Behaviour Policy

Statutory policy for those with legal responsibilities in relation to behaviour and discipline

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Applies to	All Trust schools, all Trust staff

Version	Date	Reason
1.0	September 2018	To establish a Trustwide policy
2.0	January 2020	To respond to new DfE guidance
3.0	March 2021	To respond to updated guidance
3.1	March 2022	Periodic review - no changes
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4.1	March 2023	Update with appendix
5.0	May 2024	To respond to DfE 'Behaviour in Schools - Advice for headteachers and school staff', Feb 2024
6.0	May 2025	Update to align with Initio Behaviour Curriculum and updated Initio Behaviour Guidance and with proposed new OfSTED framework
7.0	May 2026	Updated to align with updated DfE documents

About this policy

This policy applies to the Trust as a whole and to all the schools in the Trust, in accordance with the Equalities Policy, vision, values and strategic outcomes of Initio Learning Trust. Initio Learning Trust, including all the schools within the Trust, their Trustees, local school committee members and staff, must abide by this Policy.

This Policy describes Initio Learning Trust's provision for Behaviour and Discipline and has been produced in accordance with DfE guidance, the Articles of Association and Scheme of Delegation. If there is any ambiguity or conflict then the Scheme of Delegation takes precedence. If there is any question or doubt about the interpretation or implementation of this Policy, the Trust clerk must be consulted.

Herein:

'The Trust' means Initio Learning Trust.

- 'School' means a school (academy) in Initio Learning Trust.
- 'Trustee' means a Trustee of the Trust and member of the Board of Trustees, which is the legal governing board of the Trust; a Trustee is also a Director of the Trust.
- 'Local school committee' and 'LSC' means a Local School Committee that is a committee of the Board.
- 'Head teacher' can mean the head of school or executive head teacher of the school.
- 'CEO' means the chief executive officer of the Trust (or an executive officer to whom they have delegated specific authority to act on their behalf).
- 'Parent' should be read as inclusive of carers and any other person with parental responsibility.

Expiry or review date

This policy will be kept under review and updated at least annually.

Introduction

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

In some cases, particularly when a pupil is persistently disruptive and support or consequences are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded (please see EXCLUSION POLICY for further information).

This policy is designed to provide clarity around behaviour and discipline in Initio Learning Trust schools.

Key points

- Teachers have power to issue consequences to pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Head teachers, Trust Boards and Local School Committees must ensure they have strong behaviour procedures to support staff in managing behaviour, including the use of rewards and consequences.
- The Trust Board of Initio Learning Trust has a duty requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

The school behaviour procedure; what the law says

The Trust Board of Initio Learning Trust is required to ensure that a written procedure to promote good behaviour among pupils is drawn up and effectively implemented. The procedure must set out the disciplinary consequences to be adopted if a pupil misbehaves. The Trust Board is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. Information about the school's behaviour procedure must be made available to parents on request. For schools in Initio Learning Trust, this is known as the School's Behaviour Guidance and can be found on the school's website.

Creating and maintaining high standards of behaviour

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Schools in Initio Learning Trust ensure pupils can learn in a calm, safe, and supportive environment and work to protect them from disruption. Schools are clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community. All schools in Initio Learning Trust explicitly teach acceptable behaviour following the trust behaviour curriculum (from September 2025).

This behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to our pupils, staff, and parents and carers. It is equally important that this behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.

Headteachers will take responsibility for implementing measures to secure acceptable standards of behaviour. Headteachers ensure the school's approach to behaviour meets the following national **minimum** expectations[1] :

- Leaders establish high expectations for all pupils' behaviour and attitudes to learning, including through the behaviour policy. Staff and pupils understand these expectations. Leaders engage with and communicate these expectations clearly to parents and carers. They are enforced consistently and fairly to create a calm and safe environment.

- Leaders and other staff teach pupils the importance of treating others with kindness, courtesy, empathy and respect and do so themselves. Leaders work closely with parents and carers to support positive behaviour.

- Leaders and staff deal effectively and quickly with any incidents of bullying, discrimination, harassment, sexual abuse and derogatory language and accurately record such incidents. They support those affected so that they feel safe and comfortable at school.

- Leaders identify patterns and trends in behaviour, including bullying. They are active in identifying problems and act swiftly and effectively to solve them.

[1] *The national minimum expectation of behaviour is aligned with the Ofsted 'good' grade descriptor for assessing Behaviour and Attitudes.*

- Leaders train staff to challenge poor behaviour confidently, consistently and fairly, including disruptions to learning.
- Strategies to help pupils to manage and improve their behaviour are effective. Pupils are taught to recognise unacceptable behaviour and are confident to report concerns to staff.

It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping Children Safe in education (KCSiE). KCSiE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

Developing the school's behaviour guidance

A school's culture and values are manifested through the behaviour of all its members. High standards and clear rules reflect the values of the school and outline the expectations and consequences of behaviour for everyone. The school's behaviour guidance provides details on how staff will support pupils to meet these expectations.

The headteacher determines measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

The school behaviour guidance and the trust behaviour curriculum sets out what is expected of staff, senior leaders, pupils and parents and forms part of staff induction.

Communicating the behaviour policy and guidance

Communicating the school policy and guidance to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

This behaviour policy will be published on school's websites alongside the school specific behaviour guidance and the trust behaviour curriculum and is available in hard copy on request. It will be linked in newsletters at least annually

A whole-school approach to behaviour

The school's approach to behaviour will be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect and schools will teach and adhere to the three Trust behaviour expectations which are:

- Readiness to Learn
- Respectful Relationships
- Engagement

These are taught through the two strands of the trust behaviour curriculum: 'the fundamentals of learning' and 'human connection'. It is recognised that some pupils may require additional support to meet school's behaviour expectations and this support will be given consistently and predictably, applied fairly and only where necessary.

The school behaviour guidance and Initio Behaviour Curriculum

The behaviour guidance defines the expected behaviours in school. It is centred on what successful behaviour looks like and defines it clearly for all parties.

The expected behaviours should be taught through the trust behavior curriculum to all pupils, so that they understand what behaviour is expected. Expected behaviours should be clearly displayed in the school.

Adjustments can be made for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)'. Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

The school's behaviour guidance uses the language of pro social, unsocial, anti-social and dangerous behaviours and gives examples of each to describe social expectations in school

School systems detailed in the behaviour guidance define the rewards and consequences for behaviour.

Banned / Prohibited items in all schools

BANNED items for pupils to be in possession of across all schools are*:*

*(an * indicates that these items are also deemed as **PROHIBITED**):*

- *knives and weapons
- *alcohol
- *illegal drugs
- *stolen items
- *any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause harm to property or person (including the pupil)

- *fireworks
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or *pornography of any kind
- *tobacco products and related paraphernalia, such as cigarette papers
- any smoking paraphernalia including vapes, e-cigarettes or shisha-type devices

- nicotine products such as nicotine pods/pouches
- medicines (unless agreed with the school that the pupil is to carry the medication with them, otherwise, all medication should be stored and administered using the school's systems and processes).
- stink bombs / water bombs / other items that staff reasonable suspect has been or is likely to be used to cause disruption
- electronic devices which can be heard or are visible, including mobile phones or similar technologies that are used to communicate and smart technology
- aerosols
- bandanas, masks or anything which could be utilised to conceal identity (unless for medical purposes)
- 'legal' highs - substances designed to mimic the effect of illegal drugs
- energy drinks (unless for medical purposes)
- any other article specified in regulations

The role of all stakeholders

The role of school leaders, staff and pupils are set out clearly in the school's behaviour guidance. There is also clarity provided for what schools would like from pupils' parents. New staff and pupils will be inducted into the expectations set out in the guidance.

The role of school leaders

The school leadership team will be highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the school's behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders will provide appropriate training required for staff to meet their duties and functions within the behaviour policy. School leaders will also ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may, at times, affect a pupil's behaviour, making links to whole school approaches to mental health and wellbeing as set out in the Mental Health and Behaviour in schools guidance.

The role of teachers and staff

Staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships as detailed in the behaviour guidance and through the trust behaviour curriculum, so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff will challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff will communicate the school expectations, routines, values and standards both explicitly through teaching the trust behaviour curriculum and in every interaction with pupils.

Staff will consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Clear guidance about school expectations of staff conduct at school is detailed in the behaviour guidance and through the Initio Teaching and Learning Principles.

The role of pupils

Every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils will be taught that they have a duty to follow the school behaviour guidance and uphold the school rules, and should contribute to the school culture.

Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools may wish to repeat elements of this induction for all pupils at suitable points in the academic year.

Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

The role of parents

Parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents should be encouraged to reinforce the behaviour policy at home, as appropriate.

Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

More information about parents and schools working in partnership to secure prosocial behaviour is detailed in the behaviour guidance.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Schools consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Some behaviours are more likely to be associated with particular types of SEND. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil is identified as having SEND, the graduated approach should be used to assess, plan,

deliver and then review the impact of the support being provided. This can be part of the individual plan or as part of a behaviour or pastoral support plan.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies detailed in the plan.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Schools will use the 'Roadmap of Support' (available in the behaviour guidance)to help identify any unmet needs. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Responding to behaviour

Schools should constantly positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate consequences.

Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Schools detail their reward systems in their behaviour guidance. These rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy and guidance. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that all staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The school will detail their response to unsocial, antisocial and dangerous behaviours in their behaviour guidance. The response to unsocial, antisocial or dangerous behaviour is designed to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of the behaviour. To achieve these aims, a response to behaviour may have various purposes.

These include:

a) **deterrence**: consequences can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
b) **protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour may be immediate or after assessment of risk.
c) **improvement**: to support pupils to understand and meet the behaviour expectations and re engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via consequences, reflective conversations or targeted pastoral support.

Schools should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home. Please see the 'Roadmap of Support' for further information.

Acceptable forms of consequence

The behaviour guidance includes a range of possible consequences which should be clearly communicated to and understood by pupils, staff and parents.

For some behaviours, suspension or exclusion may be necessary.

Schools will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of KCSiE, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

If a pupil in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires.

What the law allows

Teachers can give a consequence to pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a consequence on that pupil.

Staff can issue consequences any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

A consequence will be lawful if it satisfies the following three conditions:

a) The decision to issue a consequence to a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
b) The decision to issue a consequence to a pupil and the consequence itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and

c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a consequence is reasonable in all circumstances,there must be consideration to whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular consequences, or to issue a consequence for particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

Schools will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Schools should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Schools will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to issue a consequence to the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance.

The school will also consider whether any reasonable adjustments need to be made to the consequence in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Supporting pupils following a consequence

Following a consequence, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

Designated staff should be appropriately trained to deliver these strategies. These strategies are often part of a wider approach that involves the wellbeing and mental health of the pupil.

Detentions

A detention is a commonly used consequence, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

What the law allows

Teachers have authority to issue detention to pupils, including same-day detentions. Detentions can take place during or after the school day and this is a possible consequence for pupils in Intiio Learning Trust schools

A detention outside normal school hours will be lawful if it meets the following conditions:

- the conditions outlined in 'matters schools will consider when imposing detentions'
- the pupil is under 18 (unless the detention is during lunch break);
- the headteacher has communicated to pupils and parents that detentions outside school sessions may be used in the behaviour guidance; and
- the detention is held at any of the following times:

a) any school day where the pupil does not have permission to be absent;

b) weekends during term - except a weekend during, preceding or following the half term break; or

c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'CPD days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.[25]

The headteacher decides which members of staff can issue detentions. Usually this is all staff working in a school.

Matters schools will consider when imposing detentions

Parental consent is not required for detentions that satisfy the conditions mentioned above. However, it is good practice to routinely inform parents and work with them to support the pupil to mitigate the behaviour happening again.

With lunchtime detentions, staff must allow reasonable time for the pupil to eat, drink and use the toilet.

School staff **should not** issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

The use of reasonable force / restrictive interventions

The DfE guidance specifies that force must **never** be used as a punishment or in any way that restricts a pupil's airway or circulation.

Detailed advice is available in Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England. Headteachers and all school staff should read and follow this guidance.

There are some circumstances when it is appropriate for staff in schools to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. 'Reasonable' in these circumstances means '**using no more force than necessary for the least amount of time**'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for **prohibited** items detailed in 'Searching, Screening and Confiscation - Advice for schools'. Force may **not** be used to search for other items banned under the school rules, however physical resistance by a pupil to a search for banned rather than prohibited items can itself be subject to behavioural consequences.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. All use of reasonable force will be reported to parents and a record kept on the MIS via the Initio template

Searching, screening and confiscation

Guidance on the use of screening in our schools can be found at **Appendix 1.**

Detailed guidance for schools can be found in following DfE guidance: Searching, Screening and Confiscation, Advice for Schools. Headteachers and school staff should read and follow this guidance. Guidance on the use of screening in our schools can be found at **Appendix 1.**

The school has the statutory power to undertake a search of a student or their possessions. A search can be considered if the 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 after staff are assured that the pupil/s understand the reason for the search and how it will be conducted so that the consent is informed.

Specific prohibited items can be searched for without consent and with the use of reasonable force. These are specified in 'Screening, Searching and Confiscation – advice for schools' but, for clarity, are:

- *knives and weapons;*
- *alcohol;*
- *illegal drugs;*
- *stolen items;*
- *any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).*
- *an article specified in regulations including*
    - *tobacco and cigarette papers;*
    - *fireworks; and*
    - *pornographic images*

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the banned item in their possession. Only staff members authorised by the headteacher may carry out searches without consent.

Only the headteacher or a member of school staff officially authorised by the headteacher, can undertake the search of a pupil. The staff member conducting the search should be the same sex as the pupil being searched, and there must be a witness (also a staff member and ideally the same sex

as the pupil). There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the headteacher or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's safeguarding policy and all other relevant policies and statutory guidance including, but not limited to, 'Searching, Screening and Confiscation - Advice to schools' from the DfE.

Any searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

There may be rare instances where a pupil with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a pupil is tactile defensive or has a sensory sensitivity, which means that a search may significantly escalate a situation. In such circumstances, the school would deal with the situation in a different way, bespoke to the needs of the pupil to ensure all pupils remained safe.

Searches with consent

The school may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case, adhering to statutory guidance in all cases.

Authorised staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education and the relevant safeguarding policies and laws. Authorised staff may examine or erase data / files on confiscated electronic devices when appropriate: if there is good reason to suspect the data / file could cause harm, be used to commit an offence or break school rules.

Removal from classrooms

Schools in Intio Learning Trust may use removal from the classroom as a disciplinary measure.

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. Removal will allow for continuation of the pupil's education and will be supervised by a trained member of staff, although the continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Removal from the classroom will provide time for the pupil to reflect on the behaviour that led to their removal and what they can do to improve and avoid such behaviour in the future.

Schools may use removal of pupils to maintain and restore stability. The length of time a pupil is removed from the classroom will be dependent on the nature and severity of the incident leading to the removal. All removed pupils will have opportunities to eat, drink and use the toilet at appropriate times. Pupils will not be locked or kept in the room of their removal, either physically or by making them believe they will be punished if they try to leave. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure rather than disciplinary, so is not covered in this policy.

Removal from the classroom is considered a serious consequence. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Schools will consider whether there are special considerations relevant to its imposition and whether any assessment of underlying factors of disruptive behaviour is needed.

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils should not be removed from the classroom for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education, including targeted pastoral support aimed to improve behaviour so that they can reintegrate and succeed within the mainstream school community.

Removal will be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

Pupils who are removed will be reintegrated into the classroom when it is safe and appropriate to do so. This will be overseen by a trained member of staff and will take into account the needs of the pupil and the nature of the incident that preceded the removal.

Where a removed pupil has a social worker or are looked after, the social worker and / or virtual schools will be notified and multi agency discussions should be held to detail any support needed to improve behaviour, including any updates to a Personal Education Plan if the pupil is looked after.

Schools will ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with at all times.

Schools will collect, monitor and analyse removal data internally to ensure the effective use of removal and to determine any repeating patterns and whether any alternative approaches may be required. This data should also be analysed to identify any patterns relating to pupils sharing any of the protected characteristics and to ensure that removal is not having a disproportionate effect on these pupils.

Headteachers should:

- maintain overall strategic oversight of the school's arrangements for any removals
- make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils
- outline in the behaviour guidance, the principles governing the length of time that it is appropriate for a pupil to be in removal
- ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff
- design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Suspension and permanent exclusion

Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions. All suspensions and exclusions follow the appropriate legal processes. Please see the exclusion policy for further information.

Managed moves

A managed move is a process which transfers a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

Managed moves will be undertaken in accordance with relevant legislation and Trust and Local Authority systems

Behaviour outside of school premises

Schools have the power to issue consequences to pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

The school's response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school will be proportional and reasonable. Schools will liaise with local authorities to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct, that schools may issue a consequence to pupils for include, but are not limited to:

misbehaviour that occurs:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to issue a consequence to a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Preventing recurrence of misbehaviour

Initial intervention following behavioural incidents

Schools should adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible.

Schools have systems in place to ensure relevant members of staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level consequences, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Initial intervention to address underlying factors leading to misbehaviour can include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. See 'Roadmap of Support' for further information.

Where a school has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Pupil support units

All staff will ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. Where this is used, it may have a different name but is still considered a pupil support unit. The purpose of this unit can be two-fold:

- as a planned intervention for behavioural or pastoral reasons
- as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition is to improve behaviour and maintain learning with the goal to successfully reintegrate the pupil into mainstream lessons. If pupil support units are used, the approach in the unit will be aligned to the culture of the whole school and compatible with the school's behaviour guidance.

Most pupil support units are established solely to accommodate pupils from the school in which they are located, whilst some units, often termed 'in-school Alternative Provision (AP) units', are established to accommodate pupils from other schools as well. The placement of pupils from the local authority or a separate school into a unit is a form of alternative provision and those arranging and providing the placement must adhere to their legal duties, which are set out in legislation and summarised in the alternative provision statutory guidance. When a placement is commissioned by another school, the pupils must be admitted in accordance with the 'host' school's published admissions arrangements and registered as a pupil at the 'host' school in accordance with the Education (Pupil Registration) (England) Regulations 2006. The pupil should remain dual-registered at the referring school.

Where a pupil has an Education, Health and Care (EHC) plan, the relevant statutory duties on the referring school and local authority will also continue to apply. The referring school should, where possible, contact the relevant authority at an early stage if it is contemplating a placement for a pupil with an EHC plan in a pupil support unit that is in another school. If the referring school wants to place a pupil with a plan in a unit that is in another school, the local authority will need to follow the statutory procedures for amending the setting on the plan.

If an in-school pupil support unit is used, a broad and balanced curriculum that aligns to the mainstream curriculum will be offered although it may be personalised for the pupil's context. The unit will be an integral part of the school offer and, as such, will have a visible presence from school staff. Staff deployed to the unit will have the appropriate skill set to support pupils with their behaviour and learning needs to ensure effective impact and progress and pupils will be referred based on their needs and in consultation with their parents.

Pupils using a pupil support unit will have regular reviews for reintegration and these reviews will actively involve parents and the pupil. Progress will be actively monitored by the home school.

If an off-site pupil support unit is used, the base school will use the centralised system and processes to ensure quality of education and safeguarding and to ensure regular contact with the host school.

Reintegration

Schools will have a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This strategy will have a process to consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

Monitoring and evaluating school behaviour

Schools have strong and effective systems for data capture, including all components of the behaviour culture. This is monitored and objectively analysed regularly by skilled staff. This is also analysed at Local School Committee and Trust level and reported to trustees. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

Data will be analysed at multiple levels to identify possible factors contributing to the behaviour and by protected characteristic to inform policy and practice and to ensure that the school is meeting its duties under the Equality Act, 2010

Guidance on specific behaviour issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) especially the principles outlined in Part 5, Trust Safeguarding and Child Protection Policy and the Child on Child Abuse Policy.. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response and each incident will be considered on a case-by-case basis. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

Schools will be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be issued a consequence. Staff are aware of the importance of challenging all inappropriate language and behaviour between pupils and advocate strenuously for high standards of conduct between pupils and staff including demonstrating modelling manners, courtesy and dignified / respectful relationships.

Pupils who fall short of these behaviour expectations may be subject to a consequence whilst other investigations by the police and/or children's social care are ongoing.

Victims of child on child sexual violence and / or sexual harrassment will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it. At all times, there will be due regard to Keeping Children Safe in education (KCSiE) and the designated safeguarding lead will be engaged and will make referrals into support services where appropriate.

Behaviour incidents online

The same standards of behaviour are expected online as apply offline in school.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the safeguarding and child protection policy, youth involved imagery policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where there is suspicion of criminal behaviour online by a pupil, schools will follow the guidance below on suspected criminal behaviour.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Schools will follow the principles as set out in Keeping children safe in education, Youth Involved Imagery Policy and the guidance provided by the UK council for Internet Safety.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. While parents hold primary responsibility for their children's behaviour outside of school hours, both online and in person, the school is committed to working closely with families and students to ensure a safe environment for all young people, including online.

Online behaviour incidents outside of the school day are considered the responsibility of the parents and schools will decide whether investigation is a reasonable use of staff's time and only when the school deems that the incident occurring online and outside of the school day will negatively affect the school culture.

Schools are able to issue a consequence to pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones

Headteachers will read and understand the DfE guidance on mobile phones in schools and will follow the mobile phone policy detailed in Appendix 2.

References to 'mobile phones' should also be taken to refer to other communications and smart technology with similar functionality to mobile phones.

Suspected criminal behaviour

In cases when a member of staff suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and schools will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools will ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make a tandem report to local children's social care. In this instance, the designated safeguarding lead (or deputy) should take the lead. In all instances, staff will have due regard to Keeping Children Safe in Education (KCSiE).

Appendix 1: Screening

Please see:
Searching, Screening and Confiscation, advice for schools
Keeping Children Safe In Education

Introduction

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working together to safeguard children. Keeping Children Safe in Education (KCSIE) makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by our schools must be justified and proportionate.

Screening

We follow **all** advice set out in Searching, Screening and Confiscation; Advice for Schools.

At some schools, we operate a screening system, either via an arch or using a hand held wand. This is permitted as a preventative measure even if it is not suspected that the pupil is in possession of a prohibited or banned item *(please see list below)*

The use of screening wands

If a screening wand is used, we follow the advice for searching in that:

- The member of staff conducting the screening must be of the same sex as the pupil being screened
- There must be another member of staff present as a witness to the screening
- The use of the wand for screening should take place away from their peers

There is a limited exception to this rule; this is that a member of staff can screen a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the screening reasonably believes there is risk that serious harm will be caused to a person if the screening is not carried out as a matter of urgency; and, in the time available, it is not reasonably practicable for the screening 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 screening to be carried out in the presence of another member of staff.

If a member of staff conducts a screen without a witness they should immediately report this to a member of the senior leadership team and ensure a record of the search is kept as well as recording it on MyConcern.

Where a school uses a screening wand, this will be kept in the headteacher's office. We also require the use of the wand to be recorded including the date, time and location of the screening, the pupil name, the staff members' names and the reason and outcome of the screening. Any search by a member of staff for a prohibited item *(see list below)* should be recorded on MyConcern, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required

Screening and adjustments

At all times, the pupil's age, safeguarding history, SEN and any other contextual information will be considered to ensure that any reasonable adjustments are made to the process, if necessary.

Screening and consent

Screening is used as a preventative measure so if a pupil refuses to be screened, staff will need to consider whether it will be necessary to conduct a search. *Please see 'Searching, screening and confiscation; advice for schools' for further information on searches.*

Pupils who refuse to be screened will not be stopped from entering the school but may, after considering all information available to the school, have alternative arrangements for their learning made to keep them and others safe.

Pupils who refuse to be screened may be subject to a consequence in line with the school's behaviour guidance.

After Screening

Whether or not any items have been found as a result of any screening, the school will consider whether the reasons for the screening, the screening itself, or the outcome of the screening give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed.

Where this may be the case, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping Children Safe in Education (KCSiE). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

If any prohibited items are found during the screening, the member of staff should follow the guidance set out in ***Searching, Screening and Confiscation, Advice for Schools*** for confiscation. If a pupil is found to be in possession of a prohibited item listed below, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be issued with a consequence in line with the school's behaviour policy to ensure consistency of approach.

Informing Parents

Schools will reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any screening for a prohibited item listed below that has taken place, and the outcome of the screening as soon as is practicable.

A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any consequences applied.

Schools will also inform parents of a screening for an item banned by the school policy but not prohibited *(please see below for a list).*

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure

Prohibited and Banned Items:

BANNED items for pupils to be in possession of across all schools are*:*

*(an * indicates that these items are also deemed as **PROHIBITED**):*

- *knives and weapons
- *alcohol
- *illegal drugs
- *stolen items
- *any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause harm to property or person (including the pupil)

- *fireworks
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or *pornography of any kind
- *tobacco products and related paraphernalia, such as cigarette papers
- any smoking paraphernalia including vapes, e-cigarettes or shisha-type devices
- nicotine products such as nicotine pods/pouches
- medicines (unless agreed with the school that the pupil is to carry the medication with them, otherwise, all medication should be stored and administered using the school's systems and processes).
- stink bombs / water bombs / other items that staff reasonable suspect has been or is likely to be used to cause disruption
- electronic devices which can be heard or are visible, including mobile phones or similar technologies that are used to communicate and smart technology
- aerosols

- bandanas, masks or anything which could be utilised to conceal identity (unless for medical purposes)
- chewing gum
- 'legal' highs - substances designed to mimic the effect of illegal drugs
- energy drinks (unless for medical purposes)
- any other article specified in regulations

Appendix 2: Mobile Phone Policy

This appendix will be updated in line with the behaviour policy and at least annually.

This appendix (Mobile Phone Policy) is for staff, Local School Committee Members, parents and pupils.

Headteachers will read and understand the DfE guidance on mobile phones in schools and will follow the mobile phone policy detailed in this appendix.

The policy will be vigorously, consistently and visibly applied to the effect that mobile phone use is prohibited throughout the school day.

References to 'mobile phones' should also be taken to refer to other communications and smart technology with similar functionality to mobile phones such as smart watches.

If parents / pupils choose to bring mobile phones onto the school premises, the school accepts no responsibility for any damage or loss that may occur.

Prohibiting the use of mobile phones in school

All schools will create a mobile phone-free environment by prohibiting the use of mobile phones and other smart technology with similar functionality to mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

The Sir John Colfox Academy operates a '**Never Used, Seen or Heard**' policy where pupils keep possession of their mobile phones only on the strict condition that they are **never used, seen or heard**. Mobile phones should be kept switched off and in a school bag for the duration of the school day. Any mobile phones that are seen or heard may be confiscated for the length of time that the headteacher deems proportionate and parents asked to collect from school.

Communicating the policy to pupils and parents

The mobile phone policy and the option that the school is deploying will be communicated clearly to pupils and parents and be available as part of the behaviour policy on school's websites.

School leaders should ensure that all staff, pupils and parents are familiar with the policy and how it is implemented

The role of staff

Staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day. However, there may be occasions where it is appropriate for a staff member to use a work

issued mobile phone or similar device, for instance to issue homework, issue rewards and consequences or use multi-factor authentication.

Staff will explicitly teach pupils about the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision being taken by the school to prohibit the use of mobile phones throughout the school day. Staff will also teach pupils about the benefits of having a mobile phone-free environment and be encouraged to see such an environment as desirable and valuable.

The role of pupils

All pupils should be clear on the school's policy on prohibiting the use of mobile phones and should be reminded of the policy, and the consequences for not following it, at the start of each school year and again, where appropriate, at regular intervals

The role of parents

Parents have an important role in supporting the school in prohibiting the use of mobile phones and should be encouraged to reinforce and discuss the policy at home as appropriate, including the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

Where parents need to contact their child during the school day, they should contact the school office, where staff will have a process for relaying messages and facilitating contact.

Where parents have questions or concerns, staff should address these in a timely manner and clearly communicate the reasons for prohibiting the use of mobile phones.

The use of consequences

There can be a range of consequences, including confiscation, for pupils breaching this policy, as detailed above in the consequences sections of the behaviour policy, and this should be sufficient to act as an effective deterrent.

Schools do have the power to confiscate mobile phones or similar devices as a disciplinary penalty and the law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a consequence, providing they have acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Headteachers are backed by the DfE to confiscate mobile phones and similar devices for the length of time they deem proportionate. In considering whether a confiscation is a proportionate penalty, schools should consider what disciplinary outcome the confiscation is intended to achieve and whether there are other ways to achieve the same outcome.

In considering whether a consequence is reasonable, consideration must be given to whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any religious requirements affecting them and any special educational needs or disability (SEND) they may have.

Schools should consider whether the use of a mobile phone gives cause to suspect that a pupil is suffering, or may be at risk of, harm. Where this may be the case, as set out in part 1 of Keeping Children Safe in Education, school staff should follow the school's child protection policy and speak to

the designated safeguarding lead (or deputy). They will consider if pastoral support, an early intervention or a referral to children's social care is appropriate

Searching pupils

Headteachers, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item as set out above or any item identified in the banned items list as an item that may be searched for. Mobile phones and similar devices are identified as something that may be searched for in the school behaviour policy above.

Adaptations and reasonable adjustments

Schools have legal duties to support pupils with medical conditions and to take reasonable steps to avoid disadvantage to a disabled pupil caused by the school's policies or practices on mobile phones. Schools should assess each case for adjustments or adaptations on its own merits, but where mobile phone use allows pupils to manage their medical condition effectively, it would not be reasonable for a school to prevent this.

Beyond these specific duties, schools should recognise that a need for mobile phone access for some pupils may depend on their individual circumstances, including at home. Schools should allow flexibility for these pupils and consider including arrangements in other relevant policies (such as a young carers policy).

Allowing flexibility for individual pupils does not mean that these pupils should be exempt from all restrictions on the use of their mobile phone. Schools should develop practices which enable pupils to use their mobile phone for a specific purpose at specific times and locations.

The use of mobile phones outside the school day

Schools will determine how they wish to manage the use of mobile phones by pupils on residential trips or trips outside of the normal school day on a case by case basis and will communicate this clearly to parents and pupils. Schools should ensure that pupils' educational experience on a school trip is not disrupted by the presence of mobile phones and should consider prohibiting or restricting their use.

Schools will remain vigilant to risks relating to online safety and will ensure that online safety is reflected in all appropriate school policies. Schools will ensure that pupils are able to access their mobile phone, where necessary, when raising concerns with staff about issues which have occurred online.