



TRUST IN LEARNING (ACADEMIES)

BEHAVIOUR POLICY

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As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		

History of Policy Changes:

Date	Page	Change	Reason for Change
27th June 2025		New policy	New over-arching policy for the Trust

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1. Statement of Intent

This document sets out the policy for behaviour within Trust in Learning Academies (the Trust).

Trust in Learning Academies is committed to enabling all pupils to flourish through providing the best possible opportunities for all pupils to learn. Good behaviour is central to a good education. Managing behaviour successfully enables a calm, safe and supportive environment where pupils feel welcome, want to attend and where they can learn and thrive.

The policy has been developed and implemented in consultation with schools. It will be shared with parents and pupils.

2. Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3. Objectives and Scope

3.1 The specific aims of this policy are to:

- Outline the Trust approach to behaviour which promotes a positive, calm, safe and supportive environment that enables pupils to thrive.
- Enable consistency across the school in the development of a positive approach to behaviour that enables pupils to thrive.
- Outline the Trust's approach to supporting unacceptable and distressed behaviour.
- Explain the importance of supporting vulnerable pupils who may require adaptations to the school's behaviour procedures.

3.2 This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- DfE (2013) Use of reasonable force in schools
- DfE (2022) Searching, screening and confiscation: advice for schools
- DfE (2024) Keeping children safe in education (KCSIE)
- DfE (2024) Behaviour in schools: advice for headteachers and school staff
- DfE (2024) Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

3.3 This policy will be implemented in conjunction with the following Trust policies:

- Complaints Policy
- Curriculum Policy
- De-escalation and Positive Handling Policy
- Home School Communication Policy
- Online Safety Policy
- Pupil Wellbeing Policy
- Relationships and Sex Education Policy
- Special Educational Needs and Disabilities Policy
- Safeguarding and Child Protection Policy
- Suspensions and Exclusions Policy
- Supporting Pupils with Medical Conditions
- Teaching and Learning Policy
- Whistleblowing Policy

4. Responsibilities and Accountabilities

4.1 Responsibilities of the Trust central team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and pupils who are care experienced.
- To ensure the policy is well communicated to all Headteachers.
- To ensure that the policy is regularly reviewed.

4.2 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy

4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood

4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

4.5 Responsibilities of parents

- To support the implementation of the policy with their child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

4.6 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff

5. Terminology

Language around behaviour must be clear and consistent. The following words are used throughout this policy and throughout the Trust in the implementation of our positive approach to behaviour.

Expected behaviours: the behaviour expected of all staff and pupils.

Expected behaviour includes:

- being kind
- showing respect
- paying attention
- cooperating with others
- listening when others are speaking
- following instructions
- taking responsibility for yourself.

Unacceptable behaviour: behaviour which is not expected behaviour because it does not promote a positive a calm, safe and supportive environment.

Distressed behaviour: indicates that a person is experiencing emotional or psychological distress. This can be shown in various forms, including physical aggression, verbal outbursts, and withdrawal. It can be triggered by various factors such as sensory overload, emotional dysregulation, or unmet needs.

The term, 'challenging' behaviour focuses on those who are challenged by the behaviour, whereas the term 'distressed behaviour' focuses on the person who is in distress. The term distressed behaviour is Trust in Learning Academies preferred terminology.

Consequences: every person's behaviour has consequences which can be positive and/or negative depending on the behaviour. The school will implement consequences to behaviour which are reasonable and proportionate. Consequences may include sanctions. Consequences will be applied consistently.

6. Creating a culture of positive behaviour which enables pupils to thrive

High expectations

Trust in Learning academies has high expectations for all pupils to use expected behaviours which demonstrate respect, kindness and a readiness to learn. Expected behaviours are modelled and celebrated by staff as well as being taught explicitly through the school's behaviour curriculum and reinforced in all areas of school life.

Celebrating positive behaviour

All staff will proactively celebrate pupils who demonstrate expected behaviours. Pupils will be recognised for displaying expected behaviours and will receive positive consequences for displaying positive behaviours.

A trauma-informed lens

Behaviour is an important form of communication. The impact of trauma and adversity often results in distressed behaviour including aggression, withdrawal or hypervigilance. Trust in Learning Academies addresses behaviour through a trauma-informed lens which seeks to understand the cause of behaviour and provide support for pupils, alongside appropriate consequences (9. Taking account of individual needs).

Relationships

Developing and sustaining positive, trusting relationships between staff and pupils, within the framework of clear and consistent behaviour expectations, is essential to creating a safe, calm and supportive environment where pupils flourish. Relationships must be authentic and must be pro-actively developed and sustained. Positive relationships between school and parents/carers, where there is strong and open communication must also be prioritised so that they can work in partnership to implement consistent high behaviour expectations.

Belonging, mattering and 'bothering'

Enabling every pupil to feel a sense of belonging in their school is crucial to inspiring and developing respectful and positive relationships. School proactively develops each pupil's sense of belonging. The school works to ensure staff foster positive relationships with pupils that reinforce the message that they are bothered about each pupil, that they matter to the school and that each pupil has a valuable role within the school community. As part of this, school actively looks for opportunities for pupils to be given specific responsibilities, actively demonstrating their contribution to school life and showing that they matter to the school.

Consistency

Consistency of expectations and the approach to behaviour is the back-bone of creating a calm, safe and supportive learning environment, enabling all pupils to thrive. The school ensures consistency of:

- expected behaviour that is modelled and taught across the school
- language and communication around behaviour
- consequences to unacceptable behaviour
- routines.

Routines

Routines are central to ensuring school is a physically and emotionally safe environment for pupils. Routines are prioritised through explicit teaching and implementation. Routines are strategically planned and carefully implemented to ensure consistency of approach across the school.

7. Promoting and recognising positive behaviour

Pupils are praised and rewarded for good behaviour through a range of strategies (see appendices). Pupils will be recognised for demonstrating expected behaviours which promote a safe, calm and supportive environment and in line with the school values. There is a clear emphasis on giving positive consequences for expected behaviours rather over implementing consequences for unacceptable behaviour.

8. Responding to unacceptable behaviour

Trust in Learning Academies has high expectations for behaviour. Appropriate consequences, which are reasonable and proportionate, will be implemented where pupils display unacceptable behaviour that do not promote a safe, calm and supportive environment. How the school implements consequences for unacceptable behaviour are detailed in the appendices but the following are prioritised within the school's approach:

Certainty and celerity over severity: there is evidence that certainty of the consequence alongside swift and timely implementation, have greater long term impact in encouraging improved behaviour than severe consequences. As such, the school implements appropriate consequences with consistency.

Behaviour as a communicator: staff understand that behaviour is a form of communication and that pupils who display distressed behaviour require support. This will involve working with the pupil to hear their voice and may involve screening and assessment to identify what is contributing to the behaviour. It will involve the implementation of appropriate support. Further detail is given in Section 9: taking account of individual needs.

De-escalation: the school understands that pupils who are distressed will need support to calm before they can rationally process and repair unacceptable behaviour. See De-escalation and Positive Handling Policy for further detail.

Restorative processes: positive relationships are crucial to ensuring a safe, caring and supportive environment where all children can thrive. When these relationships are broken through unacceptable behaviour, it is important that pupils are given the opportunity and support to repair relationships.

The importance of a fresh start: once an unacceptable behaviour has been acknowledged, it is important that the pupil is given the opportunity to have a fresh start. When giving a pupil a fresh-start, staff will use language that encourages pupil self-belief in their ability to be successful in using expected, positive behaviours moving forwards.

9. Taking account of individual needs

Some pupils who repeatedly struggle to implement expected behaviours may need additional support to enable them to be successful. School will use regular analysis of data to identify pupils who may need additional support or adjustments to the school's behaviour procedures. If this is the case, adjustments/additional support will be documented in an individual support plan (which could be an existing SEND support plan) and will be reviewed regularly.

In order to identify pupils who require additional support at an early stage, school will consider what the pupil's behaviour may be communicating. They will assess this through some or all of the following:

- pupil voice
- parent/carer voice
- screeners and specific assessments e.g speech and language, dyslexia screening, Boxhall, sensory profiling audit
- teacher observation
- ABC (Antecedent, Behaviour, Consequence) forms

The aim of any adjustments or additional support will be to enable the pupil to successfully engage in school life, and contribute positively to a safe, calm and supportive learning environment.

9.1 Pupils with special educational needs and disabilities (SEND)

Some pupils with SEND may require additional support to follow expected behaviours. Any significant adjustments or additional support that they require to follow expected behaviours, should be identified on their SEND support plan. It will always be planned and implemented in discussion with the pupil and communicated clearly with parents/carers. In some instances it may involve working in partnership with external professionals including educational psychologists, paediatrician, speech and language therapists, Child and Adolescent Mental Health Services (CAMHS).

Examples of additional support or adjustments pupils may require include the following (this is not an exhaustive list):

- fidget toys
- movement or sensory breaks
- sensory support e.g. wobble cushion, resistance band, weighted jacket, chewies
- social stories
- visuals to communicate
- simplified language
- support at transitions
- social thinking interventions
- emotional literacy intervention
- support with managing big emotions
- access to a calm space
- key adults
- therapeutic support
- timeout card.

10. Behaviour and safeguarding

In some instances, distressed behaviour could indicate a safeguarding concern. All staff are trained to identify safeguarding concerns, including signs of abuse, and will follow the school's safeguarding procedures, outlined in the Safeguarding and Child Protection Policy. If required, the school will refer to outside agencies, including First Response, the police or mental health services.

If a pupil has a social worker, they will always be notified of significant behaviour concerns. If the pupil is a child in care, the school's designated teacher will ensure that the virtual school are notified of significant behavioural concerns.

10.1 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or Designated Safeguarding Lead (DSL) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

11. Recording and monitoring behaviour

A range of data will be regularly monitored and analysed by senior leaders, including the SENCO and DSL, to identify pupils who may need additional support to successfully follow expected behaviours. This will include:

- incidents or unacceptable and distressed behaviour (school procedures of recording this are outlined in the appendices)
- suspension data
- communication from Alternative Learning Providers or off-site directions where pupils are receiving support
- incidents of searching, screening and confiscation
- staff, pupil and parent voice.

Trends in behaviour data will be analysed to identify preventative work that may need to be implemented for cohorts or groups of pupils. As required, key trends in data will be communicated with staff to ensure consistency of approach.

12. Offsite behaviour

Where a pupil has displayed unacceptable behaviour off-site whilst representing the school, the school will implement appropriate consequences. This includes when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school.

In addition, the school can implement consequences to a pupil for unacceptable behaviour offsite if the behaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school.

Any instances where consequences are given for unacceptable behaviour, will only be given out on the school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

12.1 Online misbehaviour

Where pupil online behaviour has been unacceptable for any of the reasons below, the school can implement appropriate consequences:

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

Any instances where consequences are given for unacceptable behaviour will only be given out on the school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

13. Searching of pupils

Searching and confiscation is conducted in line with the DfE's guidance, 'Searching, screening and confiscation' (2022).

This is detailed in the appendices.

Appendix 1. Parson Street Primary School's Approach to Behaviour

Parson Street Primary promotes a positive, inclusive and relational approach to behaviour. Staff understand that behaviour is a form of communication and prioritise consistent, calm adult responses. Relationships are at the heart of the school's behaviour strategy, and staff aim to meet the emotional and learning needs of pupils to enable high-quality engagement and conduct.

Behaviour is taught explicitly through a metacognitive approach, with an emphasis on self-awareness, regulation, and emotional literacy. The school uses the 'Gem Powers' framework to help pupils understand and develop effective learning and social behaviours.

2. School's Expected Behaviours

All behaviour expectations are underpinned by the school's three core rules:

- **Be Ready** – Come prepared and focused for learning.
- **Be Respectful** – Treat others and the environment with kindness and consideration.
- **Stay Safe** – Act in ways that protect oneself and others.

These expectations are consistently modelled, taught, and reinforced throughout the school day.

3. Behaviour Curriculum

Behaviour is taught explicitly through the 'Gem Powers' curriculum, based on *Think Like a Learner* (Pardoe & Robson). These include:

- **Diamond Power** – Problem-solving and independence
- **Sapphire Power** – Focus and avoiding distraction
- **Emerald Power** – Emotional resilience and regulation
- **Ruby Power** – Empathy and kindness
- **Amethyst Power** – Collaboration and teamwork
- **Pearl Power** – Making connections across learning
- **Grit Power** – Effort, perseverance and reflection
- **Topaz Power** – Speaking effectively to learn
- **Opal Power** – Keeping self and others safe

This curriculum develops children's metacognition and social-emotional skills through consistent language and reinforcement.



4. Routines

Relentless routines ensure predictability and support positive behaviour, including:

- **Daily meet and greet** by staff
- **Teacher-led transitions** using routines (e.g. clap-clap-fold, countdowns)
- **Pre-task reminders** about behaviour expectations
- **Positive affirmations** throughout lessons

These routines contribute to a calm and safe learning environment.

5. Restorative Approach

Restorative conversations are used to help children reflect on their behaviour, take responsibility, and repair relationships. This process includes:

- Guided discussions using restorative questions
- Emphasis on empathy and safety
- Encouragement to view situations from others' perspectives

The approach builds resilience and communication skills while promoting accountability.

6. Procedures for Rewarding Expected Behaviour and Consequences for Unacceptable Behaviour

Rewards include:

- Verbal praise linked to Gem Powers
- Gems awarded and added to class gem jars
- Positive messages home (Class Dojo, notes, calls)
- Celebration certificates in assemblies
- Stickers or cards from school leaders
- Gem cards awarded during lunchtime play

Consequences for unacceptable behaviour may include:

- Reminders and scaffolding of expectations
- Reflection forms and conversations with key adults
- Time in the 'Power Up' room during lunch or break
- Internal or external exclusions for serious incidents
- Behaviour contracts linked to specific 'Gem' traits
- Restorative conversations as follow-up

7. Procedures for Recording and Monitoring Unacceptable Behaviour

- CPOMS (Child Protection Online Monitoring System) is used to log all serious behaviour incidents
- Behaviour trends are analysed by SLT to inform planning and support
- Reflection forms are used following key incidents and shared with relevant staff
- Reflections are monitored termly by SLT to identify pro-active support

8. Procedures for Identifying Pupils Who Need Additional Support or Adjustments to Behaviour Expectations

Children requiring additional behaviour support are identified through:

- Regular pupil progress meetings (class teacher, SLT, SENDCo)
- Observation and analysis of termly behaviour records
- Parental consultation and multi-agency input

Support may include:

- Behaviour support plans or contracts
- Allocation of a key adult
- SEMH (Social, Emotional & Mental Health) assessments
- SEMH support in school including ELSA, Hamish & Milo, and Drawing & Talking

- Referral to external agencies (e.g. CAMHS, Educational Psychologist, Primary Mental Health Specialist)
- Individual coaching and mentoring
- Daily check-ins and tailored routines

Adjustments are made where necessary to ensure children with SEND or trauma histories receive fair and effective support.

Appendix 2: Guidance for the searching of a pupil

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate headteacher or DSL, to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

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

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

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

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Searches by police

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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

Communication and record-keeping

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

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

Who will be present

This subsection and the one directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

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

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

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

The appropriate adult will:

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

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search by police

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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