS.
- Physical intervention is only allowable where it is needed to avert immediate danger of personal injury. Please see Restraint Policy for further details.
- Abuse is abuse and should never be tolerated or passed off as 'banter' etc.
- All child on child abuse is unacceptable and will always be taken seriously.

ANTI-BULLYING AND DISCRIMINATION POLICY (CHILD ON CHILD ABUSE)

Aims

In line with the aims of Packwood Haugh School the anti-bullying policy aims to ensure the ability of all children at Packwood Haugh School, including those in the Early Years Foundation Stage, and all of the staff to enjoy a safe and happy working environment, free of child on child abuse that enables them to flourish and prosper. This policy has been drawn up with due regard to the DfE Guidance July 2017 Preventing and Tackling Bullying. Child on child abuse is taken seriously at Packwood and it is understood that child on child abuse (both physical and emotional) can cause psychological damage. This policy should be read

alongside the Packwood Way and the Packwood Code which promotes good behaviour, respect for others and the exercising of self-discipline. Where child on child abuse occurs Packwood aims to provide support for both the victim and the bully.

There are many definitions of child on child abuse, but most consider it to be:

- deliberately hurtful (including aggression) ·
- repeated often over a period of time
- difficult for victims to defend themselves against
- difficulty of boarders not being able to escape bullying by going home each day

Child on child abuse can take many forms, but three main types are:

- physical - hitting, kicking,
- taking or mistreating belongings
- verbal - name calling, insulting, making offensive remarks, spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails and texts and malicious use of social networking sites (cyberbullying)
- sexual violence and sexual harassment
- sharing of nude/semi-nude images
- initiation/hazing type violence and rituals

Generally there is a lot of laughter at Packwood but sometimes children can say or do things which are unkind and hurtful. This is not accepted at Packwood and through the Packwood Way children are told to always tell someone if another pupil is being unkind to them. They are told that being unkind to someone else is taken very seriously at Packwood and that being unkind will result in sanctions.

Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability.

If any bullying outside school is reported to school staff then the incident would be investigated and acted on in the same manner as an incident reported to have taken place in school. The head would consider whether it was appropriate to notify the police or anti-social co-ordinator in the local authority of the actions taken against the pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public the police would be informed.

Where it is thought necessary the School will draw on the services provided by the local authority to help support the child carrying out the abuse and the victim of the abuse.

Contact between teachers and parents is encouraged so as to have open discussions regarding issues and incidents that occur. This enables the school and home to work together to overcome behavioural problems. For more serious issues and incidents meetings with the Deputy Head will take place to discuss how best the school and the parents can work together to help the pupil.

Prevention

- A spirit of mutual co-operation and teamwork is consciously fostered within the school
- There is a code of thoughtful pastoral care, encouraging good relationships.
- There is a strong policy of good discipline and a high level of supervision.
- There are regular talks in Assembly and Tutorials concerning child on child abuse.
- The staff receive regular reminders. Any problems of this nature are always brought up at staff meetings.
- Monitors and senior children have a specific brief to bring any indications of bullying to the attention of a member of staff. There is a Monitors' meeting each week.
- Children are always encouraged to seek help wherever necessary.

Procedure

Where child on child abuse or unkindness is alleged, the Head is informed as soon as possible. It is recognized that a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.' Where this is the case, the school staff would report their concerns to the social services. Where safeguarding is not considered to be an issue the school would speak to both parties and the action taken by the Head will depend upon the circumstances. Some cases prove to be little more than a misunderstanding, and generally clear guidance as to the standards of behaviour expected will suffice. It may also be appropriate to investigate more closely any underlying reason for the bully behaving as he/she did. If necessary the school would seek advice from external services such as TAMHS to support the pupil who is experiencing the bullying or to tackle any underlying issue which has contributed to a child doing the bullying. Possible further steps include:

- Guidance with sanction and warning of consequences of further misconduct
- Awareness in boarding house by all boarding staff if there is a boarding issue
- Conduct report
- Notifying parents – arrange a meeting
- Suspension
- Expulsion (if severe and persistent – the decision to be shared with the Chairman of Governors)

A record of the incident will be entered on the database for all the pupils concerned. Staff and tutors will be informed at the next Staff Meeting so that all parties can be suitably supported. There will be a follow-up with the victim concerned a few days later to ensure all is well, and occasionally thereafter for a period of weeks.

Support for the victim of bullying

Any child who is a victim of bullying will be supported in the first instance by the form tutor with one-to-one meetings. Where it is felt necessary an additional mentor can be nominated such as the school nurse who can meet regularly with the child over a period of time. The school also has access to counsellors and therapists who can provide support if it is required at that level. The support provided will be discussed and agreed with the parents of the child. Specific support would be put in place for a boarder that may include things like the re-arrangement of dorm groupings

Opportunities to promote anti-bullying messages through the curriculum

Through our curriculum:

- The contribution of all pupils is valued
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- Pupils learn to take responsibility for their actions and behaviour both in school and in the wider community
- All forms of bullying and harassment are challenged
- Pupils are supported to develop their social and emotional skills

Further information about specific types of bullying (child on child abuse)

Bullying (child on child abuse) can be related to:

- Race, religion or culture
- Special educational needs and disabilities
Children and young people with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against child on child abuse.
- Appearance or health conditions
Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in child on child abuse.
- Sexual orientation
Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means “coming out” to teachers and parents.
- Sexist or sexual bullying
Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.
- Cyberbullying
Cyberbullying is a “method” of bullying, rather than a “type” of bullying. It includes bullying via text message; via instant messenger services and social network sites’ via email’ and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability etc.

Bullying (Child on Child Abuse) around Race, Religion and Culture

Racism and child on child abuse should have no place in our school. Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect.

What is racist bullying?

“The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.”

Preventing racist bullying

Incorporate the recommended six themes into our everyday teaching and work in the forms and through the Packwood Way.

- Shared humanity: similarity, sameness and universality
- Difference and diversity: contrasting stories and interpretations
- Interdependence: borrowing, mingling and mutual influence
- Excellence everywhere
- Identity and belonging
- Race, ethnicity and justice

Responding to incidents of racist bullying

In providing support the school should accept the pupil’s account of the incident and confirm that it was right for the pupil to approach and inform school staff. It should be stressed that the pupil was not himself the cause of the bullying. The pupils should be involved in solving the situation – would he like other pupils to help solve the situation and would he like his parents to be informed and involved.

The ‘bully’ needs to be sanctioned but also helped to understand the hurtfulness of racist bullying. Those responsible need to be clear that what they have done is wrong and they need to be helped to understand their own behaviour and to change it

Homophobic Bullying (Child on Child Abuse)

What is homophobic bullying?

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, transgender or bisexual people.

Who experiences homophobic bullying?

- Young people who are lesbian, gay, transgender or bisexual
- Young people who are thought to be lesbian, gay, transgender or bisexual
- Young people who are different in some way – they may not act like the other boys or girls
- Young people who have LGBTQ friends, or family, or their parents/carers are LGBTQ
- Teachers, who may or may not be lesbian, gay, transgender or bisexual

Who does the bullying?

- Anyone. Especially if they have been told it is wrong
- People who might be LGBTQ themselves and are angry about that
- People who think LGBTQ people shouldn't have the same rights as heterosexual people and use this as justification for bullying

Why should schools do anything about it?

- Schools have a legal duty to ensure homophobic bullying is dealt with in schools.
- Homophobic bullying can have a negative impact on young people

How to recognise homophobic bullying

- Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes pupils may not want to tell anyone about it in case teachers/staff or other adults assume they are gay. The fact that young people are particularly reluctant to tell is a distinctive aspect of homophobic bullying.
- Generally, homophobic bullying looks like other sorts of bullying, but in particular it can include:
 - Verbal abuse – including spreading rumours that someone is gay, suggesting that someone is inferior and so they are “gay”
 - Physical abuse – including hitting, punching, kicking and threatening behaviour
 - Cyberbullying – using on line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging

Can it happen at Primary School Level?

- Yes, Pupils may not know what the words mean, but can use homophobic language against others as a form of bullying.

Or, they may bully a pupil who has LGBTQ parents/carers or family members

How to respond to homophobic bullying

- School staff interact with pupils on a daily basis and are more likely to see, and be told about, incidents of homophobic bullying. It is important that staff responses are, in line with Ofsted guidelines, 'swift, proportionate, discreet, influential and effective'. Staff should respond effectively to incidents of homophobic bullying, and instil confidence in pupils and parents/carers that issues will be dealt with.

Responding to homophobic language

Casual homophobic language is common in schools but, if it is not challenged, pupils may think that homophobic bullying is acceptable. It is therefore important to challenge homophobic language when it occurs:

- Ensure that pupils know that homophobic language will not be tolerated in school.
- When an incident occurs, pupils should be informed that homophobic language is offensive, and will not be tolerated
- If a pupil continues to make homophobic remarks, explain in detail the effects that homophobic bullying has on people and discuss the matter with the Head.

Understanding Cyberbullying

1. Cyberbullying can be defined as the *use of Information and Communications Technology, particularly mobile phones, the internet and social networking sites deliberately to upset someone else*. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.
2. It also affects members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by pupils.
3. Cyberbullying should be taken very seriously. The Education and Inspections Act 2006 includes legal powers that relate more directly to cyberbullying; it outlines the power of head teachers to regulate the conduct of pupils when they are off-site and provides a defence in relation to the confiscation of mobile phones and other items.
4. Although cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Schools should contact the police if they feel that the law has been broken.
5. Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyberbullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.
6. The following link to the Shropshire County Council website has some useful information regarding cyberbullying and internet safety:
<http://www.safeguardingshropshireschildren.org.uk/scb/parsafety.html>
7. The School (pupils, staff and parents) undergo internet safety training with Childnet International every two years.

Preventing Cyberbullying

1. Ensure that all staff are made aware of cyberbullying.
2. Raise awareness of cyberbullying and the unacceptability of it through discussion in form time. Discuss what a pupil should do if they feel they are a victim of cyberbullying.
3. Ensure that pupils are aware of the procedures and sanctions for dealing with cyberbullying – through form time.
4. Ensure annual review of the policy regarding use of school IT networks and mobile phones.
5. Record and monitor incidents of cyberbullying in the same way as all other forms of bullying.
6. Discuss the responsible use of technologies and e-safety. As part of the IT programme the children are advised about internet safety, following the CEOPs guidelines.
7. Stay up-to-date regarding new technologies and services that become popular.

Responding to Cyberbullying

1. Cyberbullying is a form of bullying and should be dealt with as any other form of bullying, following the same use of sanctions.
Consideration should be given to the victim of cyberbullying, taking into account the different nature of cyberbullying. The invasiveness of cyberbullying and the size of the audience should be taken into account when dealing with the victim and the perpetrator.
2. The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid in any investigation. If necessary there are additional reporting routes available, through mobile phone companies, internet service providers and social networking sites. Detailed information on retaining evidence, containing incidents, and contacting the relevant organisations can be found in DCSF Safe to Learn: Embedding anti-bullying work in schools document.
3. Advise those experiencing cyberbullying on steps they can take to avoid recurrence – for example, advise those targeted not to retaliate or reply; provide advice on ‘blocking’ or removing people from ‘buddy lists’; and ask them to think carefully about what private information they may have in the public domain.
4. Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.
5. Once the person responsible for the cyberbullying has been identified, it is important that, as in other cases of bullying, sanctions are applied, as laid out in the Anti-Bullying policy. Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any help that they may need. It is important to refer to the Acceptable Use Policy for the internet and apply sanctions where applicable and practical.

Anti-Bullying Information Sheet for Pupils

Is it bullying?

It is if you feel hurt because individuals or groups are:

- Calling you names
- Threatening you
- Pressuring you to give someone money or possessions
- Hitting you
- Damaging your possessions
- Spreading rumours about you or your family
- Using text, email or web space to write or say hurtful things (cyberbullying)

Packwood Haugh does not tolerate bullying. This is what we do about bullying:

- Make sure that the person being bullied is safe
- Work to stop the bullying happening again
- Provide support to the person being bullied

What should you do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another pupil.

If you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

When you are talking to an adult about bullying be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

Remember there is always the school's independent advisor, Mrs Gallimore: 01939 260942

Teasing or Bullying

Every child has a right to be happy at school. Make sure that you do not cause unhappiness by things you say or things you do. You may think it is all in fun, but it may turn out to be more harmful than you think.

- If teasing is unkind and hurtful, or the bullying is really causing you distress or causing another child distress, do not hesitate to turn to someone for help:
 - a) You have a Form Tutor who will help, or you may have a member of staff whom you specially trust and like;
 - b) Boarders have the house parents, matrons and boarding staff;
 - c) There may be a senior boy or girl or monitor whom you feel you could approach for advice;
 - d) You have a boarding tutor with special responsibility for your dormitory;
 - e) You can always come to Mrs Rigby. Do not feel that the matter has to be very serious for you to take this step.
 - Remember, telling someone about bullying, teasing, etc. is not sneaking. If you are upset, or if you see another child who is upset, turn to someone for help straight away. We all want Packwood to be a happy school, and by telling you are helping everybody, including the bully.

4) **Independent Advisor**

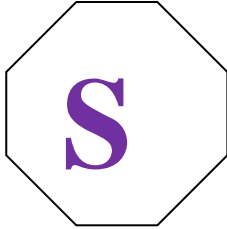
If you feel the matter is too sensitive or too private to talk about to your parents or to a friend, and if you feel you cannot come to me, or any other member of staff, there is an independent person whom you can telephone.

MRS GALLIMORE: 01939 260 942

She will be able to talk to you about the problem, and will be able to give you some helpful advice.

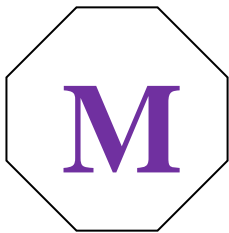
How to use the internet and mobile phones safely

When it comes to technology, you probably know more than your parents. It's quite easy to be able to surf the internet, use Facebook, listen to music and text your friends on your mobile all at the same time, but you need to know how to be SMART when you are doing all these things.



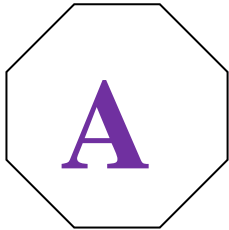
SAFE

Keep safe by being careful not to give out personal information – such as your name, email, phone number, home address or school name – to people who you don't trust online.



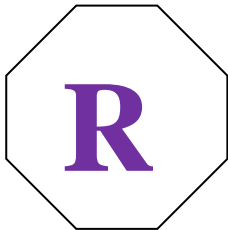
MEETING

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission & even then only when they can be present.



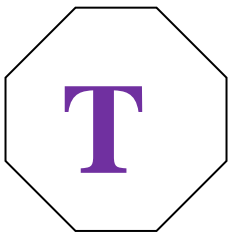
ACCEPTING

Accepting emails, IM messages or opening files, pictures or texts from people you don't know or trust can lead to problems– they may contain viruses or nasty messages!



RELIABLE

Someone online may be lying about who they are and information you find on the internet may not be reliable.



TELL

Tell your parent, carer, teacher or a trusted adult if someone or something makes you feel uncomfortable or worried. You can report online abuse to the police at: www.thinkuknow.co.uk

- Being smart and staying in control is about knowing that some people use the internet to be nasty to others.
- Some people who you meet online may not be who they say are. It's easy for people to lie when they're chatting online.

HOW TO STAY SAFE ON THE INTERNET

- Be careful what information you give out.
 - Try and use a nickname rather than your real name when you are chatting online
 - Do not give out any personal information about yourself: your full name, address or school.
- **If anyone asks for this information tell a trusted adult straight away.**
- Don't arrange to meet up with someone who you have met online. If anyone asks to meet up with you, **tell a trusted adult.**
- Sometimes things happen which can make you upset. People may say nasty things to you or you may see something that you don't like. If this happens, you must remember that it is not your fault. **Always tell a trusted adult straight away if you are upset or worried about something that has happened online.**
- Only upload pictures that you'd be happy for your mum to see.
- Blogs: Don't give too much away in a blog – details of parties. Real friends can phone you to get details.

Anti-Cyberbullying Code

Being sent an abusive or threatening text message or seeing nasty comments about yourself on a website can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyberbullying and advice on how to report it when it does happen.

1) **Always respect others**

Remember that when you send a message to someone you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyberbullying yourself. You could also be breaking the law.

2) **Think before you send**

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

3) **Treat your password like your toothbrush**

Don't let *anyone* know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

4) **Block the Bully**

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

5) **Don't retaliate or reply!**

Replying to bullying messages, particularly in anger, is just what the bully wants.

6) **Save the evidence**

Learn how to keep records of offending messages, pictures or online conversations, these will help you demonstrate to others what is happening, and can be used by your school, internet service provider, mobile phone company, or even the police, to investigate the cyberbullying.

7) **Make sure you tell**

You have a right not to be harassed and bullied online.

There are people that can help:

- Tell an adult you trust, who can help you to report it to the right place or call a helpline like ChildLine on 0800 1111 in confidence.

- Tell the provider of the service you have been bullied on (e.g. your mobile phone operator or social network provider). Check their websites to see where to report.
- Tell your school. Your form tutor/landing tutor or adult that you trust can support you and can discipline the person bullying you.

Finally, don't just stand there – if you see cyberbullying going on, support the victim and report the bullying. How would you feel if no-one stood up for you?

THE PACKWOOD WAY

(Policy for the Promotion of Good Behaviour)

This document, as found in the Staff Handbook and the New Teachers Information Booklet outlines how the staff are encouraged to promote good behaviour amongst the children.

THE PACKWOOD WAY

(Policy for the Promotion of Good Behaviour)

- Treat others as you would be treated
- Forgive
- Share
- Be respectful
- Be honest and live with integrity
- Be kind and helpful
- Be a responsible member of the community
- Do your best to be your best

The premise behind these principles is that children can choose how to react to the situations that they face. They should choose to react in a way that is in accordance with 'The Packwood Way' and not by showing 'anger, victim mentality, martyrdom, sulking, obstructive, superior, bullying or revenge'. They should be encouraged to exercise self-discipline. 'You can't be held responsible for your feelings, but you can be held accountable for your behaviour.' You should do the right thing 'as a matter of principle'.

1. In order that The Packwood Way becomes a habit of behaviour, it needs to be at the forefront of everybody's minds. So, as a staff, we need to:

- Say it

- a. Assemblies

The Head of TPR will co-ordinate assemblies on each of the eight principles, perhaps a new principle every week or every fortnight

- b. PSHE lessons and Tutor Time (Form Time in particular)

Form Tutors may focus upon the principle of that week/fortnight, or a particular principle that is topical for some reason, as the theme for Tutor Time.

- c. Other gatherings (e.g. Sixes Meetings, Boarders/Day Pupil meetings)

Again, the opportunity may arise to make a salient point by reference to The Packwood Way.

- Publish it

- a) Posters are placed around the school listing the 8 principles of The Packwood Way
- b) The Packwood Way is incorporated into the booklets ‘The Packwood Code’ and ‘Information for New Children’
- c) It is also incorporated in ‘Information for New Parents’.

- Model it

We, as a staff body, should strive to conduct ourselves according to the eight principles at all times, so that we are setting an appropriate example.

- Inspire it

Through the lecture programme and on other occasions we invite to Packwood individuals who have achieved great things in their lives and who are inspirational examples of living according to the principles of The Packwood Way.

In Assemblies, we talk about notable individuals who may inspire the children to follow their example.

- Give praise for it

Staff should praise children for behaving according to The Packwood Way and use the actual word e.g. “you are a helpful boy/girl”, “you’re good at sharing, aren’t you?” It is important that we all spend all day long catching children doing things right and praising them for it. Children should get attention and reward for conducting themselves in The Packwood Way. **Greens** are given when someone is particularly helpful, kind or respectful. Each Green earns 5 points for a Six. Greens will accumulate throughout a child’s time at the school. The total number of Greens will be published regularly, and there are rewards for hitting certain targets.

Target	Reward
5 Greens	Certificate
10 Greens	Certificate + 10 pence tuck
20 Greens	Certificate + 10 pence tuck + 10 bonus Sixes points
30 Greens	Certificate + 10 pence tuck + 15 bonus Sixes points
40 Greens	Certificate + 10 pence tuck + 20 bonus Sixes points
50 Greens	Certificate + 20 pence tuck + 25 bonus Sixes points
60 Greens	Certificate + 10 pence tuck + 30 bonus Sixes points
70 Greens	Certificate + 10 pence tuck + 35 bonus Sixes points
80 Greens	Certificate + 10 pence tuck + 40 bonus Sixes points
90 Greens	Certificate + 20 pence tuck + 45 bonus Sixes points
100 Greens	Certificate + 30 pence tuck + 50 bonus Sixes points + Sixes Colours

This system will motivate children to want to earn Greens. Greens should accordingly be awarded freely as a reward for Packwood Way behaviour.

2 Greens are recorded through the database through the pupil points section. The reason for the Green is recorded, the subject (where appropriate) and the teacher giving the green.

3 **Wellbeing Manager Create a Quick Concern**

This is a way of staff recording children's behaviour that is concerning. The iSAMS Wellbeing Manager quick concern button is a way of staff recording any pastoral concern and that is then seen by the DSL's and actions decided.

4 **Yellows**

When Yellows are given:

Yellows are issued for relatively minor offences (not unlike the yellow card of football referees). A Yellow acts as a warning about poor behaviour and records where a pupil has repeatedly got something wrong (for example, repeatedly failing to bring the right equipment or running through the corridor). The Yellow is recorded on the school network and the Form Tutor, Deputy Heads and Head are automatically informed.

It should be stressed that a Yellow is an option for recording a relatively minor or repeated lesser offence. It is often more appropriate for a member of staff to deal with the offending pupil verbally there and then e.g. pick up litter, tidy changing room, go to the back of the queue.

Consequences of a Yellow:

Staff should issue a timely, proportionate sanction themselves. Pupils should immediately carry out a task that encourages them to reflect on their behaviour (such as to stay in during break and write a letter of apology). The member of staff can liaise with the Form Tutor, duty staff or Deputy Head to help administer this when needed.

5 **Reds**

When Reds are given:

Reds are issued for more serious bad behaviour and repeated breaches of the Packwood Way, such as:

- deliberate unkindness
- rudeness, repeated disobedience or disrespect, including to people, property and possessions
- aggressive or violent behaviour

A red can only be given after discussion with the Head or Deputy Heads, following discussion with the parties involved in order to ensure that a full picture of the situation is established. In the meantime, staff emphasize how serious the matter is being taken with the pupil and that the incident will be reviewed by the Head or Deputy as soon as possible.

For particularly serious breaches of conduct, the Head may follow the school's exclusion policy.

Consequences of a Red:

When a Senior pupil is given a Red they report to the Deputy Head. They will then, as a sanction, have to miss three break times. They will spend the time in the Deputy Head's office working, for example doing reflective writing on their poor behaviour. When a Junior pupil is given a Red an appropriate sanction is given by the Deputy Head such as accompanying a duty member of staff at break time. They will be asked to reflect on their action and the consequence of their action with their form teacher. Their parents will also be directly informed.

The total number of Reds and Yellows are noted on a pupil's end of term report.

The Senior Leadership Team review the record of Yellows and Reds each week, noting wider lessons learnt. This may involve Deputy Heads following up behavioural themes in assemblies, staff and/ or pupil training, or specific guidance given to tutors in form time.

This document outlines how the children are expected to behave at Packwood Haugh School. Through the pastoral care system that is in place at the school the children are encouraged to exercise self-discipline with regard to their own behaviour. Through assemblies, PSHE lessons and form time the pupils have the opportunity to reflect on their behaviour and how best to deal with different situations that may arise.

The Packwood Way (The Promotion of Good Behaviour) is a policy that aims to encourage and foster positive behaviour that helps to prevent bullying and this works in conjunction with and alongside the school's Anti-Bullying Policy. This information is passed on to the children through the School's pastoral system of house parents, boarding tutors, form tutors, assemblies and PSHE lessons.

The Packwood Way

The Promotion of Good Behaviour

There are very few rules at Packwood. Any pupil who follows the 8 principles of the Packwood Way, will have nothing to worry about:

- Treat others as you would be treated
- Forgive
- Share
- Be respectful
- Be honest (and live with integrity)
- Be kind and helpful
- Be a responsible member of the community
- Do your best to be your best

Teachers at Packwood do not spend their time trying to catch children out; wherever possible they like to trust the boys and girls to behave in the right way, without the need to watch them all the time. We want you to exercise self-discipline to help you behave in a way that fits with the 8 principles of the Packwood Way. Always remember that the staff at Packwood are here to help you.

Packwood is a very happy school. An important way to make your time here happy too, is to do your best to follow the Packwood Way.

Now a Few Details....

THE PACKWOOD CODE

The school rules are laid out in the document entitled The Packwood Code. This document is made available to all the pupils through the Form Tutors. The rules are enforced by all of the staff at Packwood. They are regularly reminded of the school rules through the pastoral care system (House parents, landing tutors, form tutors, assemblies and PSHE lessons).

The Packwood Code

Treat the school's and other people's **property** with the same respect with which you would expect people to treat your property.

* * *

Always **ask permission** from the owner before using other people's pens, pencils, tennis balls, footballs, hockey sticks, ripsticks, scooters etc.

* * *

Do not borrow **other people's clothes**.

* * *

Do not go into another's **desk or locker** just as you would not welcome interference with yours.

* * *

Generally there is a lot of laughter at Packwood but sometimes children can say or do things which are unkind and hurtful. This is not accepted at Packwood and you should always tell someone if someone is being unkind to you. Also remember that being unkind to someone else is taken very seriously at Packwood and you will be in trouble if you are unkind.

Everybody is good at something. We do everything we can to help you to find out what you are good at, to take pride in your talents and to respect others for theirs. **Encourage others** and enjoy their success as much as your own.

* * *

Be **proud** of your school. Show your pride by **dressing tidily**. Shirts should be tucked in, ties done up, hands out of pockets. Shoes polished and laced up. Uniform clean and kept in good condition. Hair combed and and tied back if long.

* * *

Children with pierced ears may only wear one small stud type earring in each ear lobe. If you wish to wear any religious jewellery ask your parents to speak to the Head.

* * *

When outside the school on **trips or matches** remember that you represent the whole school. How you behave will be judged by others to be the way the whole school behaves.

* * *

Don't run around the school buildings, particularly the link corridor, or play rough games in the classrooms or dormitories. There are plenty of other spaces around the school for you to let off steam.

* * *

Always **welcome visitors** to the school with a smile and a greeting.

* * *

Be **helpful** to new children. Remember that you were new once.

* * *

Always **do your very best** at what you are asked to do, even if it's not your favourite thing.

* * *

You must **remain within the school grounds** at all times, unless accompanied by an authorised adult, or unless given specific permission by the Head.

The boundary of the school grounds is clear on all sides: the road, the fences abutting houses/farmers' fields, the nearside bank of the River Perry.

The path that connects the far corner of the bottom field with the top field by the pond may be used to gain access to/from the spinney or bottom field.

You must remain a reasonable distance from the edge of the river and from the edge of the ponds. Only those with specific permission may fish, and they must never enter the water.

During normal school Breaks you may not venture down the slope or the path to the lower playing field or to the bottom field.

A system of signing-out on the white board in the yard operates for all pupils going to the bottom field (for spinney, mountain biking etc.) or to the 'bombsite'.

* * *

Good manners are always important and this is especially true when you are in the dining room.

- Try to make conversation with the person taking your table. Concentrate on chatting to the person each side and opposite you, rather than trying to make yourself heard at the other end of your table or on another table.
- Pass food dishes to each other. Don't reach across a neighbour's plate!
- Don't put your elbows on the table.
- Do put your fork down between mouthfuls.

* * *

Open the door for others.

* * *

Remember to add '**please**' to all requests, and to say '**thank you**' for anything that has been done for you. And '**I'm sorry**' helps when things have gone wrong.

* * *

If you know that a boy or girl is unhappy for any reason you must **tell someone**; this is not sneaking it is simply showing that you care.

Electronic Devices

Mobile Phones or any device that can be used as a phone or has the facility to connect to the internet are not allowed in school. An overseas boarder or one who travels on the train may bring back a mobile phone but it must be handed straight to Matron for safe-keeping. (The teachers will search for these items without your permission if they believe you have brought them to school.)

All devices brought back to school by boarders for gadget nights must have SIM cards/other phone enabling device

removed, unless it is a mobile phone that is being handed straight to Matron for safe-keeping. (The teachers will check for SIM cards/other phone enabling device without your permission if they believe one has been inserted into the device.)

Pupils may not use an audio recording device, video camera or camera or any device with one of these to record media, video or take photographs of any member of staff, pupil or visitor during school unless they have the permission of a staff member and those whom they are recording.

IPods or other music playing devices may only be used to play music. 'E readers' may only be used for reading books. If the device should be used for any other purpose then it will be confiscated for a period of time at the Head's discretion.

And Finally - Sanctions

If in the event it is felt that you have done something wrong then one of the following sanctions may apply. These sanctions may be given by any of the staff but for more serious offences you would have to see Mr Leverton-Griffiths or Mrs Rigby or if it is very serious you would have to see the Head.

The sanctions could be any of the following:

Being given a Yellow (minor offence)

Off Tuck

Early to Bed

Detention

Loss of Privileges

Community Help

Being given a Red (more serious offence)
Spending free time in your form room
Losing the right to represent the school
Report Book

Written below is a list of things which the Head would consider to be very **serious offences**. In the unlikely event that you were involved with one of these things your parents would be informed and ultimately you could be suspended, asked to leave or expelled from the school.

- Bullying
- Piercing yourself or someone else at school
- Leaving the school buildings after lights out
- Leaving the school grounds without permission
- Bringing alcohol, tobacco, fireworks, weapons, unsuitable books or other harmful materials to school (The teachers will search for these items without your permission if they believe you have brought them to school.)
- Deliberately setting off a fire alarm without proper cause
- Stealing

POLICY FOR SANCTIONS

Discipline should be seen as an upholding of the school's standards and expectations of behaviour amongst the children, as laid out in the Packwood Code. This applies when the children are on the school premises and away from the school premises.

This policy can be made available in large print or other accessible format if required.

This policy will be reviewed on an annual basis.

- **Reds and Yellows**

For breach of school rules, or unacceptable behaviour, a member of staff can give a child a 'Yellow'. These are recorded on the pupil points section of the database. In a case where it is deemed serious enough a child can be given a 'Red'. This should be discussed with one of the Deputy Heads before issuing the Red. Where a graduate gap student feels that a child's behaviour has been unacceptable they should consult with one of the Deputy Heads before handing out a 'Yellow' or a 'Red'.

- **Consequence of a Red**

When a pupil is given a Red they will see one of the Deputy Heads. A pupil in Years 6-8, will have to miss three free time slots in one day. They will spend the time in the office of the Deputy Head working. A pupil in Years 3-5 will be spoken to by the Deputy Head and will discuss with their form teacher the reason for the Red and the consequences of their action. They will have an appropriate sanction such as spending free time with a duty member of staff. Parents will be informed.

- **Removal of Privileges**

Another form of sanction is to withdraw privileges: e.g. off tuck, off TV, early bed. In these cases the Head or Deputy Heads should be consulted. For more serious offences a pupil may have to spend free time in their form room.

- **Report Book**

Poor work or behaviour may result in a child being put on a work/conduct report. This booklet will be completed with a brief comment by each member of staff after each lesson and by a member of the duty staff at the end of the day. The child reports to the Head or Deputy Heads as arranged. Alternatively, a teacher may simply ask the child to do work again in his / her own time.

If a member of staff is concerned about a child's pattern of behaviour, this should be discussed with the Head.

- **Major Punishments**

There is no corporal punishment or threat of corporal punishment.

No excessive or idiosyncratic punishments are to be used, including punishment intended to cause pain, anxiety or humiliation, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline, requirement to wear distinctive clothing as a punishment (or night-clothes by day as a punishment), use or withholding of medical or dental treatment, deprivation of sleep, or locking in a room or area of a building.

The Head is informed of any major sanction and this is recorded, including the reason for the sanction and the name of the person administering the sanction. All major punishments are recorded on the major punishment's list. Sanctions recorded here include those for particularly serious offences as outlined in the Packwood Code, any serious offence not included in the Packwood Code, any offence considered serious enough to be quoted in future reports or references and any offence which would constitute criminal behaviour in the case of an adult.

- **Suspension**

In very serious matters, parents will be contacted and a pupil may be suspended from school for a period of time. The parents will be asked to take the pupil home for a fixed period of time.

- **Requirement to Leave**

For a serious breach of school discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of Packwood Haugh school, the pupil may be required to leave permanently. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school. A boarder may be required to leave boarding without necessarily being required to leave the School.

- **Expulsion**

A pupil is liable to expulsion for a grave breach of school discipline, for example a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal expulsion implies that reference to the facts and circumstances will be made in response to every request for a reference.

The Head is required to act fairly. He will make a decision on a case-by-case basis, will expel a pupil from the School only as a last resort and will not expel a pupil other than in grave circumstances. Please see separate policy on Suspension, Expulsion, Removal and Review.

Appendices

Appendix 1 – Sanctions as outlined in the Policy for Anti-Bullying.

Appendix 2 – Sanctions as outlined in the Policy regarding alcohol, tobacco, drugs and other items.

Appendix 1

Sanctions for Bullying (Child on Child abuse) as laid out in the Anti-Bullying Policy

Where child on child abuse or unkindness is alleged, the Head is informed as soon as possible. It is recognized that a child on child abuse incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.' Where this is the case, the school staff would report their concerns to the Designated Safeguarding Lead. Where safeguarding is not considered to be an issue the school would speak to both parties and the action taken by the Head will depend upon the circumstances. Some cases prove to be little more than a misunderstanding, and generally clear guidance as to the standards of behaviour expected will suffice. It may also be appropriate to investigate more closely any underlying reason for the bully behaving as he/she did. If necessary the school would seek advice from external services such as the Early Help Team to support the pupil who is experiencing the bullying or to tackle any underlying issue which has contributed to a child doing the bullying. Possible further steps include:

- Guidance with sanction and warning of consequences of further misconduct
- Conduct report
- Notifying parents – arrange a meeting
- Suspension
- Expulsion (if severe and persistent – the decision to be shared with the Chairman of Governors)

Appendix 2

Policy regarding alcohol, tobacco, drugs and other items

This policy is inspired by our commitment as a School to the welfare of all of our students. The School is committed to the health and safety of its members and will take action to safeguard their wellbeing.

• **Substances covered by this policy**

The school applies the definition used by the United Nations, defining a drug as a substance people take to change the way they feel, think or behave.

This policy incorporates:

Solvents and volatile substances

Over the counter and prescription medications

Alcohol

Tobacco

Other legal drugs e.g. alkyl nitrates

Illegal drugs (controlled under the Misuse of Drugs Act 1971)

Any e-cigarette, electronic nicotine delivery system, personal vaporiser or e-liquid designed for use in such devices

Any pornographic material or computer device for that purpose

Any dangerous weapon or other item that might endanger your own safety or that of others

But this list is not exhaustive.

This policy applies on school premises at all times, and also applies to any members of the school community during school hours, whilst students are in residence in the Boarding Houses, on visits and trips, at school events or other occasions related to the school, and on any occasions when the pupils are the responsibility of the staff. The school will search for any of the items named above if they have reason to believe they have been brought back into the school.

DRUGS

Illegal Substances

Forbidden activity

Students must not engage in any drug related activity whilst under the jurisdiction of the school. This will obviously include involvement in the purchase, possession, supply, intent to supply, being concerned in supply, or consumption of the substances covered by this policy.

There is a 'no illegal substances' policy at Packwood.

A period of fixed term exclusion from school would normally be the penalty for involvement in purchase, possession, or consumption of illegal drugs or substance of abuse while under school jurisdiction. Permanent exclusion could be sanctioned for purchase, possession or consumption, depending on the circumstances.

In all cases the matter will be referred immediately to the Head, parents will be contacted and pupils are likely to be suspended, and this may be a permanent expulsion. Police may be informed of the matter.

ALCOHOL

Packwood does not allow alcohol to be in the pupils' possession or to be drunk on the premises. Drinking or being in possession of any alcohol in the school is therefore against school rules.

In the event of any pupil found to be in breach of the no alcohol rule the following action will be taken:-

First Offence

Suspension for a period of time to be determined by the Head, depending upon the circumstances.

Repeated Offences

Expulsion.

SMOKING TOBACCO

Packwood has a non-smoking policy and the site is entirely a non-smoking area. Smoking is therefore against the school rules.

In the event of any pupil found to be in breach of the above rule the following action will be taken:-

First Offence

Suspension for a period of time to be determined by the Head, depending upon the circumstances.

Repeated Offences

Expulsion.

ARRANGEMENTS FOR SEARCHING PUPILS AND THEIR POSSESSIONS

This policy can be made available in large print or other accessible format if required.

This policy will be reviewed on an annual basis.

This policy has been written with due regard to the DfE advice on Screening, Searching and Confiscation July 2022.

Packwood is committed to safeguarding the welfare of all children and we seek to cultivate an environment of mutual respect and treat pupils and staff fairly and sensitively. In the unusual event of a pupil or a pupil's dorm, desk, bag or repository for possessions being searched, the school and its staff will take all reasonable steps to maintain the usual high standard of safeguarding. Professional judgement is to be used in all cases: if in any doubt, advice should be sought from a senior member of staff, unless the urgency or another overriding aspect of a situation makes such referral impractical. Packwood should consider the obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy.

There are two fundamental principles:

1. Act with due care, consideration and sensitivity and remain mindful of the need to respect privacy; particular thought should be given to boarders for whom, during term time, Packwood is their 'home'.
2. Remember that the need to protect persons/property from injury/ damage and loss is paramount and that this duty of care can in certain circumstances override all other protocols.

SEARCHING

Any member of the Packwood staff (teacher or person who has lawful control or charge of the child) can search pupils **with their consent** for any item. The pupil should understand the reason for the search and how it will be conducted so that their agreement is informed.

The age of the child or other factors may govern whether it is appropriate to ask for consent.

- Packwood does not require formal written consent from the pupil for the search of a pupil's bag or desk for instance or if the teacher asks the pupil to turn out his or her pockets as long as the pupil agrees to this.
- Packwood makes it clear in the Information for Parents, the Help for New Children booklet and the Packwood Code the items that are not allowed in school.
- If a teacher suspects that a pupil has a banned item in his/her possession they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses the teacher can apply an appropriate punishment as set out in the Sanctions Policy section of this document.

The Head and any member of staff that they have authorised are able to search a pupil of their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, listed below, or any item listed in the school rules as an item which may be searched for.

The list of prohibited items is:

- Knives or weapons,;
- Alcohol;

- 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, or to cause personal injury to, or damage to property of any person (including the pupil);
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

To carry out a search without consent:

- The Head should decide who is authorised to carry out a search.
- The Head should oversee the school's practice of searching to ensure a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the DSL.
- The DSL (or deputy) should be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item. The DSL should be informed without delay if the search has revealed a safeguarding risk.
- If the DSL (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.

Before the Search

- The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.
- Before the search takes place the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- Pupils should always be given the opportunity to co-operate with a search. If they will not reasons as to why should be considered such as:
 - Are they in possession of a prohibited item;
 - Do not understand the instruction;
 - Are unaware of what a search may involve;
 - Have had a previous distressing experience of being searched.
- Pupils who continue to refuse to co-operate may be sanctioned in line with the Behaviour policy.
- Advice from the Head/DSL (or deputy) should be sought. During this time the pupil should be supervised and kept away from other pupils.
- If it is still considered necessary to search a designated member of staff can use such force as is reasonable to search for any prohibited items as listed above but not to search for items which are only identified in the school rules. It should be considered by the member of staff whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

During a Search

- An appropriate location for the search should be found. Where possible this should be away from other pupils. The search must only take place on the school premises or

where the member of staff has lawful control or charge of the pupils, for example on a school trip.

- The member of staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- The exception to this rule is that a search may be carried out by a teacher of the opposite sex to the pupil and/or without a witness present if you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff who is the same sex as the pupil in the time available or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- Please bear in mind that if conducting the search of a pupil of the opposite sex or in the absence of a witness the pupil's privacy should be recognized.
- When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search

- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search may not require the pupil to remove any clothing other than outer clothing (any garment that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' does include hats, shoes, boots, gloves and scarves);
- Possessions means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags;
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff;
- Without consent a pupil's possessions may only be searched for named prohibited items or any items identified in the school rules for which a search can be made.
- The member of staff may use a metal detector to assist with the search.
- The member of staff is not able to conduct a strip search.

Strip Searching

- A strip search is the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers. The school retains a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.
- Before calling the police into school for a strip search an assessment should be carried out as to the affect of the potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Is the introduction of the

potential for a strip search by the police absolutely necessary and have all other less invasive approaches been exhausted.

- Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupils concerned, even if the parent is not acting as the appropriate adult. Parents should always be informed by a member of staff once a strip search has taken place.
- A record should be kept of any strip search that takes place on the school premises and monitor them for any trends that emerge.

The process the police must follow during a strip search

Reference to the Advice on Searching, Screening and Confiscation for Schools July 2022 should be made.

- Except in cases of urgency there should be at least two people present other than pupil, one of which must be the appropriate adult. That could be the parent, and the school should facilitate this where possible. The police officers carrying out the search should be of the same sex as the pupil being searched. A pupil may request an appropriate adult of a different sex but otherwise no-one of a different sex to the pupil should be present .
- The location should not be one that allows the pupil to be seen by anyone else.
- Except in urgent cases a search may only take place without the presence of an appropriate adult where, in the presence of an appropriate adult, the pupil has stated that they do not want an appropriate adult present and that adult agrees. A record should be made of the pupil's decision and signed by the appropriate adult.
- A strip search should only take place if it is considered that it is necessary to remove an item related to a criminal offence and the officer reasonably considers the pupil might have concealed such an item.
- Strip searches should not be carried out routinely if there is no reason to think that such items are concealed.

After-care following a strip search

- Pupils should be given appropriate support, whatever the outcome of the search.
- A safeguarding process should be started giving due attention to the pupil's wellbeing.
- Safeguarding must be at the centre of the support.
- The pupils should feel that they have the opportunity to express their views regarding the search and the events surrounding it.

After a Search

- Regardless of whether items have been found as a result of a search the school should consider whether the search, the search itself and the outcome of the search may give cause to suspect that the pupil is suffering or is likely to suffer harm.
- The DSL should consider whether any additional pastoral support, early help intervention or referral to children's social care is appropriate.
- If a pupil is found in possession of a prohibited item as listed above then the DSL should be informed and the pupil sanctioned in line with the school's policies.

Recording Searches

- Any search for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- The DSL (or deputy) should look to identify possible risks and initiate a safeguarding response if required.
- All searches for items banned by the school rules should be recorded.
- The following should be recorded
 - The date, time and location of the search
 - Which pupils 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

Informing Parents

- Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as it is practicable.
- Parents should be informed of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- It may be necessary to inform the parents of a search for an item banned under the school rules.
- Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

any item that is found as a result of a search should be, at the discretion of the member of staff, confiscated, retained and/or destroyed. Where any article is banned then it should be taken to the Head. Weapons, knives and extreme or child pornography must always be handed to the police.

- The Staff are protected from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.
- Where any items that are prohibited are found the Head will inform the parents.

After the Search (without consent)

- If **controlled drugs** are found these would be taken directly to the Head who will deliver them to the police as soon as possible;
- **Other substances** which are not believed to be controlled drugs but are thought of as being harmful would be confiscated and taken to the Head. The Head will deliver them to the police or dispose of them in line with the guidance;
- If **alcohol** is found this should be taken to the Head who may retain it or dispose of it as he thinks appropriate. The alcohol will not be returned to the pupil
- **Tobacco or cigarette papers** – They must be taken to the Head who may retain or dispose of them. They must not be returned to the pupil;
- **Fireworks** – These should be taken to the Head. They must not be returned to the pupil;
- **Stolen items** – depending on the circumstances the items should be returned to the owner/retained/disposed of or delivered to Head who may deliver them to the police. The Head should consider the following:
 - The value of the item. A low value item such as pencil case would not need to involve the police;
 - whether the item can be disposed of safely;
 - whether returning it places the person at risk of harm;
 - Whether the item is banned by school.
- **Pornographic image** – A member of staff who discovers a pornographic image should inform the Head who may ask them to dispose of it or may ask it to be brought to him. If any image is one that constitutes a specified offence (i.e. it is extreme or an indecent image of a child) then it must be taken to the Head who will deliver it to the police as soon as reasonably practicable. The Head will then deal with pupil from a Safeguarding point of view and inform the DO of the situation;
- **An article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** – any such item should be taken to the Head who will deliver it to the police or return to the owner as appropriate. It may also be retained and disposed of if the Head feels that that is the most appropriate course of action. If the item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.
- **An item banned under the school rules** – the teacher should use their professional judgement to decide whether to take the item to the Head or to return it to its owner or retain it or dispose of it;
- **Weapons or items which are evidence of an offence** – must be passed to the Head who will pass them to the police as soon as possible.

Searching electronic devices

If an electronic device is found during a search that is prohibited by the school rules an authorised member of staff may examine any data or files on the device.

The DSL (or deputy) should be informed in the event that images, data or files are found that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects they may find an indecent image of a child (nude/semi-nude images) they must not intentionally view the image. They must not copy, print, share, store or save the image.

If it is thought that an indecent image or video may be on the device then the device should be confiscated, not looked at and the incident referred to the DSL (or deputy).

If an image, data or file is suspected of constituting a specified offence then the device must be given to the Head who will deliver it to the police as soon as is reasonably practicable.

In exceptional circumstances an image or data may be disposed of if there is good reason to do so. The member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

The member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances the data or files should not be deleted and the device must be handed to the Head who will deliver it to the police as soon as is reasonably practicable