The Olympus Academy Trust
Primary Behaviour Policy

Document Summary

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*This policy has initially been created by the document owner and approved as a model by the Trust Improvement Committee. Schools have then adapted relevant sections to reflect their own individual settings and final approval for this has been provided by the School Improvement Committee as the table above.

Amendment History

Version	Amendment Date	Author	Amendment Summary
1.0	January -25	Director of Primary	• New Policy
1.1	February 25	Policy Coordinator	• Policy approved by TIC. Sent to schools for personalising.
2.0	February 2026	Director of Primary	• Taken out the term managed move. • Updated the guidance on Physical Interventions in line with the renewed latest DfE gudnace

Contents

Section		Page
1.0	Rationale	
2.0	Values	
3.0	Aims	
4.0	Roles and responsibilities	
5.0	Our five principles of practice	
6.0	Promoting positive behaviour	
7.0	Bullying	
8.0	Use of reasonable force	
9.0	Malicious allegations	
10.0	Responding to unexpected behaviour from learners with SEND	
11.0	Learner transition	
12.0	Training	
13.0	Safeguarding	
14.0	Monitoring arrangements	
15.0	Links with other policies	

1.0 Rationale

The Olympus Academy Trust is a cross-phase Trust with both Primary and Secondary learners. In respect of this, we have tried to align the practices and procedures across our organisation. This does mean that some of the language in this policy can appear slightly mature in regard to dealing with very young learners.

Stoke Lodge School believes that by fostering a positive and supportive environment learners and adults will develop and thrive in a calm, purposeful community that respects and values every member. Every behaviour pattern is driven by an emotional state; therefore, we believe strongly that an emotionally literate school with a clear, strong ethos of positive behaviour management will help support the emotional states and behaviour patterns that we experience every day.

Paul Dix's Work

Paul Dix's approach to behaviour management, as outlined in his influential book *When the Adults Change, Everything Changes*, emphasises the transformative power of adult behaviour in shaping learner conduct. Dix advocates for a relational approach where consistency, kindness, and clear expectations are paramount. His work underscores the importance of adults modelling the behaviour they wish to see in learners, fostering an environment of mutual respect and trust. By focusing on positive reinforcement and restorative practices, Dix's methods aim to create a school culture where learners feel valued and understood, reducing the need for punitive measures and promoting long-term behavioural change. Dix's five pillars of relational practice are at the heart of the policy.

Relationship-Based Pedagogy

Relationship-based pedagogy, also known as relational pedagogy, places a strong emphasis on the relationships between educators and learners. This approach recognises that meaningful learning occurs within the context of positive, supportive relationships. By building trust, empathy, and mutual respect, teachers can create a learning environment where learners feel safe and motivated to engage. Relational pedagogy goes beyond traditional teaching methods by prioritising the emotional and social well-being of learners, which in turn enhances their academic performance and overall development. This approach encourages open communication, active listening, and a collaborative classroom atmosphere where every learner feels heard and valued.

The Importance of Belonging

A sense of belonging is crucial for learners' emotional and academic success. When learners feel that they belong, they are more likely to be engaged, motivated, and resilient. Belonging involves feeling accepted, respected, and included within the school community. It is fostered through positive relationships with peers and teachers, as well as through inclusive practices that celebrate diversity and individual strengths. Schools can cultivate a sense of belonging by creating opportunities for learners to connect with one another, participate in school activities, and see their identities reflected in the curriculum and school environment. By prioritising belonging, schools can help learners develop a strong sense of identity and community, which is essential for their well-being and academic achievement.

By integrating Paul Dix's principles, relationship-based pedagogy, and a focus on belonging, our behaviour policy aims to create a supportive and inclusive school environment. This approach not only addresses behavioural issues but also promotes a positive school culture where every learner can thrive.

2. **Our Values –** At Stoke Lodge our school values are taught through our Gem Powers.

   RESPECT (Ruby Power)

   RESPONSIBILITY (Diamond Power)

   COLLABORATION (Amethyst Power)

   INNOVATION (Topaz Power)

   EXCELLENCE (Sapphire Power)

   RESILIENCE (Emerald Power)

3. **Aims**

   This policy aims to:

   - Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment
   - To develop and maintain respect for self and other people, their property and ways of life.
   - To encourage all learners to develop self-belief, self-control and independence.
   - To value inclusion, celebrate diversity and develop empathy to soothe the intensity of emotions in the classroom.
   - To work in partnership with parents and carers and to encourage open communication in establishing patterns of good behaviour in the school and our community.
   - Establish a whole-school relational approach to maintaining high standards of behaviour that reflect the values of the school
   - Outline the expectations and consequences of behaviour
   - Provide a consistent approach to behaviour management that is applied equally to all learners
   - To manage violence & aggression and take suitable measures to protect pupils and staff. and define what we consider to be unacceptable behaviour, including bullying and discrimination

4. **Legislation, statutory requirements and statutory guidance**

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

   - Behaviour in schools: advice for Headteachers and school staff 2024
   - Searching, screening and confiscation: advice for schools 2022
   - The Equality Act 2010
   - Keeping Children Safe in Education 2024
   - Exclusion from maintained schools, academies and pupil referral units in England 2024

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024
- Use of reasonable force in schools – July 2013
- 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 learners, 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

This policy complies with our Funding Agreement and Articles of Association.

4. Roles and responsibilities

4.1 The School Improvement Committee

The School Improvement Committee is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation. The School Improvement Committee will regularly review the school's use of withdrawal from class, off-site direction use, exclusion data and the intervention move process. This will include monitoring this data against protected characteristics.

4.2 The Headteacher

The Headteacher is responsible for:

- Fostering motivation and creating a culture of belonging where learners are intrinsically motivated to learn and have a positive experience in school.
- Reviewing and approving this Behaviour Policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour in line with the policy
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding policy to offer learners both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy (see section 13.1)

4.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for learners
- Delivery of lessons – enthusiastic role models; an environment where mistakes are an acceptable part of learning and that we are all fallible.
- Positive contributions from learners and parents to direct learning are encouraged and valued.
- Establishing and maintaining clear boundaries of acceptable learner behaviour and appropriate behaviours are taught; every opportunity for learning, practicing and reinforcing these skills is encouraged.
- Developing links – between year groups and phases, fostering a nurturing ethos
- Develop positions of responsibility – roles and responsibilities which encourage a sense of belonging and of value.
- Implementing the Behaviour Policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular learners
- Considering their own behaviour regarding the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging learners to meet the school's expectations
- The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- Support their learner in adhering to the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their learner's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Work collaboratively with the school to address any behavioural issues.

4.5 Learners

Learners will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the school rules
- The school's key rules and routines
- The rewards they can enjoy for meeting the behaviour standard, the consequences they can expect if they don't meet the standard and the restorative actions they will need to take to put things right.
- The pastoral support that is available to them to help them meet the school rules

Learners will;

- Have the support from a trusted adult to help them regulate themselves if needed
- Be supported by calm, kind consistent adults to meet the expected behaviour standards, set out in the Behaviour Curriculum, and will be provided with repeated induction sessions wherever appropriate.
- Be able to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

5. Our five principles of practice

- **Principle 1 – Calm, kind, consistent adult behaviour -** All adults in our school are role models of calm, kind, consistent, self-regulated behaviour. Staff hold all learners in the highest regard and reinforce positive behaviour with the same message, in the same language, in the same way.
- **Principle 2 – Pay first attention to best behaviour -** All adults are quick to recognise and affirm learners when they are doing the right thing. As a rule of thumb, adults will have at least 5 positive encounters with a learner to every 1 negative encounter.
- **Principle 3 – Relentless routines –** We have a clear, well thought out and well explained 'way of doing things around here'. For each regular activity there is an explicitly taught expectation or routine that is positively and constantly reinforced.
- **Principle 4 – Scripted interventions and stepped sanctions/behaviour support -** All adults use positive, precise and practised language when talking to learners who require reminders

and support to improve their behaviour. There are clear steps to follow to ensure that the school environments support a learner's learning and promote their wellbeing as well as teaching learners to regulate their behaviour effectively.

- **Principle 5 – Restorative conversations** – Building and strengthening warm relationships between adults and learners and learners and learners is central to our curriculum. When things go wrong all adults support learners to restore relationships that their behaviour may have affected.

6. Promoting Positive Behaviour

6.1 Our Three simple Rules

- We try our best
- We act responsible
- We are respectful

6.2 Calm, kind, consistent adult behaviour

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

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with learners, which may include:
  - Greeting learners in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

6.3 First attention to best conduct

Celebrating the brilliant learning and community behaviours we see every day is important in our school. All adults give their 'first attention to best conduct' and acknowledge positive behaviour in a range of ways.

- **Recognition** – recognition boards, stickers, Shout Outs, Successful Learner of the week certificates and termly Learning Champion certificates.
- **Messages home –** Shout outs, text messages, emails and phone calls – (We work on the principle that every adult should make at least one positive phone call or send one positive message/postcard home a week)
- **Headteacher Awards and Hot Chocolate Friday** – pupils who go over and above, modelling one or more of the Golden Rules during the week, invited to have hot chocolate with the Senior Headteacher and Senior Deputy Headteacher.
- **Learning Champions** - termly celebration with families secretly invited. Two pupils from each class recognised for demonstrating all the Core Values/Gem Powers.

- **Amazing Achiever Assembly** – termly celebration of achievements beyond school, including recognition of completed challenges of Curriculum Unleashed passports.
- **Top Table –** LBS recognise pupils following the Golden Rules in the hall at lunchtime. Pupils presented with a 'Top Table' sticker and invitation to join members of staff on the 'Top Table' for lunch.

6.4 Our Relentless Routines – *the way we do it here*

We know that learners are happy and successful in school and behave well when they feel safe physically and emotionally. This happens when the school environment is calm, orderly and predictable. Then learners know what to expect and what is expected of them and that kind adults are on hand to help them meet those expectations. In our Behaviour Curriculum we set out those expectations - or relentless routines- so that learners know how things 'work around here' .

As we have learners from 4 to 11 years old these expectations will be refined and adapted to suit the learners' age and stage of development. We recognise that some learners will need more support and more time to meet those expectations than others. However, we have the highest aspiration for all learners in all aspects of school life and behaviour is no exception.

Before school we…

- Take responsibility to get a good night's sleep
- Try our best to make sure we come into school on time
- Take responsibility to ensure we are wearing correct uniform
- Take responsibility to have resources ready for the day
- Are respectful by walking our bikes and scooters through the school gate
- Are respectful and say good morning to all members of our SLP family as part of the 'Handshake Gang'
- Take responsibility for our school environment by hanging up our coat and bags
- Take responsibility and hand our mobile phone to an adult when we arrive
- Take responsibility to sit down straight away and get on with the 'Do Now'

In the classroom we…

- Are respectful and sit up, listen actively, ask and answer questions, nod and track the speaker (SLANT)
- Try our best by listening actively to the speaker (friends and adults)
- Take responsibility for our learning and articulate our thinking using Build, Challenge, Agree and our stem sentences confidently
- Are respectful and stop talking when the adult counts down
- Are respectful and take responsibility for equipment, making sure we have everything we need at the start and tidying up at the end of a lesson
- Act responsibly and move around the classroom safely

- Are respectful and follow instructions first time
- Try our best to work independently, even when we find things tricky
- Are respectful and listen to all perspectives during a restorative conversation

In corridors we…

- Take responsibility and move around the school using WONDERFUL WALKING – hands behind our back/hands to myself, eyes facing forward, quiet voices or voices off when asked
- Are respectful and hold doors open for our friends, smiling and saying thank you to those who hold the door for us
- Are respectful and smile and say 'Good morning' or 'Good afternoon', including to visitors to our school to make them feel welcome
- Take responsibility for our physical environment by picking up coats and bags if we see them on the floor
- Take responsibility and show respect for displays, leaving them tidy after if we have used them
- Are respectful of other people's belongings and do not touch them

During playtimes we…

- Act responsibly by getting our coats and snacks calmly and safely
- Act responsibly and enjoy healthy snacks
- Are respectful towards our environment and put rubbish in the bins and food waste in the recycling
- Act responsibly by playing safely and using the play equipment correctly
- Are respectful by being kind to our friends, including with words and physically
- Are respectful and follow instructions from adults first time
- Act responsibly, working with adults and friends to solve friendship problems
- Try our best to use the toilet respectfully
- Try our best to stop when the whistle blows/bell rings and tidy away equipment, collect our belongings and walk to our lines
- Are respectful by modelling 'Wonderful Walking' back to the classroom
- Take responsibility for our SLP family by putting our coats away calmly and safely
- Try our best to be ready to learn as soon as we are in the classroom

At lunchtime we…

- Try our best to line up patiently keeping hands and feet to ourselves
- Act responsibly by collecting our packed lunch calmly and safely
- Are respectful and say please and thank you when we are served our school lunch
- Are respectful and enjoy friendly conversations with our friends using quiet voice
- Act responsibly and safely by staying sat down when we are eating
- Act responsibly in our school hall and pick up any food that we accidently drop on the floor
- Are respectful and ask for permission from an adult to leave the table
- Act responsibly and finish eating before we leave our seat to go out to play
- Are respectful and line up patiently with our plates and cutlery
- Act responsibly by tidying away our packed lunch

In assembly we…

- Try our best to walk to the hall silently, using Wonderful Walking
- Act responsibly by spacing ourselves out appropriately before sitting down
- Are respectful and wait for an adult to ask us to sit down
- Try our best to sit with our legs crossed and our hands in our laps
- Act responsibly and make sensible decisions about who we sit next to
- Are respectful and wait patiently, listening to the music whilst the other classes arrive
- Are respectful and show SLANT
- Act responsibly by taking turns with our talk partner
- Are respectful and stop talking, showing we are ready to listen to the adult leading the assembly when they count down or raise their hand
- Try our best to join in singing
- Act responsibly by reflecting and thinking about the message of the assembly
- Are respectful by waiting patiently and listening to the music whilst the other classes are leaving

At the end of the day we…

- Try our best to tidy up quickly and quietly and help make sure our classroom is ready for the next lesson/day
- Are respectful and enjoy a story with our class
- Act responsibly by collecting our belongings calmly and safely
- Are respectful and listen carefully to any messages from the teacher

- Are respectful and say goodbye to our friends and the adults in our class
- Act responsibly by waiting with the teacher until I am collected by my trusted adult or, when the adults have agreed, walk, scoot or cycle home safely and respectfully

When the fire alarm sounds we…

- Act responsibly by leaving the school building calmly and safely by the nearest fire exit as directed by adults
- Try our best to show silent Wonderful Walking to the fire assembly point
- Act responsibly and line up silently, facing the front so we can be counted
- Act responsibly and show Wonderful Walking back into the building when it is safe to do so

Dealing with unacceptable behaviour

Behaviour patterns that relate to an emotional state can vary in severity and magnitude. In order to help identify ways to support learners in these heightened emotional states we have developed a range of strategies that may be used to support learners.

- Class teachers will highlight positive behaviours in the class and encourage learners to support peers.
- Rewards and positive strategies will be used regularly throughout learning to promote and support a change from negative behaviour to positive.
- Staff will use positive "I" statements and try to change negative self-talk in order to support learners when displaying inappropriate or negative behaviours.
- When an undesirable or unacceptable behaviour has occurred staff **must** take responsibility to take control of the situation and manage the behaviour within their classroom.

Below is a guide to the process and strategies that may be used in order to de-escalate and de-scale the situation.

6.4 Responding to unexpected behaviour -

The aim of this policy is to promote positive behaviour throughout the school so that becomes the everyday norm. However, we know that sometimes and for some children there will be instances where behaviour falls below the expected standard. When this happens it is important that this behaviour is noted and addressed an action is taken to reduce the likelihood of repeated instances.

This policy needs to be comprehensive and provide clarity, guidance and advice to the whole school community when dealing with all forms negative behaviour including the most serious ones. However these may be very rare events in the vast majority of primary schools.

All adults are role models for calm, kind, consistent, self-regulated behaviour. All adults, therefore, have the respect, authority and skills to positively manage any unexpected behaviour throughout the school.

Unexpected behaviour is defined as behaviour not aligned with the expectations set out in the behaviour curriculum such as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Unkindness to others
- Not following instructions
- Non-completion of classwork

Serious unexpected behaviour is defined as:

- Repeated breaches of the school rules
- Swearing
- Threats of aggression
- Acts of aggressions including fighting
- Wilful or deliberate damage to property
- Any form of bullying – see bullying section below
- Racist, sexist, homophobic or discriminatory behaviour including use of prejudicial language
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Theft
- Smoking or vaping
- Possession of any prohibited items. (see Appendix D)

*(For **Extreme unexpected behaviours** see Appendix A)*

6.5 Stepped sanctions

6.6.1 Reminders

The majority of unexpected behaviours can be managed by using calm, kind reminders of the expected and agreed behaviours. This is an essential part of learning how to self-regulate our behaviour and is a continual process. We expect that all learners individually, as groups or as classes will need regular reminders.

A reminder using the agreed script around the 3 simple rules of Ready, Respectful, Safe including a direction as to how the learner/group/class can correct their behaviour.

(Scripted intervention - Appendix E)

Step 1

Assess the situation;

- Who is the learner?
- What are their specific needs?
- What is happening for them at the moment?

Step 2

Strategies/toolkit/consequences;
At this stage adults should use their initiative to support improvements to de-escalate and reduce the tensions in a situation., for example.

- adjusting seating,
- identifying if support with a task is needed
- ensuring learners have everything they need to follow the instruction given
- allowing for take-up time for learner to comply with the request.
- using positive praise to identify and illustrate the expected behaviour 'Thank you X I can see that you have your book open, your pencil is on the table and you are showing STAR'
- use positive reinforcement strategies including the recognition board more frequently

6.6.2 Cautions

A clear scripted, verbal caution, delivered in a way which keep a learner's dignity intact (e.g. privately and quietly) sets out the expected behaviour and explains that this is the last step before a sanction. This ends by re-affirming the learner.

(Scripted intervention - Appendix E)

6.6.3 Stay back sanction

If the behaviour persists, a clear scripted, verbal caution delivered in a way which keeps a learner's dignity intact (e.g. privately and quietly), set out the expected behaviour, explains the sanction (e.g. 2-minute stay back restorative conversation) and ends by re-affirming the learner. At this point secondary behaviours are often ignored. This incident is logged on Arbor and parents are informed.

(Scripted intervention - Appendix E)

6.6.4 Time out

If the behaviour persists a clear scripted intervention is made. The learner is asked to take a short time limited reflection at the regulation station (e.g. within or outside the classroom, group learning space, playground, hall. This will often depend on where the learning is taking place). This should be a short time for the learner to reflect and re-regulate their behaviour. The regulation station will be set up to support calming techniques. Secondary behaviours are often ignored.

The incident is logged on Arbor and parents informed.

6.6.5 Additional support

If behaviour continues to disrupt learning and/or risk the other learner's safety and wellbeing, an adult will call for support.

A member of the Pastoral or Leadership Team will collect the learner and support them to re-regulate their behaviour. For highly dysregulated learners we will use a trauma informed approach such as PACE (Playfulness, Acceptance, Curiosity, Empathy)

The aim of this additional support is to further help the learner with self-regulation and enable them to return to learning as soon as possible. The Pastoral and Leadership Team will make a judgement on when the learner is ready to learn.

Any lost learning may be made up in the learner's free time.

Time will be set aside, as soon as possible after the behaviour incident, for a restorative conversation. This will include agreeing a proportionate and appropriate restorative act, such as making an apology, writing a letter, tidying up, losing an agreed amount of playtime, giving up free time to help with a task etc.

This incident is logged on Arbor and parents are informed and invited in for a meeting as required.

6.6.6 Fast Track to additional support

Some dysregulated behaviours (where there is a threat to emotional or physical safety of others and beyond the support of the stepped sanctions) such as acts or threats of aggression, prejudicial language (homophobic, racism etc.) etc. will require an immediate intervention. Adults should move to the triage stage immediately.

This incident is logged on Arbor and parents are informed and invited in for a meeting as required.

6.6.7 Incident outside the classroom

Incidents of unexpected behaviour around the school including at playtime, will be dealt with by the staff on duty and/or the Leadership Team. The sanctions will be proportionate and appropriate to the unexpected behaviour. These will include;

- Resolving an argument with a peer and making an apology
- Short time out with an adult or on a playground bench
- Loss of participation in a play activity for a fixed period
- Time off the playground for a fixed period

Serious incident or repeated incidents may lead to a suspension from school during lunchtimes. In such cases an ILSP will be developed (see below)

6.6.8 Individual Learner Support Plan (ILSP)

Individual Learner Support Plan (ILSP) will be developed with the learner and their parents. *(Appendix F and G)* in the following circumstances

a. Following a serious incidents.

   When a learner demonstrates extreme negative behaviours and the Senior Leadership Team takes the decision to use a Fixed Term Suspension - internal or external (See Suspension and Exclusions Policy).

b. Following Repeated removal from class.

   When a learner is repeatedly disrupting the learning of other and as a result regularly missing out on learning through repeated removals from class

6.6.9 Higher level consequences

Higher level consequences will be used when required. These include;

- Internal exclusion – work away from class under the supervision of an adult for a fixed period
- Suspension from school – complete work at home for a fixed period
- Suspension from school school swap – complete work at another school under the supervision of an adult for a fixed period
- Intervention Move – move to another Olympus school for a fixed period
- Permanent exclusion from school

6.6.10 Restorative Conversations

In line with our relational practice, restorative conversations and actions are a vital part of response to incidents of unexpected behaviour. This ensures that any harm done is identified, addressed and then resolved enabling relationships to be restored. This also enables learners to learn from their mistakes and to start afresh.

For more significant incidents a structured restorative conversation may be required – see appendix X. At other times a quick agreement for an appropriate action may be agreed. The range of restorative action might include actions might include;

- A verbal apology
- A written apology – note, letter or card
- An action to fix the damage caused such as tidying up, pay for replacement of damaged items, or giving up some free time to help with a task
- A structured restorative conversation

7. Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

The school uses the Olympus Academy Trust guidance on managing incidents of bullying.

Use of Reasonable force

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from:

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

Incidents of reasonable force must:

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

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

Where staff and parents/carers feel there is a greater risk of reasonable force needing to be used (usually related to SEND), staff and parents/carers will complete a risk assessment together and agree an approach to minimise the need for this, whilst agreeing an approach to manage any behaviours which prevent harm to them or others or risk damaging property.

8. Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and learners accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and Allegations of Abuse Against Staff Policy for more information on responding to allegations of abuse against staff or other learners.

9. Responding to unexpected behaviour from learners with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that learners' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled learner caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of learners with SEND (Children and Families Act 2014)
- If a learner has an Education, Health and Care (EHC) Plan, the provisions set out in that plan must be secured and the school must cooperate with the Local Authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

9.2 Adapting consequences for learners with SEND

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

- Whether the learner was unable to understand the rule or instruction?
- Whether the learner was unable to act differently at the time as a result of their SEND?
- Whether the learner is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the learner for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a learner displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) may evaluate a learner 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 learner, we will liaise with external agencies and plan support programmes for that learner. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Learners with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC Plan must be secured and the school will cooperate with the Local Authority and other bodies. The LA has responsibility for ensuring provision needs can be met.

If the school has a concern about the behaviour of a learner with an EHC Plan, it will make contact with the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC Plan.

10. Learner transition

10.1 Inducting incoming learners

The school will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing learners for transition in Primary

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

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The application of the Behaviour Policy
- The proper use of restraint
- The needs of the learners at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Safeguarding

The school recognises that changes in behaviour may be an indicator that a learner is in need of help or protection.

We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

Our Designated Safeguarding Lead will work closely with staff and we will have a safeguarding first approach for learners whose behaviour is a concern.

Please refer to our Child protection and Safeguarding Policy for more information.

14. Monitoring arrangement

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Intervention moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, learners, governors, trustees and other stakeholders about their perceptions and experiences of the school behaviour culture

The data will be analysed at the end of terms 2, 4 and 6 term by the headteacher and reported to the School Improvement Committee.

The data will be analysed from a variety of perspectives including:
- At school level
- By class and year group
- By location and time of day/week/term
- By protected characteristics

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

Data will be used by the Olympus Trust to monitor trends across the MAT.

14.2 Monitoring this policy

This Behaviour Policy will be reviewed by the Trust Improvement Committee, Headteacher and School Improvement Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Trust Improvement Committee and the School Improvement Committee

15. Links with other policies

This Behaviour Policy is linked to the following policies:
- Exclusions policy
- Child Protection and Safeguarding policy
- Restrictive Physical Intervention Policy
- Anti-Bullying Policy
- Online Safety and Acceptable Use Policy

Appendix A - Scripts for interventions

Scripts for Reminders

I have noticed that you are finding it difficult to focus/seem a bit angry/. Is there anything that will help you focus/finish your task/get started/sit safely

Scripts for Cautions

I notice that …. (state the child's behaviour). You know our rule about (ready/respectful/safe). Next/now, I need you to… (what you would like the child to do) and be the … I saw yesterday. Do you remember when…(state a positive behaviour seen before)? That is the behaviour I need to see now. Thank you for listening.

Example 1: I notice that your pencil is on the floor. You know our rule to respect our resources. Now, I need you to pick the pencil up and continue safely with your work like you did earlier/yesterday. Thank you for listening

Example 2: I notice that you have raised your voice at (name) in your group. You know our rule about being respectful to others. Now, I need you to work respectfully to complete your group task like you did last time. Thank you for listening.

Example 3: I notice that you have been talking whilst the class are waiting to learn. You know our rule about being ready to learn. Now, I need to you to be silent and listen so that you understand my instructions and are ready to complete the task. Thank you for listening.

Scripts of Stay Back Sanctions

I notice that …. (state the child's behaviour). You know our rule about (ready/respectful/safe). You have chosen to complete the work at playtime/stay behind for 2 minutes at break to talk to me.

Next/Now, I need you to… (what you would like the child to do) and be the ….. I saw yesterday. Do you remember when…(state a positive behaviour seen before)? That is the behaviour I need to see now. Thank you for listening**.**

Appendix B – Scripts for Restorative Conversations

Restorative conversations should take place once a child is calm; has had time to reflect on their behaviour and received an appropriate sanction. They should take place with the person who has instigated the sanction. They will listen carefully, dispassionately and without judgement.

The format of the discussion should be based on these questions (staff select the 'Restorative 5'):

1. *"What happened?"* - The adult will listen to the child give their version of the event. The adult will then discuss the incident from their perspective.
2. *"What were you thinking at the time?"* – The child will discuss their emotions during the event. The adult may support this conversation if the child does not have the emotional literacy to do so.
3. *"What have you thought since?"* – The child will discuss what they have reflected upon, their actions and feelings, in an effort to reach the overall issue.
4. *"How did this make people feel?"* – Discuss the impact of the negative behaviour on others.
5. *"Who has been affected?"* – Reflect upon the number of other people have been affected.
6. *"How have they been affected?"* – The child will be encouraged to think about what they did to the other children, in order to encourage empathetic thoughts.
7. *"What should we do to put things right?"* – This is an opportunity for the child to apologise for their actions and suggest other actions they need to take, e.g. tidy up a mess they made.
8. *"How can we do things differently in the future?"* – The adult will support the child to think of strategies they can use to prevent similar events in the future.

If the child is finding the conversation difficult, prompts may be used:

- *"OK, imagine if there were … (people affected/a way of putting things right/things you could do differently). What would they be?"*
- *1 – 10 scales: "On a scale of 1 to 10, how angry/upset were you?"*
- *"I can see that you are not quite ready to talk. Do you need a minute or two, or would you like to discuss this later and have …(trusted adult)… sit with you and help you with the answers?"*

Appendix C - Dealing with extreme behaviours

At Stoke Lodge Primary School, we are committed to fostering a safe, respectful, and positive learning environment for all learners. While incidents of extreme behaviour are rare, it is important to outline what constitutes such behaviours and our approach to managing them.

Extreme behaviours include, but are not limited to:

- **Harmful Sexualised behaviour**: Any inappropriate or explicit conduct of a sexual nature.
- **Use of mobile phones**: Unauthorized use of mobile phones during school hours.
- **Online behaviour**: Cyberbullying, inappropriate use of social media, or any harmful online activities.
- **Poor behaviour off-site**: Misconduct during school trips, in the community, or any off-site school-related activities.

- **Prohibited item** – bringing prohibited items onto the school site

- **Arson** – setting fire to items within school

These behaviours are taken seriously and will be addressed promptly to ensure the well-being of all learners. Our goal is to support learners in understanding the impact of their actions and to guide them towards making positive choices.

Peer to peer abuse and harmful sexualised behaviour

The school will ensure that all incidents of harmful sexualised behaviour are met with a suitable response, and never ignored. To effectively address and manage harmful sexualised behaviours, we utilise the Brooke Traffic Light Tool. This tool helps us identify, assess, and respond to sexual behaviours in learners and young people in a clear and consistent manner giving due consideration to the age and stage of a child's development.

The Brooke Traffic Light Tool categorizes behaviours into three levels:

- Green: Developmentally appropriate and acceptable behaviours.
- Amber: Concerning behaviours that require attention and possible intervention.
- Red: Harmful or dangerous behaviours that necessitate immediate and significant intervention.

By using this tool, we ensure that our responses are appropriate and proportionate, fostering a safe and supportive environment for all learners. Our aim is to educate and guide learners towards understanding healthy and respectful behaviours.

Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. This may include.

- Bullying incidents, including cyberbullying, which may take place out of school
- Physical abuse, for example, hitting, kicking, shaking, biting, hair pulling
- Abuse in intimate personal relationships
- Inappropriate touch and sexual violence
- Sexual harassment, including sexual comments and jokes, and online sexual harassment
- Sharing nude and semi-nude images or videos of a learner

- Upskirting. This is where someone takes a photo under another person's clothes without their permission, to cause humiliation, distress or alarm

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a learner's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, with reference to the Brook Traffic Light Tool, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to learner's social care
  - Report to the police

Please refer to our Child protection and Safeguarding Policy for more information.

The school follows the guidance set out in KCSIE 2024 and guidance on managing incidents of sexual harassment and sexual violence issued by the Trust.

Any reports of harmful sexualised behaviour will be recorded on CPOMs and Arbor and parents will be informed.

Mobile phones

When learners walk to and from school on their own, they will be allowed to bring their mobile phone to school. The learners and their parents will need to agree and sign the Mobile Phone in School agreement. This will set out the following expectations.

- Within the school grounds, the phone should be used for no other reason than for the learner to communicate with their parents or carers
- The learner hands the phone to the class teacher as they arrive in the classroom. The phone should be turned off
- The teacher will keep the phone in a locked drawer or cabinet
- The phone will be handed back to the learner at the end of the school day
- Failure to follow those expectations may result in the learner no longer being able to bring the phone to school.
- The school will not take responsibility for any loss or damage to the phone whilst it is on the school premises.

Off-site misbehaviour

Sanctions may be applied where a learner has misbehaved off-site when representing the school. This means misbehaviour when the learner 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 learner of our school

Sanctions may also be applied where a learner has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

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

Online misbehaviour

The school can issue behaviour consequences to learners for online misbehaviour when:

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

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

Prohibited items

See appendix D

Appendix D - Prohibited Items

Item	Action
Games and toys	Return to bag and reminder
Unhealthy snacks	Return to bag and reminder
Chewing gum and sweets	Confiscation and warning
Energy drinks	Confiscation and warning
Mobile phones not agreed in advance	Confiscation and warning
Prescription or non-prescription drugs, which the school are not aware of for medical use	Confiscation and discussion with parents/carers/learner and First Aid Department. DSL will be notified
Smoke and stink bombs	Confiscation and consequence
Dangerous items or substances which may cause harm to yourself or others	Confiscation and consequence– DSL notified
Pornographic images	Confiscation and higher level consequence – DSL notified
Fireworks	Confiscation and higher level consequence – DSL notified
Alcohol	Confiscation and higher level consequence – DSL notified
Cigarettes and smoking paraphernalia; matches and lighters	Confiscation and higher level consequence – DSL notified
Vape and vaping paraphernalia	Confiscation and higher level consequence – DSL notified
Knives or weapons	Confiscation and higher level consequence – DSL notified
Illegal drugs	Confiscation and higher level consequence – DSL notified

Appendix E. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner. Illegal items will be handed to the policy. Legal items will be handed to the parent or carer.

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

Searching a learner

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 learner, 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 learner 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 learner; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or a member of staff who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner 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 learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, 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 learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched

- Explain to the learner 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 learner the opportunity to ask questions
- Seek the learner's co-operation

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

If they still refuse to cooperate, the member of staff will contact the Senior Head Teacher or Senior Deputy Headteacher to try and determine why the learner is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in Appendix D, 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 learner's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:
- Any item of clothing that is worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching learners' possessions

Possessions means any items that the learner has or appears to have control of, including:
- Desks
- Lockers
- Bags

A learner's possessions can be searched for any item if they agree to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in Appendix D) and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner 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 learner was in possession of a prohibited item as listed in Appendix D
- If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner 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 and Child Protection Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

Strip searches

The school will not undertake stripped searches

If a strip search is deemed necessary in response to a safeguarding risk assessment the police and social care will be contacted.

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 learner's mental and physical wellbeing and the risk of not recovering the suspected item. Requesting that the Police come into school to conduct a strip-search would be rare.

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 learner(s) involved. Staff retain a duty of care to the learner involved and will advocate for them at all times.

Communication and record-keeping

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

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

Who will be present

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

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

- The learner 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 learner's decision and it will be signed by the appropriate adult.

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

The appropriate adult will:

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

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

Care after a strip search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner 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 learner 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 and Child Protection Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

Any learner (s) who have been strip searched more than once and/or groups of learners 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.

Appendix F - Suspected criminal behaviour

At the age of 10 a child is deemed under law to be criminally responsible. As a result, when a learner aged 10 or over 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 will make the report.

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

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to Children's Social Care, if appropriate.