



**Wykham Park Academy Banbury**  
an Aspirations Academy



**FUTURES  
INSTITUTE**  
BANBURY

# BEHAVIOUR POLICY

## 2025-2026

<b>Date of last review</b>	July 2025	<b>Review Period</b>	Annual
<b>Date of next review</b>	July 2026	<b>Owner</b>	Principals
<b>Type of policy</b>	Behaviour (Statutory)	<b>Board Approval</b>	Regional

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# 1. Statement of Intent

At Wykham Park Academy and Futures Institute Banbury, we understand that good behaviour and discipline is essential for promoting a high-quality education. A positive approach to recognising appropriate/acceptable behaviour is always the aim of the academy, to avoid the need for correction/sanction. Behaviour can be a way of demonstrating that there are underlying issues with a student and tracking of behaviour can help to identify when greater support is needed for individuals. We recognise that this policy will not be appropriate for all students, and that reasonable adjustments to the application of the policy will be made for those with SEND, in accordance with the Equality Act duty.

This policy aims to clearly define the roles and responsibilities of the Regional Board (Trust), the Senior Leadership Team, Middle Leadership, Teaching and Non-teaching staff. This policy clearly outlines the Behaviour Curriculum which aims to explicitly teach students how to behave well and meet the school's high expectations, so that all students can be academically successful. The policy also aims to provide details and clarity on the systems around managing and responding to negative behaviour such as the consequence system, daily centralised detentions and our 'on call' procedure. This policy also stipulates the schools prohibited items, including Mobile Phones.

## 2. Legislation and Statutory Requirements

### 2.1 Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- Behaviour in Schools Guidance (February 2024)
- Keeping Children Safe in Education (KCSIE) (2023)
- Behaviour and discipline in schools (February 2014)
- Working together to safeguard children (December 2023)
- Searching, Screening and Confiscation Guidance for Schools (July 2022)
- SEND Code of Practice (January 2015)
- Mental Health and Behaviour in Schools (November 2018)
- Use of Reasonable Force (July 2013)

## **2.2 Associated Policies and Procedures**

Other Policies relevant to this policy include: -

- Suspensions and Permanent Exclusions Policy
- SEND Policy
- Anti-Bullying Policy
- Staff Code of Conduct Policy
- Attendance Policy
- Uniform, Appearance and Equipment Policy

## **3. Roles and Responsibilities**

### **3.1 Regional Board**

The Regional Board is responsible for approving and monitoring the effectiveness of the Behaviour Policy. The Regional Board will consider the effectiveness of this policy through data analysis and visits from the Academy Improvement Director. Finally, the Regional Board will ensure that the policy is reviewed annually and that it incorporates the latest guidance and advice from the Department for Education.

### **3.2 Senior Leadership**

The Principal, through the Vice Principal and Assistant Principals, will be responsible for the implementation and day-to-day management of the behaviour policy, procedures and systems.

The strategic leadership of whole school behaviour is deployed to the Vice Principal for Behaviour, Culture and Ethos. The Operational Leadership is then delegated to other members of the Leadership Team, Middle Leaders, the College Team and Pastoral Managers which are responsible for ensuring that the systems are adhered to.

The Leadership Team are expected to provide support and CPD opportunities for all staff so that the Academy aims can be achieved. The leadership team are also expected to be highly visible around the campus, supporting staff and creating a 'disruption-free' school culture.

### **3.3 Middle Leadership**

Middle Leadership involves Curriculum Leaders/Heads of Department/Faculty/College Leaders and any member of staff with an additional Teaching & Learning Responsibility.

Middle Leaders are required to monitor and evaluate the behaviour within their subject/faculty area. They must support all staff within their faculty/subject to ensure the Academy aims can be achieved. They must proactively respond to and address poor behaviour through a range of strategies such as Subject Report Cards, Parental Communication and Meetings, Learning Walks and Lesson observations and Feedback.

### 3.4 Teachers, Mentors and Support Staff

All staff, both teaching and non-teaching, are responsible for implementing the behaviour policy. All staff must consistently model positive and professional behaviour in line with our Staff Conduct Policy. All staff must log and record behavioural incidents on Arbor.

All staff must maintain high expectations for all. Staff must attend and engage in CPD opportunities aimed at improving and strengthening the school culture and creating a positive learning environment for all pupils.

The role of the mentor is to build a positive relationship with their mentees. The mentor is also expected to conduct daily equipment and uniform checks. The mentor is expected to monitor their mentees' behaviour points and respond accordingly through report cards, parental communication and praise and recognition. Teachers are expected to be aware of pupils with SEN in the classroom and understand Quality First Teaching (QFT).

### 3.5 Parents and Guardians

Parents and guardians are expected to support the school with the implementation of the behaviour policy. They should work in partnership with the school to ensure high standards of behaviour are met. Parents and guardians are encouraged to support the academy's systems around attendance, consequences, detentions, internal exclusion and suspension. Parents and guardians are expected to raise any concerns or questions in a professional and polite manner with the appropriate staff. Parents and guardians should also discuss behavioural incidents and concerns with their child at home to reaffirm the academy's high expectations.

## 4. Our Behaviour Curriculum

### 4.1 Our High Expectations

At Wykham Park Academy and Futures Institute, we have high expectations for all of our pupils because we know that it is key to their success.

We demonstrate our high expectations in several ways, one of which is our 'Standards'. We believe that consistently meeting these three basic standards is vital. We place great importance on our 'Standards' every day. As a result, we conduct daily Standards Checks during mentor time in the morning; this is to ensure that all pupils are ready for a successful day of learning.

#### Standards

- ✓ **Uniform** - (See Uniform and Appearance Policy)
- ✓ **Punctuality** – Being on time to school in the morning and to lessons throughout the day
- ✓ **Equipment** – Being organised and prepared to learn.

## 4.2 Our Shared Language

In order to create a strong, positive and calm school culture, we adopt and apply a common language. The latest evidence suggests that having a shared, common language contributes towards creating a warm, calm and positive school culture that is highly predictable and better enables pupils to thrive. Students are familiar with this language and the systems in place. A Shared language also creates consistency amongst staff.

### For Example:

When a pupil is late we say 'Every Minute Matters'

When a pupil is being praised we say 'Best in Banbury'

For consequences, we use our 'C System'

For Rewards and Recognition, we use our 'A System'

We have created a Consequence and Rewards systems which provide a common, shared and consistent language which supports both students and staff by ensuring predictability and consistency which is fair and understood by all.

## 4.3 Our Rewards system

'Aspiration Points' are awarded for positive behaviour; we aim to reward students for doing the right thing. They are recorded on Arbor and parents are automatically informed. We really believe in what the word 'Aspiration' signifies and it is key to our work within school and within our Trust. We want to embed this language with all stakeholders in our work around rewards.

Our new tiered system for Aspiration points will be as follows:

A1 - **Good** Engagement, Purpose & Self-worth – 1 positive point

A2 - **Excellent** Engagement, Purpose & Self-worth – 2 positive points

A3 - **Outstanding** Engagement, Purpose & Self-worth – 3 positive points

ACE AWARD - **Exceptional** Engagement, Purpose & Self-worth – 5 positive points

#### 4.4 Behaviour Reboot

At the beginning of each half term, pupils are retaught and reminded of our expectations, standards, systems and procedures around behaviour via a voiceover PowerPoint presentation from the Senior Leadership Team. This includes explaining certain behaviours that will result in a C1, C2 or C3 for example. The presentation clearly communicates to students any updates or changes such as 'Out of Bounds' areas at break and lunch, the one-way system within the Stanbridge Building and the fact we are a Phone-free school, so they should not be seen or heard.

Our expectations around behaviour and strategies to support pupils to improve their behaviour are also taught explicitly and communicated regularly through weekly assemblies and during mentor time by the College Teams. This could include explaining certain routines in lesson such as working silently during Independent Practice, putting your hand up if you have a question or answer etc.

The Behaviour Reboot will consist of Standards Checks, reminders around the Consequence system, after-school detentions etc. The reboot aims to ensure that pupils clearly understand what is acceptable and unacceptable behaviour and can therefore make an informed choice on their behaviour. The reboot also aims to reduce the number of negative behaviour incidents by pre-emptively teaching pupils how to avoid consequences. Finally, the Reboot aims to ensure that all pupils, including in year admissions are well-informed of the systems around behaviour so that they can be successful.

#### 4.5 3-2-1 SLANT

At Wykham Park Academy, we use '3-2-1 SLANT' as a 'habit of attention' that sets students up for success. One of our guiding principles is 'Engagement' and we firmly believe that pupils engagement in their learning is crucial to the progress they make.

**Students use SLANT in order to ensure they are focused on their learning:**

**S** = Sit up straight: Being attentive, focused and respectful

**L** = Listen carefully: Giving teachers 100% undivided attention

**A** = Ask & Answer: Being active participants and asking & answering questions

**N** = Never interrupt: Being patient and considerate

**T** = Track the speaker: Looking where directed by the teacher

'3-2-1 SLANT' is part of our common language; it provides consistency for both students and staff. Our teachers will call for SLANT throughout the lesson:

'3-2-1 and SLANT. Thank you'



'Ladies and Gents, SLANTing in 3-2-1. Thank you'

'Staying in SLANT. Thank you'

'3-2-1 SLANT...I'm just waiting for 100%...Thank you'

It is an efficient way of gaining 100% attention. At Wykham Park, our teachers are always aiming for 100% engagement and attention from all pupils, because we have high expectations and we want our students to be successful.

All of our students have been explicitly taught about '3-2-1 SLANT' and they will receive continuous reminders throughout the school year during the Behaviour Reboots at the beginning of each half term. We also insist that when a member of staff calls for 3-2-1 SLANT, pupils immediately stop what they are doing, **sit up straight, fold their arms** and track the speaker. Failure or refusal to SLANT will result in a consequence e.g. a C1, C2 or C3.

#### 4.5 Line Ups

At Wykham Park Academy, daily Line-Ups are a key part of our routine, designed to create a calm, orderly, and safe environment at the start of the school day. Students line up in their designated College Teams, with the exception of Year 7 and Year 11, who line up separately to support transition and preparation for examinations respectively. This structured start to the day supports smooth and safe movement into the building and provides staff with a consistent opportunity to check uniform and appearance, ensuring all students are ready for learning and meet the Academy's expectations.

## 5. Sanctions and Consequences

### 5.1 Our 'C' System

The Academy operates a clear, staged consequence system used to manage and address behaviour both inside and outside the classroom.

Least Invasive  
Strategy

C1 - Lesson Warning

C2 - Lesson Detention

C3 - Lesson Removal

### Least Invasive Strategy/Intervention

This involves strategies that are subtle, such as: Pastore's Perch, Radar, Be Seen Looking, Proximity, Circulating the room, Signal and Pause and other forms of non-verbal communication such as gesture i.e. teacher raising their hand or facial expressions.

A 'C1' Issues minus one (-1) behaviour point.

C1 – Late

C1 – Uniform

C1 – Equipment

C1 – Lesson Warning

C1 – P.E Kit

Note: For details on Uniform and Equipment Policy, please refer to this separate policy on the school website. For details on Lateness, please refer to our Attendance policy.

Examples of behaviour that warrants a C1:

Shouting/Calling out	Turning around	Distracting others	Slouching
Disruptive behaviour	Swinging on chair	Insufficient work	Chewing gum
Talking over the teacher	Head on the table	Lack of effort	Chatting
Leaving seat without permission	Poor book presentation	Not concentrating or listening	Not tracking the teacher

### Anything that slows down learning

A 'C2' issues minus two (-2) behaviour points.

C2 – Lesson Detention

C2 – Unsatisfactory Site Conduct

C2 – Repeated Uniform Non-Compliance

Examples of behaviour that warrants a C2 is any from the above table that is **repeated and/or persistent** i.e. continuous shouting out, repeated chatter during independent practice and continuing to distract or disrupt learning.

Staff are able to issue immediate C2 detentions for 'Unsatisfactory site conduct'. This

includes:

- Littering
- Being out of bounds, i.e. during break and lunch time
- Refusing to follow the one-way system
- Dangerous behaviour such as pushing/shoving in the corridor

Staff are also able to issue immediate C2 detentions for 'Repeated Uniform Non Compliance'. This could involve a student repeatedly not wearing their blazer or a student repeatedly having their skirt rolled up (too short).

A 'C3' is minus three (-3) behaviour points. All C3s result in a 60-minute detention.

- C3 – Lesson Truancy
- C3 – Lesson Removal
- C3 – Phone Refusal

A 'C4' is minus four (-4) behaviour points. All C4s result in Internal Exclusion.

- C4 – Serious Defiance
- C4 – Serious Incident
- C4 – Removed/Failed Removal

A 'C5' is minus five (-5) behaviour points. All C5s will result in either Internal Exclusion, Suspension or in rare and extremely serious cases, permanent exclusion.

- C5 – Physical Assault towards staff
- C5 – Physical Assault towards another pupil
- C5 – Persistent Disruptive Behaviour
- C5 – Verbal Abuse/Threatening Behaviour towards **staff**
- C5 – Verbal Abuse/Threatening Behaviour towards a **pupil**
- C5 – Drug & Alcohol Related
- C5 – Theft
- C5 – Racist Abuse
- C5 – Sexual Misconduct
- C5 – Sexual Harassment
- C5 – Sexual Violence
- C5 – Bullying
- C5 – Refusal to be searched
- C5 – Use or threat of use of an offensive weapon / possession of a prohibited item
- C5 – Vaping

## 5.2 Daily Centralised Detentions

Detentions serve as a clear and consistent consequence for not meeting the school's behaviour expectations. Their purpose is to deter poor behaviour by holding pupils accountable for their actions, while also providing an opportunity for reflection and personal growth. By reinforcing boundaries and encouraging responsibility, detentions help guide pupils toward making better choices in the future, supporting a positive and respectful learning environment for all.

Detentions are used as a consequence to address behaviour that fails to meet our high expectations. Our detention system supports in creating a school culture that is disruption

free. We expect pupils to attend their detention on the day it is issued. Failing to attend the detention will result in it being escalated to a lengthier detention.

- The Academy operates daily centralised detentions which are led and run by the Senior Leadership Team. Detentions are then supported by College Leaders, Behaviour and Pastoral Manager.
- Classroom teachers are not expected to hold detentions.
- The Academy runs daily 30, 60 and 90 minute detentions and all pupils are expected to sit their detention(s) on the day it is issued.
- When a detention is issued an automatic email is sent home in order to notify parents/carers that their child is being detained after-school.
- Any detention logs after 2:15pm, will be sat the following day.
- A detention reminder email is sent to all staff each morning at 8:11am – this is then read out during mentor time to all pupils.
- All staff are expected to ensure that they make the student aware when issuing a detention.
- All students are expected to take personal responsibility for themselves and be aware of whether they have a detention or not. If a student is unsure, they can simply ask College or Pastoral staff.

### **Detention Expectations**

- All pupils will be given age-appropriate Maths, English or Science work to complete during their detention.
- Students must remain silent whilst in detention.
- The Academy also operates a behaviour system specifically for after-school detentions.

Code	Consequence	Outcome
C1	Detention Warning	Warning issued
C2	Detention Escalation	30 minute detention the following day
C3	Detention Removal	Removal from detention 60 minute detention the next day

Examples of C1 behaviours include: talking, making noises, chewing gum, not facing the front, lack of focus.

C2 issued for continued disruption or non-compliance following a C1. A 30-minute detention is issued for the following day.

C3 issued for refusal to engage after a C2, or serious disruption. Student is removed from detention and receives a 60-minute detention the next day. Any 90 minute detentions that are not successfully completed will result in IE the following day, plus the 90 minutes.

Section 5 of the Education Act 1997 gives schools authority to detain pupils after the end of a school session on disciplinary grounds. All schools, except independent and non-maintained special schools, have clear legal authority to detain pupils **without the consent of the parent.**

Detentions can be issued for:-

### **30 minutes**

C1 – Late

C2 – Lesson Detention

C2 – Unsatisfactory Site Conduct

C2 – Phone/AirPods Confiscation  
C2 – Repeated Uniform Non-Compliance  
C2 – Homework Detention  
C2 – Failed Report Card  
C2 – Detention Escalation

### **60 minutes**

C3 – Lesson Removal  
C3 – Lesson Truancy  
C3 – Phone/AirPods Refusal  
C3 – Detention Removal

### **90 minutes**

These detentions exist for when a pupil receives the following:

- Three 30 minute detentions i.e. three C1 Lates or three C2 Lesson detentions
- A 30 minute and a 60-minute detention on the same day, i.e. a C1 Late and a C3 Truancy, or a C1 Late and a C3 Lesson Removal
- In the case of a pupil failing to attend a 60-minute detention and it has been escalated and increased to 90 minutes as a result.

## **5.3 Internal Exclusion**

Internal Exclusion is used as a consequence for behaviour that does not meet the expectations of the Academy and breaches the school's behaviour policy. Internal Exclusion may be used as an alternative to a suspension.

Reasons for a pupil to receive IE can include, but are not limited to:

- C4 Serious Incident, C4 Serious Defiance, C4 – Refused/Failed Removal
- Uniform and/or Appearance Policy Breaches (i.e. Nose Piercing, False Nails)
- Failing to attend a 90-minute detention
- Internal or External Truancy (IE for the rest of the day plus 60 minute detentions)
- Refusing to hand over mobile phone or AirPods
- Verbal Abuse i.e. swearing or derogatory language
- Physical Assault or threatening behaviour
- Pending an Investigation
- Behaviour and/or conduct that brings the school into disrepute.

*The above list is not exhaustive and the academy retains the right to place a pupil into IE for reasons they see fit that may not be listed above. The academy does not require the parents' permission. Some of the reasons stated above may warrant a Suspension, this will depend on the severity and will be decided by the Principal.*

The Internal Exclusion unit is led by the Assistant Principal for Behaviour & Culture and run by the Behaviour and Internal Exclusion Manager with the support and presence of the Senior Leadership Team.

Students can be placed in Internal Exclusion from 1-5 days. This can be extended depending on the severity of the incident. Students may also be placed into Internal Exclusion for Social Times Only i.e. Break and Lunch time. When a student is being 'booked in' to IE for the following day, the College Behaviour Team will notify the parent to make them aware, this could be via email or telephone. However, if a student is placed into IE during the school day, for example due to internal truancy, the school is not required to notify the parent/carer of this.

## Internal Exclusion Expectations and Procedure

- Students will follow a timetable of Maths, English, Science and Humanities.
- Students will be provided with work that they can access and complete without the requirement of a subject specialist.
- Students are expected to work independently, in silence.
- Students will be 'RAG' rated for each period of the day.

○ Red: Poor.

○ Amber: Satisfactory.

○ Green: Good.

- The Behaviour Manager will decide at the end of each day whether each student has 'passed' or 'failed' IE.
- In the case of a student 'failing' IE, they will either be rebooked in for the following day or subsequently suspended for Persistent Disruptive Behaviour.
- Students will be supervised at all times and will be escorted to and from the toilet at pre-arranged times.
- Students will be escorted to the canteen before the usual lunch time.
- Students will be escorted to Detention if applicable.

## **5.4 On Call System**

- There is a member of staff on call for each period of the day.
- Staff can request for support from On Call via Arbor or email.
- On call staff are highly visible by visiting lessons each period and walking around site.

On call staff will also respond to and deal with any truancy, uniform breaches and Class teachers can use our 'On Call' system for a range of different reasons:

- Reporting a missing student i.e. marked present period one but has not arrived to period two.
- To request for assistant/support
- To alert of a safeguarding concern
- To ask for First Aid
- To remove a pupil following a C3

The member of staff on duty is alerted via the On Call Phone and Email system. The On Call Staff also have access to a Radio to communicate with other academy staff such as the Senior Leadership Team, Pastoral Manager, Attendance Officer, Receptionist and Student Services (First Aid).

## 5.5 Suspension and Permanent Exclusions

For information relating to suspensions and permanent exclusions, please see separate 'Suspension and Permanent Exclusions' policy on the school website.

# 6. Mobile Phone Policy

## Mobile Phones are banned.

Our policy regarding mobile phones is: -

***'If a mobile phone is seen or heard, it will be confiscated'***

Both Wykham Park Academy and Futures Institute are 'phone-free' schools.

Mobile Phones must be switched off and kept away whilst pupils are on site. This includes before and after school. Mobile phones should not be seen or heard before or after school.

Our staff have the right to confiscate mobile phones, electronic devices, AirPods, Headphones etc. A C2 will be issued for breaching this rule. If a pupil refuses to hand the device over, a C3 will be issued.

- Mobile phones pose safeguarding concerns within a school environment. ·  
Mobile phones are also a distraction to learning and social engagement. · The latest government guidance supports schools in banning mobile phones and encourages schools to have clear systems and policies in place regarding mobile phones.
- Mobile phones should not be seen or heard before or after the school day on the campus. Students are expected to not be on their phone whilst on site.
- Parents may be required to come and collect their child's device at the end of the school day.
- At the end of the school day, pupils should not be on their phones until they have left the school premises.
- Under exceptional circumstances, a member of staff may allow or give permission to a student to use their phone, e.g. to make contact with their parent/carer.

## 7. Reasonable Force

The school's approach to searching and screening is informed by the government guidance on 'Use of reasonable force' (July 2013)

Reasonable force is defined by the government as below:

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Force or physical contact is never used as a punishment.

In all instances members of staff are not expected to place themselves in a position where they themselves are at risk of harm. It is not illegal for adults to make physical contact with a student, and in certain circumstances, such as demonstrating an exercise in a PE lesson, may be proper or necessary. As part of mandatory training, all members of staff within the school are expected to declare that they have read the behaviour policy, with specific reference to the use of reasonable force. We also have a member of staff trained in physical restraint and positive handling techniques.

## 8. Searching Students, Prohibited Items and Confiscations

The school's approach to searching and screening is informed by the government guidance on searching, screening and confiscation published in September 2022.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Principals and staff they authorise have a statutory power to search a pupil or their

possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- vapes
- alcohol
- illegal drugs e.g. cannabis
- 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 paraphernalia
- Fireworks and Smoke flares
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Staff may ask a student to empty out their pockets or a bag if they believe that a prohibited item is being hidden. Staff **should not** physically search a student. If a student refuses to show the contents or a serious item is believed to be hidden i.e. a knife, staff must refer the matter immediately to the Leadership team.

The Leadership team will conduct a search with a witness present. Any detailed search must be completed by staff of the appropriate gender. A refusal to be searched will result in the parents brought into school and / or police contact and a search made. It may also result in disciplinary action such as a suspension. A search form will be completed by the lead adult and logged on the school's safeguarding recording system (My Concern) as a record of the event.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation.

A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The school will always endeavour to place support in place for children alongside any necessary consequence. Where appropriate the school will also use CCTV to decide whether to conduct a search for an item. The school will always inform parents or carers that a search has taken place. The school can confiscate any item that we feel may:

- Pose a risk to staff or pupils.
- Is prohibited.
- Is evidence in relation to an offence.

Confiscated items will typically be retained or disposed of by the school. They will not be returned to pupils. Where appropriate they will be delivered to the police.