



# Blue Coat Church of England Academy

## Relationships and Behaviour Policy

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Ratified by the Governing Body:		30 <sup>th</sup> September 2021
	Signature	
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**Galatians 5:22-23: "God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled. There is no law against behaving in any of these ways."**

**Blue Coat Church of England Academy is an inclusive Christian learning environment; our school values underpin all of our policies: Wisdom, Endurance, Service, Kindness and Hope.**

**Rationale:**

Blue Coat Church of England Academy encourages all of its students to strive to achieve their full potential, helping them to flourish both academically and socially. There is a clear focus on developing positive relationships and taking responsibility for healing those relationships when mistakes are made; *"bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you"* (Colossians 3:12-13). We work to remove any barriers through a wide range of pastoral, behavioural, safeguarding and emotional support. High quality teaching and learning takes place in an environment that is stimulating, challenging and engaging, yet maintains order and clear boundaries. We are committed to promoting a partnership with students' families and external agencies to support in creating positive behaviour and good attendance for all. We embrace Restorative Practice (RP) and our school values as a means of achieving this.

**Aims**

This policy aims to:

- Develop in our community a sense of self- discipline and an **acceptance of responsibility for actions**;
- Accept that the maintaining of **good behaviour is everyone's shared responsibility** in both school and the wider community;
- **Build positive relationships**, accepting failures, mistakes and taking responsibility as part of our learning;
- Establish an **environment** where children and staff are safe, happy and able to develop confidence to enable them to make a positive contribution;
- Promote **high expectations** of positive behaviour through modelling the school values;
- Ensure that **everyone is treated fairly**, using the **school values and restorative practice** as a way of encouraging reflection on behaviour;
- Have a **clear structure** and implement rules **fairly and consistently** when addressing poor behaviour, recognising professional judgement;
- Continue to acknowledge and **recognise pupils' achievement, attendance and good behaviour**;
- **Establish strong home-school links** and recording and communication systems that can be utilised for all matters relating to behaviour and attendance.

All staff and students at Blue Coat Church of England Academy will act with courtesy and show respect to others at all times. **Everyone should treat others, as they would want to be treated.** It is important to create a positive learning environment and as such misbehaviour and serious misbehaviour by students is unacceptable.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules;
- Any form of bullying, including cyber bullying and online harassment;
- Threats of violence or harm;
- Sexual violence, which may include rape, assault by penetration or sexual assault (this may include an online element which facilitates, threatens and or encourages abuse)
- Sexual harassment which is the unwanted conduct of a sexual nature (such as sexual jokes, remarks, online sexual harassment which may be standalone or part of a broader pattern of abuse)
- Vandalism;
- Theft;
- Fighting or physical assault;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs and drug paraphernalia
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The above list of examples is not exclusive or exhaustive and any incident of poor behaviour will be dealt with appropriately.

### **Peer on Peer Abuse**

Peer on peer abuse, when children abuse other children can occur both inside and outside of school. Peer on peer abuse may include and is not limited to:

- Bullying
- Abuse in intimate relationships between peers
- Physical abuse (hitting, kicking, biting etc)

- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nudes and semi-nude images
- Up skirting, which typically involves taking a picture under a persons clothing without their permission

The school takes peer on peer abuse extremely seriously and all instances will be dealt with immediately. Staff will challenge inappropriate behaviour between peers and support a culture where such behaviour is not accepted. All staff have received training on procedures regarding peer on peer abuse and all incidents will be logged on CPOMS. All students have the right to be safe and secure and abuse of any kind between students will not be tolerated.

### **Bullying**

Bullying of any kind is unacceptable and will not be tolerated at Blue Coat Church of England Academy. We define bullying as the conscious desire by an individual or group to hurt, threaten or frighten another individual or group, whether on the grounds of race, religion, culture, gender, sexuality, homophobia, disability, having Special Educational or EAL Needs, or any other pretext. It commonly occurs over time and is persistent. It covers any means, including physical, verbal, emotional, psychological or by electronic communication (including social media, websites, mobile phones, text messages, photographs and email).

The Academy will support and educate pupils around the issues of bullying through the use of peer mentors, assemblies, Personal Development Day lessons, form tutor sessions and clear communication between home and school.

If pupils or parents have any concerns about bullying, they should report them the form tutor or Head of Year in the first instance.

The anonymous online reporting tool, the 'Sharp System', can be used by pupils to report bullying or any other pastoral concern.

All incidents and reports of bullying will be fully investigated and the Academy consequence system used to stop the bullying from taking place. Please see the school bullying policy for further information and guidance.

### **Roles and responsibilities**

#### **The Governors**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

#### **The Principal**

The Principal is responsible for reviewing and approving this behaviour policy. The Principal and Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### **Staff**

Staff are responsible for:

- Implementing the behaviour and relationship policy consistently;
- Developing positive relationships with pupils and parents;
- Implementing Restorative Practice strategies;

- Being positive role models for pupils and peers;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents.

### **Parents / carers / family members**

Parents / carers and family members are expected to:

- Work with the school to help pupils make wise and informed decisions that impact their attendance, achievement and well-being;
- Encourage their child to follow school expectations and show respect for members of the school community;
- Support the school in modelling polite, calm and orderly behaviour;
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with staff promptly;
- Encourage their child to accept responsibility for their actions.

### **Pupil Code of Conduct**

As members of Blue Coat Church of England Academy, we expect all students to act with courtesy and show respect to others at all times. This will help reinforce the link between behaviour and academic achievement and create the positive learning environment that can be achieved by the following:

- Be respectful to one another, speaking calmly and courteously.
- Try your best in class and allow others to learn.
- Move quietly around the school and arrive on time to lessons.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept and serve sanctions when given.
- Work restoratively to avoid conflict and respect the rights of others to be different.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

### **Rewards and sanctions**

Praise and encouragement is to be given wherever possible to promote a positive learning environment. Staff will reward student success and effort with:

- Verbal positive reinforcement
- Phone calls /letters home/ text messages
- Carrot points for positive academic and social behaviour
- Departmental and year group rewards
- Annual prize giving ceremonies/ half termly reward trips and activities
- Senior staff rewards

- Pupil of the week awards

### **Sanctions**

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

- A verbal reprimand
- Sending the pupil out of the class or to work in another classroom
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to senior member of staff
- Letters or phone calls home to parents
- Meetings with parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Putting pupils on an Individual Behaviour Plan

In response to serious or persistent breaches of this policy students may be placed in the Success Centre for isolation during lessons. Students will be expected to complete the same work as they would in class. All students placed within the Success Centre will also take part in follow up restorative practice sessions, in order to encourage reflection and rebuild relationships.

### **Restorative Practice**

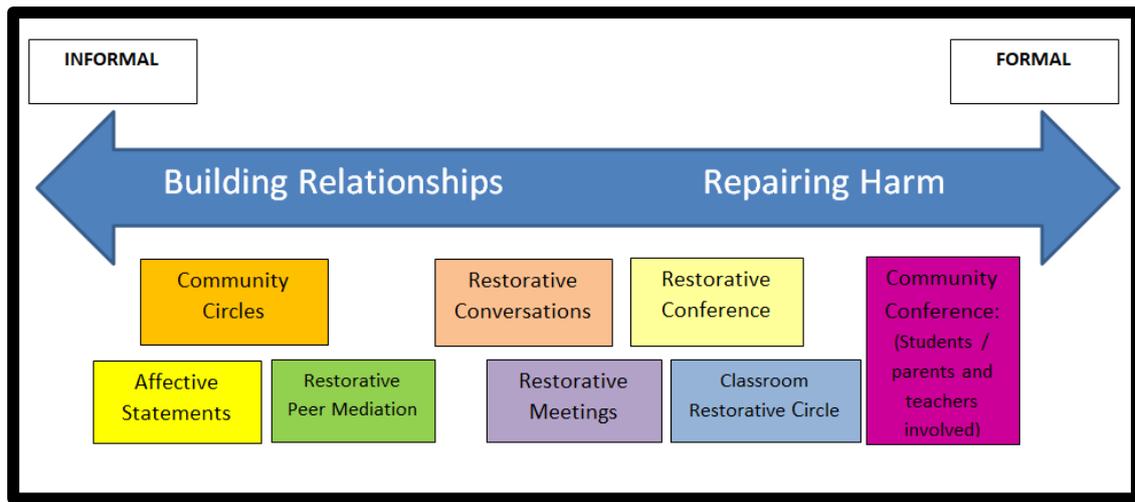
Effective Restorative Practice fosters awareness of how others have been affected by inappropriate behaviour and how to make better future choices. This is done by actively engaging participants in a process, which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practice acknowledges the intrinsic worth of the person and their potential contribution to the school community.

**We expect all stakeholders to focus on and participate in, a restorative approach, while understanding that proportionate sanctions also sometimes need to be applied.**

By applying the 'Restorative Practice framework', we aim to:

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

### **Restorative Practice Framework**



### **Building relationships:**

Blue Coat Church of England Academy will formalise time that promotes positive relationships and promotes the values of the school community. We will:

- 'Meet and greet' students at the start of the day and start of each lesson;
- Develop 'Check in' – 'Check up' – 'Check out' opportunities across the school week;
- Provide daily pastoral support using restorative practice;
- Create regular community time / circle time involving all students and adults in a class or group, in order to embed a sense of value and belonging.

We will endeavour to provide as many opportunities as possible for pupils to express their feelings in a structured, calm environment, creating a greater understanding of each other's emotions and behaviour, and an insight into each other's lives for both pupils and adults.

### **Repairing relationships:**

Restorative practice allows all involved to:

- Learn about the effects of their wrongdoing, harm or inappropriate behaviour;
- Take responsibility for making amends to those they have harmed;
- Repair and restore the relationship with those harmed and the school community.

**Restorative dialogue:** staff will use restorative language (affective statements) appropriately in lessons to support student understanding of the impact of poor behaviour and encourage engagement between students and staff.

**Restorative conversations:** staff will use set restorative questions to structure a conversation with a student after poor behaviour in the classroom. This may be done after the student has been sent out of the classroom or during detention time. However, a restorative conversation should occur as quickly as possible to encourage reflection and restore and rebuild relationships.

1. What happened?
2. What were/are you thinking?
3. What were/are you feeling?
4. Who has been affected and how?
5. What do you need (to do) to move forward?

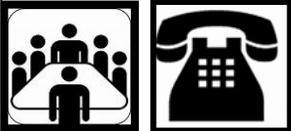
**Restorative meetings:** students and teaching staff to meet with HoD / HoY in a structured meeting to reflect on behaviour and restore relationships. A follow up contract may be used to support the re-introduction of the student into the classroom if considered necessary. Restorative meetings should be arranged within 48 hours if at all possible, to allow for issues to be resolved effectively. However, some students may require time to reflect following an incident to ensure they are ready to engage positively with restorative interventions.

**Restorative conference:** A more formal meeting, where all participants have taken responsibility for what happened, been prepared and agreed to participate in order to restore relationships and move forward. If an issue has impacted a whole class or large group then a class restorative circle may be arranged. Community conferences, involving parents, may be put in place to help resolve more complex difficulties.

Stepped consequence system using restorative practice:

	Action	Consequence	Action	Restorative Response	Next Steps
Step 1		Staff to issue a verbal reminder of expectations		Staff use restorative language/ affective statements:  I feel/am _____(emotion)  when you _____(behaviour)  because _____ (reason).  I need _____ (request).	  Identify and praise positive behaviour.
Step 2		A C1 to be issued for persistent low level disruption. This will require students to have a 10 minute detention with the member of staff. This should be logged as a C1 on SIMS.		Staff to engage in restorative conversations with students. It is important to resolve the issue before the next lesson (Appendix 2)  Restorative questions used:  1. What happened? 2. What were/are you thinking? 3. What were/are you feeling? 4. Who has been affected and how? 5. What do you need (to do) to move forward?	  Identify and praise positive behaviour.

<p>Step 3</p>		<p>A C2 will be issued for continued disruption (after a C1 has been issued). This will be logged on SIMS as a C2.</p> <p>A C2 will also be issued if a student is sent out of the classroom and is 'parked' with another teacher due to poor behaviour. This should result in a 20 minute detention with the member of staff. A restorative conversation / meeting must be held with the student before the next lesson takes place. The teacher with whom the student is parked should send an email to both the teacher and HOD to confirm the student's arrival for 'parking'. The HOD should then confirm the detention and reconciliation have successfully taken place.</p>		<p>Staff to engage in restorative conversation with student. It is important to resolve the issue before the next lesson (Appendix 2)</p> <p>Restorative questions used:</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were/are you thinking?</li> <li>3. What were/are you feeling?</li> <li>4. Who has been affected and how?</li> <li>5. What do you need (to do) to move forward?</li> </ol> <p>For ongoing issues, support may be requested from HoD for a restorative meeting to take place. This should be done only after initial restorative conversations have not been successful. A HoD should be involved if a student has been sent to another class during the lesson.</p>	 <p>If this is a repeated concern then discuss support with HoD. Ongoing issues may mean a department report should be issued.</p>  <p>Contact the students form tutor to identify any other behavioural issues and seek support.</p>  <p>Contact home for ongoing issues.</p>
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Step 4		<p>A C3 will be issued by a Head of Department. A HOD will become involved if there is continued or serious disruption in lessons or if students do not attend a class teacher detention. A C3 should also be issued if a student is placed with a Head of Department after being removed from lessons. This will result in a 30 minute departmental detention. This will be logged on Sims as a C3</p>		<p>Restorative meetings: students and teaching staff to meet with HoD / HoY in a structured meeting to reflect on behaviour and restore relationships. A follow up contract may be used to support the re-introduction of the student into the classroom if considered necessary. Restorative meetings should be arranged within 48 hrs if possible, to allow for issues to be resolved effectively. However, some students may require time to reflect following an incident to ensure they are ready to engage positively with restorative interventions</p>	 <p>The HoY may now need to become involved to support the department and student in resolving the issue.</p>  <p>HoD to contact parents.</p>  <p>Students may be placed on subject report.</p>
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Step 5		<p>A C4 HoY detention will be issued for serious incidents or to support a Head of Department if a student fails to complete a department detention. If staff request support in removing a student from a lesson, then the Head of Year or a member of the Senior Leadership Team will support with this. This will result in a C4 detention. HoY to discuss student behaviour with parents. A C4 is a 60 minute detention. This will be logged on Sims as a C4.</p>		<p>HoY to arrange restorative meetings / conferences for students and teaching staff in a structured meeting to reflect on behaviour and restore relationships. A follow up contract may be used to support the re-introduction of the student into the classroom if considered necessary. Restorative meetings should be arranged within 48 hrs if possible; to allow for issues to be resolved effectively. However, some students may require time to reflect following an incident to ensure they are ready to engage positively with restorative interventions.</p>	 <p>HoY to contact parents.</p>  <p>Student placed on HoY / form tutor report</p> <p>Proactive behaviour interventions considered to support students.</p>
Step 6		<p>A C5 detention will be issued by a HoY or a member of the Senior Leadership Team for a serious incident or persistent serious misbehaviour. This will also result in time spent in isolation in the Success Centre. This will be logged on Sims as a C5</p>		<p>HoY / Success Centre staff to arrange restorative meetings / conferences for students and teaching staff in order to reflect on behaviour and restore relationships. For group / class issues it may be necessary to arrange class conferences. For more serious issues, parents may be invited (Appendix 3)</p> <p>Restorative meetings with staff must take place as soon as possible, before students return to lessons. It is the responsibility of all staff to prioritise restorative meetings.</p>	 <p>Parent meeting arranged. Proactive behaviour interventions must be put in place in order to support students.</p>

Step 7	A placement in the success centre will be put in place for pupils who consistently fail to follow the school rules. The focus will be on getting the pupil ready to return to mainstream school as quickly as possible, with a staged integration back into lessons. Students may also be sent on a placement in another school's isolation facility for serious and repeated behaviour.
Step 8	Fixed term exclusions will be issued for a serious one off offence or for persistent disruptive behaviour. The Principal will decide if exclusion should take place.
Step 9	A managed move will be considered if persistent poor behaviour continues.
Step 10	A permanent exclusion will be used as a final measure and will only be authorised by the Principal.

### **Behaviour Management Strategies:**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Develop positive relationships with pupils.
- Take responsibility for managing behaviour within their classroom.
- Consistently use the schools 'Brilliant Basics' behaviour and teaching strategies (Appendix1).
- Fully engage with restorative practice strategies to build and repair relationships.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school when they are in school uniform.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Staff should take every step to avoid physical contact with pupils and should not attempt to restrain pupils unless absolutely necessary. Where it becomes necessary staff should use the minimum amount of force necessary to resolve the issue and must call for the Senior Leadership Team.

Incidents of physical restraint must:

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

### **Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to parents after discussion.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Blue Coat Church of England Academy Guidance on Searching Students is used in any situation where searching of a student is considered (Appendix 4).

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **The Decision to Exclude**

The decision to exclude a child from Blue Coat Church of England Academy will be taken by the Principal. In the absence of the Principal, the Associate Principal may take the decision which is then confirmed by the Principal as soon as possible.

Parents are informed of the Academy's decision to exclude and are invited to attend a re-integration meeting together with the pupil on their return to the Academy. At this point, additional support and interventions will be discussed in order to support the pupil in improving future behaviour.

### **Permanent Exclusions**

The Academy will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Principal may decide to permanently exclude a pupil because of persistent, ongoing issues or even for a "one-off" incident.

### **Exclusion Appeal Process**

All correspondence regarding an exclusion from the Academy will inform parents of their right to appeal to the Governing body against the decision to exclude. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti -Bullying policy
- Parent and Visitor policy

#### **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## Appendix 1

### Brilliant Basics

#### Minimum Behaviour Management Expectations

##### **1. Dynamic Doorways:**

- All teachers in the doorway at the start of lessons
- Firm, fair and clear expectations should be set at the doorway – no negotiations
- No student to enter the classroom with coats on or uniform not corrected
- Build relationships by welcoming students in a positive manner

##### **2. End & Send:**

- All resources should be packed away a few minutes before the end of the lesson
- Students should be ready to leave on time, with all staff dismissing from the doorway

##### **3. 'Do Now' Activity:**

- On entering the classroom a task should be ready for students to complete. This should not need teacher input

##### **4. Seating Plan:**

- Every member of staff should take ownership of their classroom by ensuring a seating plan is in place

##### **5. Listening Routine:**

- All staff should raise their hand, at the same time as counting down '3-2-1', in order to get silence
- Before a member of staff speaks, all students should stop work, look at the teacher in silence and put equipment down

##### **6. No Shouting Out:**

- Remind students that 'hands up' are expected when answering questions. Give a non-verbal reminder to students, with staff putting their own hands up to model the correct behaviour
- Praise students who put their hands up. Do not give attention to students that shout out (use the non-verbal reminder)

##### **7. Teach From Your Feet:**

- Staff should not sit down while teaching
- Position yourself in the classroom to ensure you can see the students at all times
- Do not turn your back on students during the lesson

##### **8. No students to be let out of class during lessons**

# HOW TO HAVE A RESTORATIVE CHAT



peacemakers



## Harm

Someone or something has been hurt or harmed



## Step Back

Assess your own emotional state



## "What Happened?"

Actively listen



## "Who else is affected?"

Who else got hurt or was involved?



## "How are you feeling?"

How did you feel at the time and now?



## "What are you thinking?"

What did you say to yourself when it happened?



## "What do you need?"

Listen hard for needs that can go some way to being met



## "What needs to happen to make things ok?"

Do you need to bring people together?



## Check back

Make a note of when you can check in with people

What needs to happen now?

### Appendix 3

#### Restorative Practice in the Success Centre

Poor behaviour displayed by a student. Class room strategies and initial Restorative Practice (RP) conversations prove unsuccessful.



Pupil is collected from class after an incident or is placed within the Success Centre



A student will initially be placed in an isolation booth and the emotional state of the student will be reviewed by the Success Centre staff. For RP to be successful, a student needs to be in the appropriate emotional state. Some students may require time in isolation due to their heightened emotional state. Once calm, a student will spend time in the reflection room exploring their behaviour. The student will complete initial reflection work and hold an initial conversation with a behaviour mentor.



Success Centre staff will contact staff to arrange a restorative conversation. The meeting needs to be arranged as soon as possible and should be held before the student returns to class. All staff involved will be flexible and time can be arranged during break time, lunch time and after school. The meeting should be held within forty eight hours if at all possible and the staff member will fully engage in the restorative practice.



The restorative conference will be held in the Success Centre or restorative meeting room. Success Centre staff will facilitate and document the meeting. The teacher will contact the pupil's parents about the incident and a sanction will be given where appropriate.



The purpose of the meeting is to provide explicit tools for staff and students within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm. The structure of the meeting:

- Welcome all parties
- Share stories / points of view
- Name and agree key issues
- Find ways to resolve conflict and move forward
- Clarify agreement on next steps
  - Closure / thank you



The behaviour of the student will be monitored and Success Centre staff will be informed about any on-going issues by the class teacher. The student must be given a fresh start by the member of staff. If appropriate, BfL staff may decide to use a weekly 'check in - check-up - check out' strategy to support the student over a set period of time.

## Appendix 4

### Blue Coat Church of England Academy Guidance on Searching Students

If it is decided that a pupil needs to be searched please ensure that the following steps are taken:

1. A student should be searched by a member of staff of the same sex. No member of staff should search students alone. A witness must always be present.
2. All searches should take place in the presence of the Principal, Associate Principal or Assistant Principal for Pastoral Care. Searches should take place in the meeting room or SLT offices.
3. Consent: A student's consent / agreement for the search should be sought in the first instance. If consent is not given, then the Principal or Associate Principal should be advised of this situation.
4. All searches must be logged in the Search and Screening log book (kept in the Business Managers office). The student should sign the log book to show they have given permission. If students refuse permission for the search then the Principal or Associate Principal will sign the log book to show they have given consent (when the student has not given consent, the reason for the search must meet the criteria laid out in the DfE 'Searching, Screening and Confiscation Guidance 2018')
5. The person conducting the search should not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is worn next to underwear - outer clothing includes hats; shoes; gloves.
6. Student's possessions can be searched. 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

The DfE 'Searching, Screening and Confiscation Guidance' (2018) states that guidance for staff members will be altered if it is considered that there is a serious risk of harm being caused.

**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.**