



APPLEFORD SCHOOL POSITIVE BEHAVIOUR MANAGEMENT INCLUDING SANCTIONS AND EXCLUSIONS POLICY

This policy applies to the whole school, including boarding
(See also Anti-Bullying Policy and Child-Protection Policies)

This policy, which applies to the whole school, is publicly available on the school website and on request; a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Legal Status (Mandatory and Best Practice Requirements):

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24) (3) of the Education (Independent School Standards) (England) (Amendment) Regulations (ISSR) currently in force, the National Minimum Standards (NMS) for residential special schools (DfE: September 2022)
- Keeping Children Safe in Education (KCSIE), DfE: September 2025)
- Working together to improve school attendance: Statutory guidance for maintained schools, academies, independent schools and local authorities (DfE: August 2024)
- Behaviour in Schools: Advice for Headteachers and school staff (DfE: 2024)
- Creating a school behaviour culture: audit and action planning tools (DfE: April 2024)
- Behaviour and discipline in schools Guidance for governing bodies (DfE: currently in force)
- Searching, Screening and Confiscation: Advice for schools (DfE: 2022)
- Suspensions and Permanent exclusions (DfE: 2024)
- Restrictive Interventions, including use of reasonable force, in schools (DfE: currently in force)
- Equality Act (2010), Education Act (2011)
- *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff*, (DfE Guidance: February 2024) <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: currently in force). https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Related Documents:

- Anti-bullying (Countering Bullying) Policy
- Safeguarding (Child Protection) Policy
- Exclusions Policy
- Restrictive Interventions Policy (including the use of reasonable force and seclusions)
- Special Educational Needs and Disabilities (SEND) Policy
- Personal, Social, Health and Economic Education (PSHEE) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy

Appendix:

1. Pastoral Process and Records
2. Appleford Code of Conduct
3. School Day Behaviour Management
4. Boarding Behaviour Management
5. Prep School Behaviour Management
6. Searching and confiscation

Available from: This Policy can be viewed on the school website, in the School Office or a copy can be requested.

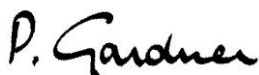
Monitoring and Review: This Policy will be subject to continuous monitoring, refinement, review and audit by the Headmaster. The Proprietor will undertake a full review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged no later than one year from the date shown below, or earlier if changes in Legislation, regulatory requirements or best practice guidelines so require. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. The Policy may be reviewed as an outcome of representation from a School Council meeting or by parents.

Policy agreed: March 2026

Policy published (including on website): April 2026

Next review: September 2027

Signed:



Dr Peter Gardner
Proprietor and Managing Director



Mr James Langan
Headmaster

Statement of Intent: We believe that pupils flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end, we encourage all members of the school to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, using bad language, committing vandalism or theft, which undermines these aims.

Staffing Method: The Headmaster has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. This process requires:

- an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling pupils' behaviour where it may require additional support;
- being able to access relevant sources of expertise for supporting personal, social and emotional development;
- recognising that codes for interacting with other people vary between cultures;
- all staff to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy;
- familiarising new staff members with the School's Behaviour Policy and guidelines for behaviour.

The Rights and Responsibilities of Pupils: Appleford School believes that as a pupil you have the right to:

- develop to your full potential in every area of school life;
- be treated fairly and with respect;
- be safe;
- be heard and understood.

The following responsibilities need to be accepted:

- To respect the needs, feelings and property of others;
- To act in a way which helps you and others to gain the most you can from the school;
- To work hard yourself and ensure you do nothing to disrupt the learning of others;
- To ensure that you do not threaten other pupils or make them feel uncomfortable;
- To be punctual;
- To respect the instructions of the school staff;
- To complete work when you are asked to;
- To adhere to the school dress code;
- To help other members of the school community, particularly those who are new or younger than yourself;

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- To take care of the school environment;
- To uphold the good reputation of the school.

Aims: The school rules are based on respect, accountability and concern for others. They promote a sense of community and collective responsibility within the School. In having rules, we will ensure the health and safety of the pupils whilst providing a happy and stable environment for pupils and staff. We will teach and support the pupils to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

The purpose of this Policy is to:

- create an environment that is conducive to achieving the aims of the school;
- provide clearly defined limits that are easily understood by pupils, staff and parents;
- aid all staff in the management of behaviour;
- ensure high standards of behaviour are promoted and maintained.

Code of Conduct: It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good behaviour and good relationships, so that people can work together with the common purpose of helping everyone to learn. This Policy supports the School community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this behaviour policy in a consistent way. This policy aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Care for Others:

- All pupils of the school must show consideration, courtesy, respect and sensitivity to one another, to the staff, to visitors to the school and to those of the public they come into contact with. The school will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the school.
- Any incident of bullying should be reported to an adult immediately (Please see School Anti-bullying Policy.). Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and an appropriate course of action decided upon, support should also be extended to him or her in the form of assistance from one or more of the following; the Head of Prep School, or Head of Year (Years 8, 9, 10 and 11), the School Counsellor, the appropriate Tutor or outside agencies. Both the alleged victim and perpetrator pupil will receive appropriate support (Please see Safeguarding Policy).
- All pupils of the school must not have inappropriate physical contact with one another (Please see Physical Contact Policy).

Expectations:

- Encourage the development of personal independence and responsibility.
- Our school is opposed to discrimination on the grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, gender reassignment, or academic or sporting ability. These factors are taken into account in the care of all pupils at Appleford School so that care is sensitive to different needs. We believe that such discrimination, including the use of discriminatory language is contrary to justice and equality and undermines respect and co-operation amongst individuals.
- This school is opposed to any form of open, or concealed, racism or racist behaviour.
- All pupils in the school have the right to the best possible education regardless of ethnic origin, colour or religion and belief.
- All staff and parents of pupils in the school have a right to be treated equally regardless of ethnic origin, colour or religion.

The ethos of our school is such that all who come here are valued as individuals in their own right. Pupils are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. We expect all members of our school – pupils, parents and staff – to keep to the guidelines, requiring these to be applied consistently. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Pupils are responsible for their property and must avoid bringing valuables or cash to school. Intentional damage to school or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage. Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above. The Behaviour Management Policy is dovetailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. In our school we have a mobile phone-free environment by prohibiting the use of mobile phones and other smart technology for personal pupil use throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. However mobile phones are used by boarders under supervision and outside of pupils' rooms, at specified times of the day.

The Role of the Headmaster: The Headmaster's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Headmaster has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster who:

- promotes self-discipline and proper regard for authority among pupils; has a consistent approach to behaviour management; has clear, well organised working practices along with maintaining its facilities to a high standard;
- encourages good behaviour and respect for others and prevents all forms of bullying pupils; ensures that the standard of behaviour is acceptable; regulates the conduct of pupils;
- provides support to pupils to self-manage their behaviours, taking into account all aspects of the pupil and why they are displaying certain behaviours; provides staff development and support; liaises with parents and other agencies;
- includes issues related to pupils with special educational needs or disabilities and provides reasonable adjustments for these pupils;
- makes provision for continuous professional development with reference to: Positive behaviour management, Restrictive Interventions and anti-bullying procedures;
- ensures a strong school leadership; supports teachers with classroom management; implements behaviour strategy and the teaching of good behaviour;
- has an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling pupils' behaviour where it may require additional support;
- is able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- familiarises new staff members with the School's Behaviour Policy and guidelines for behaviour;
- takes appropriate disciplinary action against pupils who are found to have made malicious accusations against staff and fulfils its duties under both the *Equality Act 2010* (HM Government: 2010)

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015). [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Role of school leaders: our leadership team is highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Leaders make sure all new staff are inducted clearly into the school's behaviour culture, ensuring they understand our rules and routines. This includes supporting pupils with any additional needs and working with external agencies to help effective implementation of this policy.

The Class Teacher and Classroom Management: Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school when it is required. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Well planned, interesting and demanding lessons make a major contribution to good discipline. Within the classroom, pupils will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to pupils on a daily basis. These include verbal praise, written remarks about good work, house points and a rewards points system linked to house points.

The Role of All Staff: All staff are expected to encourage good behaviour and respect for others in pupils and to apply behaviour management strategy fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and

consistently and fairly applied. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Staff need to recognise that codes for interacting with other people vary between cultures. (Please see SMSC Policy). All staff need to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy.

The Right to Learn in a Calm and Undisrupted Atmosphere: Pupils should be encouraged to move from lesson to lesson quickly, but calmly so that they are punctual. They should line up outside the classroom quietly and wait for the teacher to arrive. To benefit fully from lessons, pupils should have all necessary equipment and books.

All work submitted must reflect a pupil's best efforts. Work that is badly presented or well below a pupil's capabilities will be followed up by the subject teacher with responses appropriate to the situation. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour is not permitted. Pupils are encouraged to raise their hand if they wish to be listened to in class.

Care for Ourselves and the Environment: In these areas the school's goals are achieved when pupils:

- listen to and obey all safety instructions given by adults on the School site or any school trip;
- put any litter in bins provided;
- leave dormitories and classrooms clean and tidy;
- adhere to the school uniform/dress code;
- hand any medication brought into School to either the pupil's houseparent or school secretary (this excludes asthma inhalers and EpiPens). Relevant paperwork must be completed by parent/carer;
- take care of their personal hygiene.

Pupils of the School must not:

- bring knives or potentially dangerous objects, such as fireworks or cigarette lighters, into School or on School journeys;
- bring any over-age electronic games or DVDs into School;
- damage property or graffiti on school property. If damage is caused, because a pupil has disobeyed instructions, a charge may be levied;
- bring alcohol or tobacco to school, smoke or consume alcohol at school or on school trips/journeys;
- bring or consume chewing gum at school, unless given permission in exam time by a teacher;
- bring any drugs (other than prescribed or agreed medication) onto the School site or on school site journeys.

The School is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs or alcohol on School premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

Promoting Positive Behaviour: Our approach to promoting and sustaining positive behaviour is based on a policy of rewards, reflection and sanctions.

- We recognise the importance of celebrating positive behaviour and achievement and appreciate that positive reinforcement can sustain good behaviour;
- Pupils will reflect with a teacher on behaviour / incidents during the school day;
- Pupils will reflect with a houseparent regarding behaviour / incidents in the boarding house;
- We will enforce sanctions if pupils are involved in inappropriate behaviour. We have in place a range of sanctions, which will vary in their level of severity depending on the behaviour.

This Positive Behaviour Policy is designed to bring greater coherency and continuity to our approach to pupil behaviour. The emphasis of our approach is placed firmly on developing relationships and facilitating positive behaviour among our pupils. While our policy aims to achieve this by a combination of rewards and sanctions, it also incorporates flexibility and judgement, enabling individual cases to be treated on their own merit. It is important that both these aspects exist in tandem.

This Policy should be read in conjunction with other School policies including: Online Safety and Mobile Technology Policy, AntiBullying Policy.

Rewards and Recognition: It is important that good behaviour is rewarded and acknowledged just as instances of bad behaviour are challenged and sometimes punished. The School has developed a rewards system that aims to encourage, promote and improve behaviour. All behaviour point totals are available for parents to view (for their child) via the parent portal.

The Rewards and Recognition System includes;

- positive affirmation, including positive reinforcement and encouragement, by all teachers in the classroom and during extracurricular activities;
- Departmental Rewards and Recognition e.g. 'Scientist of the Month', 'Player of the Match';
- positive and encouraging comments when at all possible;
- house points awarded for either academic effort or excellent social behaviour;
- awards, prizes and public celebrations at celebration assembly;
- contact home from subject teachers outlining good quality work or behaviour;
- contact home from tutors outlining good quality work or behaviour;
- dojo time for Prep School;
- headmaster commendation can be given to pupils nominated by their tutor for exceptional school values.
- items posted on the school website and social media (not including individual pupils' names);
- elections of Prefects and members of the School Council – via reward system – *sanctions would mean that prefect status would be lost.*

Rules and Learning Behaviours: Every community creates a set of rules which preserves good order, ensures safety, and balances the needs of that community with those of the individual. They are founded upon common sense and are intended to both encourage positive behaviour and foster positive relationships.

A pupil's presence in the School is taken as implying his/her consent and that of his/her parents to the rules. Positive classroom behaviour includes:

- Pupils setting high expectations in terms of behaviour, effort and personal academic outcomes;
- Pupils being self-motivated, curious and willing to engage positively with their teachers, classroom support staff and their peers;
- Pupils adopting a 'can do' attitude, where difficulty is regarded as a learning opportunity and perseverance is celebrated;
- Pupils seeking to improve and never settling for anything below their potential;
- Pupils planning and organising their time so that submission deadlines are met;
- Pupils self-evaluating their performance and establishing strategies for improvement.

The Role of Parents in Promoting Positive Behaviour: Parents play a vital role in the promotion of positive behaviour by:

- ensuring your child attends School every day and arrives on time for registration;
- ensuring your child is wearing the correct uniform and has the correct resources (PE kit, pencil case etc.) for the day;
- acknowledging the School's positive behaviour and supporting your child's self-discipline by encouraging good behaviour;
- encouraging your child to develop and sustain positive relations with their peers;
- setting realistic academic expectations for your child;
- talking to your child about what they are learning; how they are revising and how they can improve;
- communicating with the School when there are concerns about performance.

Appleford School strongly encourages an ethos and culture where by the support of parents is always sought and there is clear communication with parents. Parents play a vital role in promoting positive behaviour and it is important that the School and parents work in tandem to address inappropriate behaviour or academic under-performance.

We recognise that this partnership is crucial in supporting the pupil and preventing a deterioration of behaviour, which could ultimately impede the progress of the pupil(s). Early detection of potential problems enables speedy and more effective remedies. The importance of the School/parent partnership cannot be over-stressed. It is through an effective partnership that we can ensure that young people are given the necessary support to facilitate their academic, personal and social development.

Challenging Unacceptable Behaviour: A high-trust culture and the existence of very positive relationships in school means serious incidents of unacceptable behaviour are infrequent. However, a key component of this Policy is to have clear and effective guidance for dealing with unsatisfactory behaviour.

The School places a great deal of emphasis on building positive relationships, where pupils see their teachers and tutors as playing a key role in helping them develop as young people, allowing them to achieve their full potential. We take a common-sense approach to sanctions and use judgement when deciding the best way to challenge unacceptable behaviour and repair relationships. However, deliberate and serious acts of indiscipline will be sanctioned appropriately.

In instances of unacceptable behaviour, the responsibility for the sanction lies with the teacher or member of staff that is in the classroom or is on duty during the school day, or with the Houseparent if the matter relates to the boarding house.

Repeated or serious unacceptable behaviour should always be reported to the Tutor, Heads of Year and in extreme circumstances, Assistant Heads or the Headmaster.

At Appleford, responses to misbehaviour combine the following purposes:

- **Deterrence:** We recognise that understanding the consequences of their actions is key to the personal development of young people. As such, we make sure that sanctions are proportionate and that pupils understand when and why they will be applied.
- **Protection:** All staff understand their moral and legal responsibility to keep pupils safe. Our approach to tackling unacceptable behaviour is an important pillar of this.
- **Improvement:** We support pupils to understand and meet the behaviour expectations of the school and reengage with meaningful education. Pupils will test boundaries, have difficulty managing their emotions or misinterpret the rules. We support pupils to understand the rules through sanctions, reflective conversations and targeted pastoral support.

Behaviour Incidents Online: Many such incidents among young people occur outside the school day, and may occur off the school premises. Parents are responsible for this behaviour, but often these incidents affect the culture within schools. Appleford is confident of its right to sanction 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, where the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Distinction Between Behaviour Policy; School Day (Senior), School Day (Prep), and Boarding

We understand that we have clear and distinguishable sections of the school, for which behaviour management should be tailored. These involve events occurring during the school day in Senior School (Years 8 to 11); events occurring during the school day in Prep School (Years 5 to 7); and events occurring before and after the school day within boarding. As such we have distinct behaviour management strategies for each.

Please see:

- Appendix 3 – School Day Behaviour Management – Senior School
- Appendix 4 - School Day Behaviour Management – Prep School
- Appendix 5 – Boarding Behaviour Management

Pupils with special educational needs and disabled pupils: Particular consideration will be given to those pupils with special educational needs or disability when considering appropriate behaviour management responses. The School must take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in this policy, behaviour modification strategies and requesting external help with the child.

Behaviour outside School (See Behaviour Management on Educational Visits and Off-site Activities): Pupil's behaviour outside School on school or educational visits and sports fixtures is subject to this policy. Negative behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits which acknowledges that in cases of serious negative behaviour they will collect their child from the venue.

Behaviour of Parents/Guardians/Visitors on/off the School Premises: It is expected that parents will comply with our school regulations regarding dropping off and collecting their children when on the school premises. Parents must, on arrival at the school, report immediately to the school office, unless they are collecting their child from school at the normal end of the day school time. They may not wander around the school premises unaccompanied. Parents are not allowed unescorted in the boarding houses. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff in attendance. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the Police will be called. A note must be written if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The pupil is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Organisation and Facilities: Within the organisation of the school, there is a total commitment by all the staff team to place pupils at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable pupils to be come as personally adequate, socially competent and as independent as their potential will allow.

Staff Development and Support: We support our staff in managing and modifying pupils' behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Support systems for pupils, parents and other agencies: In our school we have set procedures for supporting pupils with their behaviour problems. We may implement a behaviour plan for pupils with serious behaviour issues so that staff, parents and the pupil understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer pupils to these outside agencies who will liaise with both the school and the pupil's parents to provide additional support. Appleford School also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Recording: A copy of all discipline letters are kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this behaviour policy in a consistent way. This policy aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Corporal Punishment: Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will *never* be used:-

- corporal punishment;
- any form of hitting of a pupil (including hitting a pupil in anger or retaliation);
- deprivation of food or drink;

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- enforced eating or drinking;
- prevention of contact by telephone to parents or any appropriate independent listener or helpline;
- requirement to wear distinctive clothing;
- withholding of any aids or equipment needed by a pupil.

Concerns about the welfare of colleagues or pupils should be communicated to the Headmaster of the School immediately.

These guidelines will protect the staff, the pupils and the school. Failure to comply may well be interpreted by the school as misconduct. Staff must be aware of the importance of these measures and adhere to them at all times.

Restrictive Interventions – Including reasonable force and seclusions: The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. Restrictive interventions are a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil, including both physical and non-physical actions aimed to restrain pupils in different ways. This may also include a child being secluded to support with their self-regulation. Any ‘Reasonable Force’ used in these circumstances means ‘using no more force than is necessary for the least amount of time’. We follow the latest DfE guidance [“Restrictive interventions, including use of reasonable force and seclusions”](#).

All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for ‘restrictive interventions.’ Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour. For full details, please see our Restrictive Interventions Policy.

Other Agencies: Appleford School has access to counselling facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Malicious accusations: If an allegation is determined to be unfounded, the school may refer the matter to Children’s Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmaster will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously.

Appendix One

PASTORAL PROCESSES AND RECORDS

The Pastoral Team can be notified of an issue/concern by verbal discussion; email; meetings; notes or the recording of an incident on CPOMS. Whenever we are informed or approached about an issue, we ensure that we deal with it correctly and we use all the available resources/staff to do so. We often consult and receive valuable advice from our network of Therapists.

The Pastoral Team are available to discuss matters daily.

Any issue/concern reported to The Pastoral Team will be reported on CPOMS. The Pastoral Team will discuss the concerns during a weekly Pastoral meeting. Planning and proposed interventions will be decided during this time. Reviews of previous interventions will also be discussed.

CPOMS: When a member of staff witnesses an incident, or feels concerned about a pupil or pupils, they can talk to any member of the Pastoral team and are required to log the incident on CPOMS. If the matter is regarding a pupil and another member of staff, this should be reported directly to the Headmaster.

Once the incident has been logged and forwarded to the correct person, the member of staff involved in the incident will find time to speak with the pupil/pupils and reflect with them. This discussion will enable the pupil, or pupils, to reflect of their actions. The pastoral team will meet and audit the incidents logged on CPOMS and then decide if any further action is then required.

APPLEFORD CODE OF CONDUCT

At Appleford School, we believe that positive behaviour is achieved through our code of conduct with our core value of **RESPECT**. Our core value of **RESPECT** means:

<i>Responsibility</i>	<i>We value doing the right thing</i>
<i>Effort</i>	<i>We value trying our best</i>
<i>Success</i>	<i>We value personal achievement</i>
<i>Perseverance</i>	<i>We value determination & grit</i>
<i>Equality</i>	<i>We value our diversity</i>
<i>Community</i>	<i>We value our positive relationships</i>
<i>Trust</i>	<i>We value each other</i>

Responsibility - We value doing the right thing

We expect that pupils in all situations will do the right thing and be kind at all times. As such, behaviour, both in and out of school, must always be such as to bring credit to the pupil and to the school. Good manners and good taste whether in language, dress or demeanour will be expected.

Pupils should speak to a member of staff if they are aware of unacceptable behaviour, especially bullying type behaviour or if the safety or welfare of a pupil is at risk.

Effort-We value trying our best

To succeed and fulfil their potential pupils must try their best - Nothing Achieved Without Effort.

Pupils should participate fully in lessons. We also encourage pupils to try their best through involvement in extra-curricular activities and value participation and excellence in equal measure.

Success- We value personal achievement

With effort, every pupil can enjoy success.

In every aspect of school life, pupils are encouraged to set high personal goals and with effort and commitment pupils should try to achieve the success and rewards they deserve.

Perseverance-We value determination and grit

We encourage our pupils to display grit, determination and perseverance, rising to the different challenges throughout their school career.

Equality-We value our diversity

We value our diversity and are determined to ensure that every member of the school community is treated with respect.

Community-We value our positive relationships

We are all responsible for making a positive contribution to the school community, helping to foster and strengthen the very positive and friendly relationships that exist. We value the role played by parents,

Friends of Appleford School and the Shrewton Village in strengthening our sense of community.

Trust-We value each other

We encourage every member of the school community to act with integrity, reliability and fairness. We value and trust each other.

Appendix Three

SCHOOL DAY BEHAVIOUR MANAGEMENT – SENIOR SCHOOL PROMOTING POSITIVE BEHAVIOUR YEARS 8-11

Positive behaviour points

This is split into two areas, academic behaviour points and social behaviour points. All teachers can award these to a pupil that has repeatedly gone above and beyond in their lessons.

All members of staff in school can award social behaviour points if they deem it appropriate. For example; kitchen staff can award a social behaviour point for a pupil that they notice is always polite, who remembers their manners and is helpful. To award this please see the School Administrator, who will input it onto iSams.

Boarding points

Points are also available to boarders and can be awarded by Houseparent's for repeated good behaviour and being an asset to the house.

Commendation

At the end of every week, the Tutors for that year group will pick one pupil to receive the tutee of the week award. This pupil will receive a certificate and will be announced in an internal year group celebration assembly.

Boarding parents also have the ability to give a commendation to a pupil who they deem appropriate and award in a similar way.

School and boarding prizes cannot overlap

Headmaster's commendation

All tutors have the opportunity throughout the year to recommend a pupil to the Headmaster who they believe has upheld all Appleford values, has practised impeccable behaviour and shown that they are an asset to the school community.

NEGATIVE BEHAVIOUR AND SANCTIONS – SENIOR SCHOOL

Levels of Unacceptable Behaviour

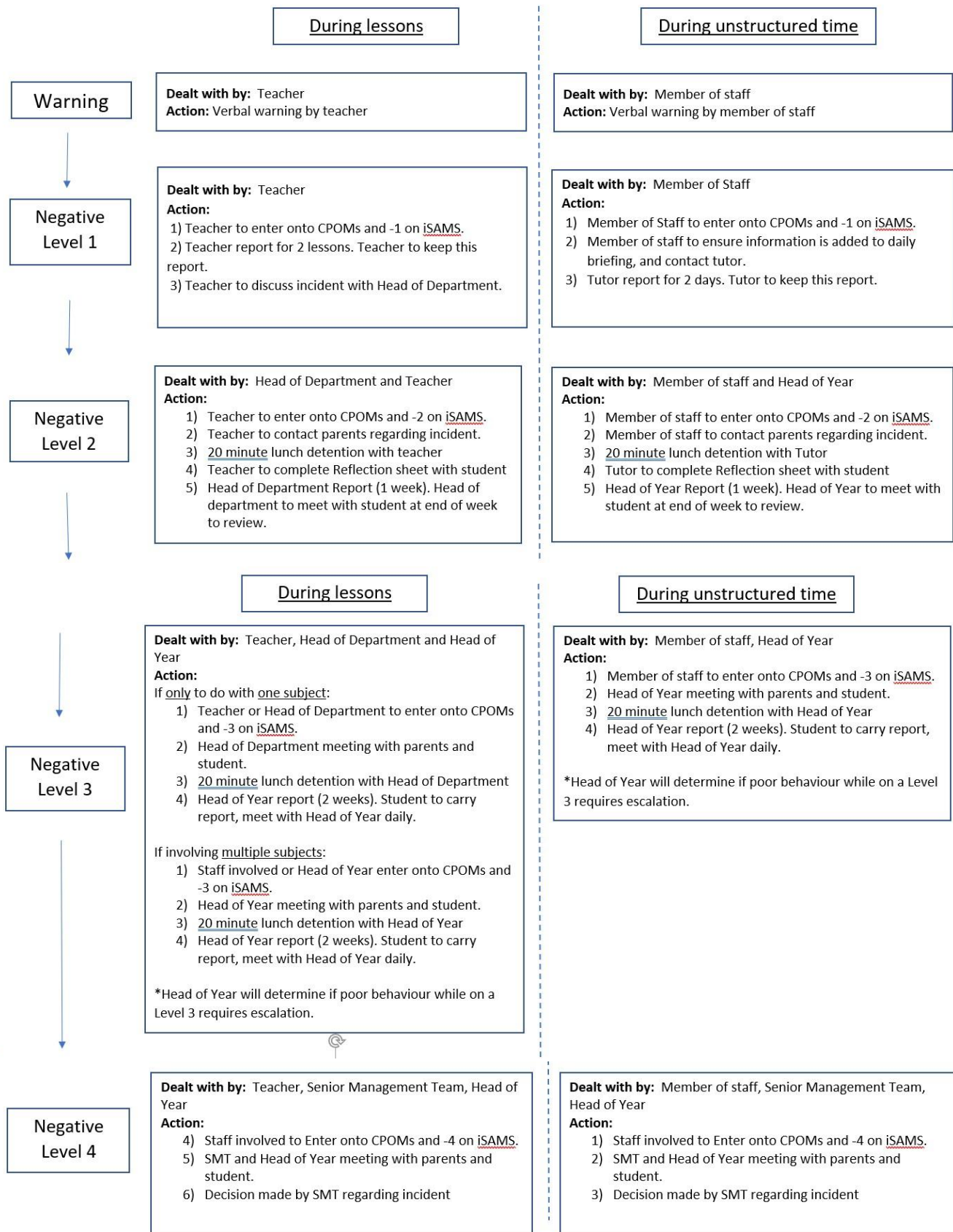
Warning Level Incidents	<u>Dealt with by:</u> Teacher <u>Action:</u> Verbal warning by teacher	Warning Level negative behaviour examples: ⑨ Low level disruption: • talking over the teacher/ others • not on task • minor misuse of equipment • minor misuse use of ICT • minor inappropriate language
Negative Level 1 Incidents	<u>Dealt with by:</u> Teacher or member of staff involved, tutor if in unstructured time. <u>Action:</u> 1) Teacher or member of staff to enter onto CPOMs and -1 on iSAMS. 2) Teacher report for 2 lessons. Teacher to keep this report. If during unstructured time (i.e. break time), a tutor report for two days. 3) Teacher to discuss incident with Head of Department.	Level 1 negative behaviour examples: • Repeat of behaviour that has already been given a warning. • Non-adherence to the 'no physical play' policy • Throwing items • Misuse of school equipment and ICT equipment • Misuse of ICT equipment • Persistent lateness to lessons • Rudeness to another pupil/ member of staff • Repetition of inappropriate language

Negative Level 2 Incidents	<u>Dealt with by:</u> Head of Department and Teacher (classroom), member of staff and Head of Year (unstructured time) <u>Action:</u> 1) Teacher or member of staff to enter onto CPOMs and -2 on iSAMS. 2) Teacher or member of staff to contact parents regarding incident. 3) 20 minute lunch detention with teacher or member of staff 4) Teacher or member of staff to complete reflection sheet with pupil 5) Head of Department Report (1 week). Head of department to meet with pupil at end of week to review. If during unstructured time, Head of Year Report (1 week). Head of Year to meet with pupil at end of week to review.	Level 2 negative behaviour examples: • Level 1 received in a subject while on 2 lesson Teacher Report for that subject • Highly inappropriate/ malicious language • Repeated rudeness to another pupil/ member of staff • Persistent breaches of uniform rules • Breaches of department rules on health and safety, especially practical subjects • Deliberate misuse of mobile phone at any time in accordance with the School Online Safety Policy • Persistent unauthorised lateness over a period of time- 3 weeks • Physical behaviour that has a possibility to cause injury to themselves or others • Attitudes and behaviours that contribute to relationship issues
Negative	<u>Dealt with by:</u> Teacher, Head of Department	Level 3 negative behaviour examples:

Level 3 Incidents	and Head of Year <u>Action:</u> If <u>only</u> to do with <u>one subject:</u> 1) Teacher or Head of Department to enter onto CPOMs and -3 on iSAMS. 2) Head of Department meeting with parents and pupil. 3) 20 minute lunch detention with Head of Department 4) Head of Year report (2 weeks). Pupil to carry report, meet with Head of Year daily. If involving <u>multiple subjects</u> or during unstructured time: 1) Staff involved or Head of Year enter onto CPOMs and -3 on iSAMS. 2) Head of Year meeting with parents and pupil. 3) 20 minute lunch detention with Head of Year 4) Head of Year report (2 weeks). Pupil to carry report, meet with Head of Year daily. *Head of Year will determine if poor behaviour while on a Level 3 requires escalation.	• Continued poor behaviour while on 1 week Head of Department or Head of Year Report • Persistent level 1 and 2 behaviour- 10 level 1's or higher during a period of time (maximum of one half term) • Indirect verbal abuse of staff (eg. while walking away) • Serious breaches of online safety policy • Bullying • Vandalism and graffiti • Smoking (including vaping and ecigarettes) or consuming alcohol on the School sites. This also applies to any school trips (UK and abroad) irrespective of local law, pupils in uniform outside of School and boarders at any time during the school term; • Leaving school without permission • Minor theft • Physical actions with intent to harm or actual harm • The use of a mobile phone to record other pupils/ staff Refusal to obey safety instructions from a member of staff
Negative Level 4 Incidents	<u>Dealt with by:</u> Teacher, Senior Management Team, Head of Year <u>Action:</u> 1) Staff involved to Enter onto CPOMs and -4 on iSAMS. 2) Senior Management Team (SMT) member and Head of Year meeting with parents and pupil. 3) Decision made by SMT regarding incident <u>Negative Level 4 Sanctions may include:</u> Suspension A very serious breach of school rules may result in a pupil being suspended from School, for a maximum of two weeks. Should it be decided that in the pupils' best interests a suspension period within school	<u>Level 4 negative behaviour examples:</u> • Continued poor behaviour while on 2 week Head of Year report • Direct verbal abuse of staff • Violence or threatened violence against pupils/ staff • Malicious vandalism • Repeated breaches of School rules • Malicious accusations against School staff • Reckless or dangerous behaviour • Repeated defiance of School Online Safety Policy • Behaviour which causes significant damage to School property or another pupils' property • Fighting, encouraging others to fight, use of mobile phone to record a fight • Serious bullying

	would be a more appropriate consequence, an Internal Suspension will be the course of action taken. Parents will be required to attend a suspension meeting with the Headmaster, or another member of the Senior Leadership Team, such as the Head of Year where the reason for the suspension is explained. The pupil will also join the meeting and will have an opportunity to explain their behaviour (Please see Exclusions Policy). To avoid disruption to the suspended pupils' learning, adequate work will be set during the period of suspension. The pupil will be supported by relevant pastoral staff and their tutor on their return to School following suspension. Permanent Exclusion We may consider it inappropriate to reinstate a pupil who: ○ Threatened or committed violence against other pupil/s or staff; ○ In possession of/ distribution of/ selling of illegal drugs; ○ Displayed persistent and malicious disruptive behaviour, including open defiance of authority; ○ Engaged in sustained bullying of other pupils (Please see our separate Policy on Exclusions for more details).	• Serious theft • Use, possession or supply of illegal substances in School, on school trips or in uniform. This will also apply to any school trips (UK and abroad) irrespective of local law. • Very serious breaches of the E-Safety Policy and in doing so bringing the name of the School into disrepute • Possession, use or threat of an offensive weapon • Harassment of a pupil or staff member Other incidents deemed very serious by the Director of Studies, Head of Boarding, or other members of the Senior Leadership Team such as Head of Year.
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SANCTIONS FLOWCHART – SENIOR SCHOOL



Appendix Four

SCHOOL DAY BEHAVIOUR MANAGEMENT – PREP SCHOOL PROMOTING POSITIVE BEHAVIOUR YEARS 5-7 (PREP SCHOOL)

The Prep School behaviour management policy mirrors a similar 'levels' approach to that of the Senior School, using a system that is age appropriate. The behaviour system within Prep School reflects the whole school values. House points will be awarded to pupils for showing kindness, helpfulness, politeness, resilience and best effort. Prep pupils will receive more House points as they need regular and immediate positive feedback. Expected behaviour house points will also be awarded 4 x per day: before morning break, before

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

lunch, before afternoon break and before the end of the day. Expected behaviour points are given to pupils where they have modelled the expected behaviour.

Expected Behaviour:

Be on time;

Enter the room appropriately;

Wear uniform correctly;

Have a good work ethic;

Be respectful.

The number of points earned will be known by parents who use the Class Dojo app. Negative behaviour (which will not be shared with parents through the app but communicated through other means) reflects the Senior School categories, but the initial sanction will be a loss of Reward Time. Other sanctions may reflect restorative and natural consequences in response to behaviours. These may include pupils missing their playtimes to be with the reporting adult to complete learning tasks, apology letters, or cleaning up, etc. Restorative and logical consequences optimise conflict-resolution situations help pupils develop internal understanding, selfcontrol, and a desire to follow the rules. They are related, reasonable, and respectful. Their purpose is to turn mistakes into learning opportunities that repair harm, and to allow pupils to maintain their good standing and pride in oneself.

NEGATIVE BEHAVIOUR AND SANCTIONS – PREP SCHOOL

Levels of Reflection	Detail	Examples of Behaviour <i>(teacher judgment will be implemented to manage behaviours not listed in examples)</i>
Verbal Reasoning	Should a pupil begin to make a wrong choice, and their behaviour misaligns with the Expected Behaviour, they will be given a verbal reminder.	Distracting others from their learning, talking over an adult or peer, interrupting, showing lack of respect, not following instructions.
Repair	A pupil will be given a brief 'repair' conversation to discuss our school values, expectations and how to exemplify them. This is their verbal, and final warning to rectify their behaviour choices. They will be offered help and support to identify causes of their behaviour choice and how to rectify it. Completion of natural consequences; tidying, apologising, etc.	
<u>Level 1</u> <i>Loss of 5 minutes Reward Time</i>	If a pupil continues to repeat those behaviours, following both the verbal reminder and warning via the repair conversation, they will receive a Stage 1. This will result in the pupil losing 5 minutes of their Reward Time at the end of the week. A Reflection Sheet will be conducted by the Class Teacher, Tutor or Assistant Teacher who issued the consequence. This is categorised as a minor and resolved incident.	Not been successful in rectifying their behaviour choices following 'repair', rudeness, answering back or argumentative behaviour.

<u>Level 2</u> <i>Loss of 10 minutes Reward Time</i>	If a pupil continues to repeat the identified behaviours, following both the verbal reminder, warning and Stage1, this will escalate to Stage 2. In the event of any of the example behaviours identified by an adult or after further investigation, a pupil may be issued a Stage 2 immediately after having the opportunity of a 'Repair' conversation. A Reflection Sheet will be conducted by the Class Teacher or Tutor. This is categorised as a serious incident that is dealt with by the teacher or tutor and parents will be contacted via Class Dojo.	Continued misuse of ICT equipment, persistent inappropriate language, name calling, damaging others' property purposefully, physical behaviour that could cause injury or harm to others.
<u>Level 3</u> <i>Loss of 15 minutes Reward Time</i>	If a pupil continues to repeat the identified behaviours, following both the verbal reminder, warning and Stage 1 & 2, this will escalate to Stage 3. In the event of any of the example behaviours identified by an adult or after further investigation, a pupil may be issued a Stage 3 immediately. A Reflection Sheet will be conducted by the Class Teacher or Tutor. This is categorised as a very serious incident that is dealt with by the teacher or tutor and parents will be contacted via telephone to inform them of the incident.	Vandalism, stealing, physical aggression with intent to harm others, bullying, the use of threatening language.
<u>Level 4</u>	A Stage 4 will be issued in the event of severely serious incident, outlined in the example behaviours, parents will be contacted via telephone by Head of Prep and a meeting will be arranged with both child and parents to discuss their behaviour with the Senior Management Team.	Malicious vandalism, dangerous behaviour, repeated misuse of the School Online Safety Policy, persistent continuation of bullying behaviour, serious theft.

Reflection points will be monitored by the Head of Prep. Parents will be contacted when pupils receive reflection points consistently over a number of weeks, to arrange a meeting, in person or online, to discuss actions and next steps to help and support behavioural improvement.

All behaviour incidents will be dealt with by the adult dealing with the behaviour for Level 1 and 2. All Level 3 behaviours will be reported to the class teacher or tutor who will then contact the parents to discuss their child's behaviour, the consequence and outline expectations for the future.

Rewarding Positive Behaviour: House points will be awarded to pupils to foster a sense of community and teamwork among pupils, motivate positive behaviour and academic effort, and encourage friendly competition. This system aims to enhance school spirit, promote engagement, and recognize individual and group achievements in a structured and rewarding manner. House points will also offer individual motivation as Reward Badges will be achieved when pupils reach individual points milestones. The purpose of house points in terms of individual motivation to earn bronze, silver, and gold badges is to incentivise pupils to strive for personal excellence. By rewarding points for positive behaviours, achievements, and efforts, pupils are motivated to work towards tangible milestones. Earning these badges provides a sense of accomplishment, recognition, and progression, encouraging pupils to set goals, stay engaged, and take pride in their achievements. These milestones are both attainable and aspirational.

Bronze – 500 points

Silver – 1000 points

Gold – 2000 points

Diamond – 3000 points

Platinum – 4500 points

When Year 7 pupils transition into Year 8, they will receive a commendation and certificate for their total number of points achieved, and a reasonable prize given to the child who achieved the most points in their year group. When beginning Year 8, they will begin with their points returning to zero and henceforth follow the Senior school reward system. Reward badge options will be available to pupils who wish to continue earning them under the Senior school reward system framework. Pupils who complete their Reward Badge collection will receive a further commendation and prize to recognise their hard work and commitment to uphold Appleford values.

Reward Time is awarded to pupils at the end of the week for exceeding the minimum expected behaviour points (20). During this time pupils can pick a variety of exciting and fun activities off a Menu Board. Reward Time of 30 minutes is given each week but can be lost due to unacceptable behaviour (see the minutes listed above.)

Top pupil prizes and Headmaster's commendation will be given to mirror those of the Senior School. Every week a child from Year 5 & 6 and one from Year 7, will receive a 'Pupil of the Week' certificate in our special Celebration Assembly for impressing their teacher with exemplary behaviour. Pupils from each year group will be selected to join the Headmaster for Afternoon Tea each long term to recognise their exemplary achievements. Ongoing rewards will include pupils' efforts being praised and highlighted during the plenary of lessons. Pupils will also be encouraged to share their good work with the Head of Prep on a casual basis and will receive a special sticker as a reward and a small prize.

Support: to support pupils in managing their behaviour and friendships, Breaktime Leaders are appointed and will lead games and act as a 'Go to' if pupils are feeling lonely. A Buddy bench will also be used as a physical representation of this support and Play Leaders will support the pupils sitting on the bench. Support groups/activities will be led by a member of staff. This will facilitate some 'Time Out' for our pupils that need support and intervention with their social interaction and developing friendships. A weekly summary for teachers, detailing what each point was awarded for will be kept and monitored by Head of Prep. The point totals on the Class Dojo app and house point displays in classrooms will be reset to 0 each Friday evening.

Appendix Five

BOARDING BEHAVIOUR MANAGEMENT

Code of Conduct: It is a primary aim of our school that every member of the School community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good behaviour and good relationships, so that people can work together with the common purpose of helping everyone.

Rewards:

- Pupil of the week ○ Named certificate in Celebration Assembly ○ Chocolate bar or snack
- Allowed a later bed time
- Verbal praise
- Awarding of Boarding Points
- Trip out
- End of Term trip
- Prize.

Sanctions:

- One to one talk with Houseparent or lead member of staff, leading to:
- Pupil to consider solution;
- Staff member imposing sanction;
- Head of Boarding or Headmaster imposing sanction (suspension, exclusion).
- Sanctions include: (for a set period of time)
- Mobile phone / electronics removed (apart from pupil telephoning home);
- Computer / tv time removed;

- Opportunity of walking to the local shop removed;
- Opportunity of off-site activities removed;
- Removal from clubs or other in-house /on-site activities;
- Total or partial loss of tuck at weekend;
- Early bed time imposed;
- Parent to be contacted and informed about sanction
- Let pupil know the outcome – always include the pupil
- Offer new structures and daily updates.

Appendix Six

SEARCHING, SCREENING AND CONFISCATION

Appleford School follow the DfE advice (currently in force) with reference to searching, screening and confiscation. We ensure that school staff and pupils feel safe and secure in 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 Appleford School establish an environment where everyone is safe.

The Headmaster oversees our school practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Headmaster also ensures that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained can support and advise other members of staff if this situation arises. The Headmaster with a member of the boarding or safeguarding team, or two members of staff only authorised by the Headmaster (one of whom is a member of the safeguarding team) can carry out a search including a pupil's possessions where there is reasonable grounds to suspect that the pupil may have a prohibited item listed below:

The list of prohibited items:

- 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).
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.

The staff member conducting the search should:

- ensure the pupil understands the reason for the search and how it will be conducted;
- consider the age and needs of the pupil being searched or learning difficulties;
- only search for the item the Headmaster has authorised, i.e. to search for stolen property and alcohol, but not for weapons or drugs;
- if the pupil refuses to co-operate, the staff may sanction the pupil in line with the school's behaviour policy;
- conduct the search in an appropriate location, away from other pupils;
- search a pupil's outer clothing, pockets, possessions, locker;
- not ask to remove any clothing other than outer clothing from the pupil. 'Outer clothing' means clothing not worn wholly next to the skin or immediately over a garment that is being worn as underwear;
- be the same sex as the pupil being searched and should have a witness (other member of staff) present.
 - The limited exception to this rule, is when the staff member carrying out the search believes there is a risk that serious harm will be caused to the 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 same sex as the pupil **or** it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

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- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

A strip search is a search involving the removal of more than outer clothing and can only be carried out by police. Before calling the police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Being in possession of a prohibited item may mean that the pupil is at risk of anti-social/criminal behaviour, gang involvement or child criminal exploitation. The Designated Safeguarding Lead (or Deputy) must be informed. The DSL will make a referral to the Wiltshire safeguarding Integrated Front Door if evidence is found that the child is at risk of harm. If a member of staff considers a search necessary, but not urgently, they should seek advice from the Headmaster or DSL, whilst the child is supervised and kept away from other pupils. The pupil should not have a mobile device to possibly contact others.