MARNER
PRIMARY SCHOOL

Positive Behaviour and Anti-bullying Policy

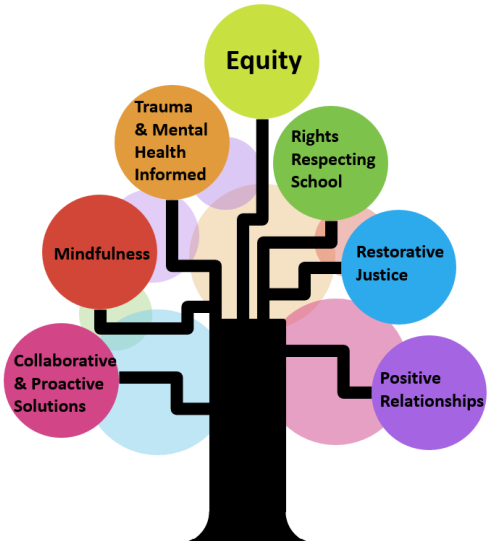
Policy Owner	SLT
Approval Body	Governing Body
Approval Date	October 2026
Review date	September 2027

Rationale

We are a rights respecting school where children learn about their rights across the curriculum and children learn to respect each other's rights. Article 28 states that children and young people have the right to education no matter who they are: regardless of race, gender, disability, special education needs or social economic background. At Marner we believe in equity and equality. All children deserve the best.

At Marner we work hard to know our pupils well. Only then can we know which factors might affect pupil behaviour and what the school can do to address these. We focus on developing positive relationships to ensure that pupils feel valued, supported and an important part of the school community.We build and maintain relationships through trauma informed, rights respecting and restorative practices.

Our school vision is to strive to create an inclusive environment which reflects the diverse community which we serve. With empathy and care, we are breaking down barriers to ensure healthier lives for all while promoting lifelong thinking and learning (academically, socially and emotionally). As a school, we are committed to equity driven excellence and our pupils leave Marner ready to play an active part in their secondary school communities.



As a school we think about everything we do in terms of the Educational Endowment Foundation's (EEF) three tiers:

- *High-quality teaching - the most important lever schools have to improve outcomes for their pupils.*
- *Targeted academic support – across the spectrum of achievement.*
- *Wider strategies – which relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.*

This policy also specifically references recommendations from the EEF's 'Improving Behaviour in Schools' and 'Improving Social and Emotional Learning in Primary Schools' guidance reports.

Teaching WalkThrus: to promote a shared understanding and language of key teaching techniques

We use the Teaching WalkThrus to support a shared understanding and language of key teaching techniques at Marner. These key teaching techniques include Teaching WalkThrus on Behaviour and Relationships.

Teaching WalkThrus are context-free which allows us to focus on the key principles of each technique while adapting them to our school priorities and the needs of our pupils, staff and wider community.

The Behaviour and Relationships WalkThrus reference the work of Bill Rogers.

EEF Improving Behaviour in Schools - Recommendations:

We are committed to creating this environment by having high expectations of personal conduct, both from the adults and the children. We achieve this by having three simple rules, clear and consistent steps for managing behaviour and consistent and fair consequences.

Marner Primary School has three simple rules:

- *Be ready*
- *Be respectful*
- *Be safe*

BE READY- *to learn, to succeed, to engage, to achieve*
• Arrive at school on time (8:45)
• Wear the right uniform and have the correct PE Kit on class PE days
• Taking ownership of our own learning and ensure we bring in reading records each day and homework books on set days
• Listening to adults and following instructions
• Have your pencil, pen, ruler, books out and ready
• Actively listening
• Stop, stand still and remain quiet when the bell rings
• Line up correctly for assembly, PE, lunchtime

BE RESPECTFUL- *to yourself, to others, to resources, to your surroundings*
• Listen to others and expect to be listened to
• Keep quiet when adults and other children are speaking
• Follow all instructions and requests from an adult in school
• Use appropriate language and tone when speaking to others-adults and children
• Look after the school building, equipment and displays
• Look after the equipment and belongings of others

BE SAFE- *at play, at work, in mind, in body*
• Be in the right place at the right time
• Keep hands, feet, objects and unkind comments to yourself
• Tell someone if you are feeling unhappy
• Walk when in school and when moving inside from the playground

These rules echo our core values of respect, happiness, growth, hope, motivation and community.

We respect that for some children, following our behaviour expectations are beyond their developmental level. These children will have a bespoke positive behaviour plan.

To support our children to meet these standards we will ensure all staff will:

- *Model calm, consistent adult behaviour*
- *Encourage a calm, purposeful and happy atmosphere conducive of good learning*
- *Build pupil self esteem and foster positive attitudes*
- *Promote and live by our school values as core principles*
- *Build great relationships*
- *Promote the importance of resilience*
- *Recognise and value achievement at all levels*

Expectations of our Senior Leaders

Senior leaders will:

- *welcome children and families at the start of each day*
- *be a visible presence around the site and especially at transition times*
- *celebrate staff, leaders and learners whose effort goes 'over and above' expectations*
- *regularly share good practice*
- *support teachers and support staff in managing learners with more complex behaviours.*

Expectations of adults

We expect every adult to:

- *meet and greet every child every morning.*
- *refer to 'Be Ready, Be Respectful, Be Safe'*
- *model positive behaviours and build relationships*
- *give first attention to best conduct*
- *often 'catch' children doing the right thing and praise them*
- *be calm and give 'take up' time when going through behaviour steps.*
- *be consistent in expectations, strategies and routines*
- *never ignore or walk past learners who are making the wrong choice*

Expectations of parents

We expect parents to:

- *work in partnership with the school to ensure consistent messages are given*
- *inform the school of any issues at home that might affect a child's learning or behaviour.*
- *model our behaviour rules of 'Be Ready, Be Respectful, Be Safe'*
- *abide by the "Parent Code of Conduct and Communication Policy'*

Expectations of Student Leadership Team, Values Leaders and School Council

We expect pupil leaders to:

- *act as a role model for other pupils*
- *live by and promote our school values*
- *use their own experiences to help others*
- *use pupil voice as a tool for school improvement and pupil motivation*

Understanding pupils and their influences

At the teacher* level, regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a big impact and in classrooms where multiple adults work in the classroom, effective communication between those key adults is important.

** By 'teacher' we are referring to all the adults who work with the children: Teachers, Nursery Nurses, Higher-Level Teaching Assistants and Learning Support Assistants.*

We are aware that children want to make the right choice, but some may not have yet developed the skills needed to do so. Children's needs will be considered and they will be supported to develop these skills.

Approaches to understanding pupils and their influences include:

- *allocating time in staff meetings in Summer Term to support a detailed handover of each of the children in the class to the next class teacher*
- *'establishing weeks' at the start of the Autumn term for teaching teams to get to know the children and for children to get to know the teaching teams and understand what it means to be in their new class and year group*
- *using Zones of Regulations as an emotional regulation tool consistently across the school, giving children opportunities throughout the day to check in*
- *whole school approach to promoting good mental health*

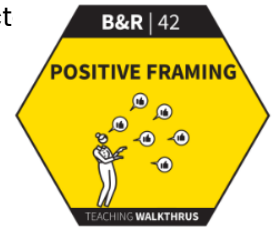
Expectations – setting up our classrooms as positive learning environments

It is essential that the adults in our schools create an environment in which all students feel they belong and feel safe; an environment that allows all students to thrive as individuals and as learners. This requires establishing appropriate learning-focused relationships where expectations are set high and where everyone knows the routines and the boundaries.

Key to this:

Teaching WalkThru - Positive Relationships

Everyone has the right to feel safe, respected and valued; to feel they belong. It is important that we spend time getting to know the children in our class, with the shared goal of achieving learning. Ensure there is a balance between firmly setting boundaries and expectations, whilst also communicating that students are valued and respect through kindness and compassion.



Teaching WalkThru- Positive Framing

Positive framing is a technique for establishing and maintaining high expectations through the use of positive reinforcement, encouragement, and affirmative language. Instead of negative moaning or challenges that might be interpreted as personal criticism of arbitrary and unjust, teachers frame corrective directions through a positive frame.

The following strategies will also be consistently used by all adults in the school. They are designed to ensure that 'first attention goes to best conduct' and to create clear, simple routines and expectations that make the children feel like valued members of our learning community and are motivated to reach their personal best.

Meet and greet
Teaching Teams will create a welcoming environment by greeting the children every morning through a meet and greet at the classroom door (Years 4 to 6) or on the playground (Years N to 3).
- This can be a simple *'Good morning (name)'* to provide a consistent check in and enthusiastic welcome to every child.
- Dojo points Vs House Points
- Positive (green) Dojo points only linked to school values and 'Ready, Respectful, Safe'.
- Working together as individuals and a class towards Friday's Golden Time (Friday: 2:30-3:15).
- When needed, children lose Golden Time minutes (link to 'give back time' below) with an opportunity to earn them back by Friday's Golden Time.

Celebration Assembly
On a Friday, two children are selected by their class teacher and will receive a praise cards in assembly.

Headteacher, Deputy Headteacher and Assistant Headteacher Award
Teachers will nominate children throughout the week to receive a Headteacher's Award sticker / badge for going over and above with their behaviour or learning.

Explicit teaching of learning behaviours

WalkThru- Modelling Mindsets

As teachers we can have a significant impact on the way in which students behave and approach learning, acting as role models for the behaviours and mindsets we want our children to show. This can range from the way in which we interact with each other, for example, the use of manners and respecting others, to dealing with setbacks and having the tools and strategies to deal with these.

During the Autumn Term, we explicitly teach and model the behaviours and mindsets we want our children to show, revisiting at regular intervals throughout the academic year.

These may include:

- *creating a class charter at the start of the academic year that references the UNCRC articles and how we show respect to these articles Class Charter*
- *children check in throughout the day using the Zones of Regulation, understanding the impact it can have on their emotions and behaviour and teaching them tools and strategies they can use when in a particular zone to ensure an optimal level for learning and interaction.*
- *creating a culture in the classroom where children feel comfortable to say when they found something difficult, share their mistakes and ask for extra support when needed.*

- *referencing Class Dojo videos on growth mindset: [ClassDojo- Growth Mindset.]*
- *referencing YouCubed videos in Key Stage 2 on healthy learning growth mindsets [Youcubed- Mindset]*
- *ensuring tasks are planned and communicated clearly to children so children understand what they need to do to be successful, breaking it down into smaller steps where possible to lessen cognitive load*

Classroom Management Strategies – Behaviour and Relationships Teaching WalkThrus

Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying, and aggression, leading to improved classroom climate, attendance, and attainment.

As a school, we will focus on key whole school Behaviour and Relationships Teaching WalkThrus at the start of the Autumn Term including Rehearse Routines to establish and practise how we move around the school, take part in School Assemblies and come together at Lunch Time both outside in the playground and when we eat lunch together in the hall.

The Behaviour and Relationships Teaching WalkThrus are there to support whole school and individual classroom behaviour management.

Teaching WalkThrus include:

Teaching WalkThru - Establish Your Expectations

Teaching WalkThru - Rehearse Routines

Teaching WalkThru - Seating Plans

Targeted approach to meet needs of individual students

There may be a few children who, due to personal circumstances, additional incentives and sanctions may be needed. These children may need a consistent management plan and a referral to SEMH Outreach Service may be made. Individual behavioural targets will be made in conjunction SLT, SENDCO, Class Teacher, Teaching Team with professional support from the school Learning Mentor and other relevant professionals. Other outside agencies, such as a counsellor, therapist, access to THEWS/CAMHS, may be used to support families and children where appropriate.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's learning education plans (IEPs) and use suggestions on these. Teachers need to use IEPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they are getting physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour steps should be adapted to suit the needs of individual pupils. Equity is the aim for these high-needs pupils. Their individual plan and adapted expectations for behaviour should be on their Pupil Profiles which will be monitored by the SENDCO. A child's triggers for negative behaviour need to be on their individual plan so that everyone can be aware of these.

It is also important to note that any behaviour that raises a safeguarding concern should be reported to the Designated Safeguarding Lead or one of the Deputy DSLs according to the safeguarding policy.

Consistent Behaviour Steps & Procedures

These steps should be followed consistently and fairly and will usually be followed in the order set out below. There may be occasions, however, where the teacher moves straight to the caution or consequence, depending on the severity of the behaviour.

Steps		Action
1	Redirection	Gentle encouragement to stop the unwanted behaviour, a 'nudge' in the right direction. State the behaviours you wish to see and make reference to school rules. Ready, respectful and safe. If the behaviour continues, move to step 2.
2	Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. If the behaviour continues, move to step 3.
3	Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around. Learners will be reminded of their previous good conduct to prove they can make good choices.

4	Time with	Speak to the learner privately for 5-10 minutes and give them a final opportunity to modify their behaviour. It is imperative that this is conducted with the class teacher or a member of support staff using the language of WINE (I… Wonder, Imagine, Notice and Empathise). If the behaviour continues, move to step 5. If something happens before lunch and children want to reset before lunch, a member of SLT is available in the SLT office to spend time with children before lunch.
5	Consequence	If the child continues to make the wrong choice, privately tell them what the consequence will be. *'Name', you have continued to …. Now you will have to ….* *See list of consequences below.*
6	Parent Communication	Should the learner persist with the unwanted behaviour or if the same pupil has had repeated cautions/time with throughout the week, then parent communication should be made making parents/carers aware of the behaviours being seen at school. This could be via method of communication that you deem appropriate e.g. Dojo message, phone call, playground conversation. Phase leader should be aware and this should be recorded on CPOMS.
7	Formal meeting	A meeting with the pupil, parents, teacher and Phase Leader/SLT where appropriate, if there is no noticeable change in behaviour. This should be recorded on CPOMS. A behaviour plan will be implemented and monitored over the course of two weeks.
	Exception Immediate response	When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as:- • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at an adult • Defiance • Damaging property • Hurting others with deliberate intent In these cases, the incident will immediately be reported to SLT and recorded/logged, and an appropriate sanction/action taken in consultation with SLT. A phone call home by a member of SLT will automatically take place. Any such behaviours demonstrated could result in suspension or exclusion as outlined below.

A member of SLT may be called if needed. If possible, the teacher should call SLT from the classroom phone, or discreetly send a child to SLT. A member of SLT may be called if:

- *The learner refuses to engage with the above process.*
- *The behaviour is a serious breach of the school rules or values e.g. violence/dangerous behaviour/discriminatory language or behaviour*

Once the child is ready to discuss the incident, it is vital that the member of staff who first dealt with the incident carries out the restorative conversation. A member of the Senior Leadership team will provide support/cover to

Restorative Conversations (time with)

These are to take place following an incident. This is to be conducted by the class teacher/ person leading the session. It should be a coaching conversation for the pupil. The structure for the conversations is:

- Ask what happened and why they chose to behave the way they did.
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have done differently and what they would do to avoid the situation happening again.
- Ask what the adult/other child could have done differently
- Agree strategies/goals/targets for the future
- Give the child a chance to add anything else they wish. Do not force an apology – it will not improve the situation (however acknowledge those freely given appropriately). A record of the conversation may be made on CPOMS depending on the severity of the incident.

Consistency in language

With all of these questions use WINE (Wonder, Imagine, notice and Empathy) to start. Help me understand… is always a good way in as well.

1. What happened? = (**Help me understanding what happened?**)
2. What were you thinking at the time? = (**Help me understand what you were thinking at the time? I imagine that was…)**
3. What have you thought about since? = (**I imagine you have been thinking about…**)
4. How might this have made other people feel? = (**I wonder how this might have made other people feel…)**
5. Who do you think might/ has been affected? = (**I wonder who might have been most affected by this**…)
6. What should/ could we do to put things right? (**I wonder what we could do to make things right again**?)
7. How could we do things differently in the future? (**What I am noticing is that when X happens you do X… I wonder how we could do things differently in the future?)**

(Asking a 7-year-old 5 different questions maybe too much. Choose 1/2/3 that you think will have the most impact!)

Consequences

We aim to be positive in our behaviour management, praising good behaviour and encouraging children to behave sensibly. At times a pupil's behaviour may fall short of the Marner Primary School's expectations, and it needs to be corrected swiftly. A simple reminder and expression of disapproval is often adequate in correcting a child's behaviour. At other times, a consequence may be necessary to encourage pupils to recognise that their behaviour has consequences.

The use of consequences should be characterised by certain features:

- *A consequence involves the adult and pupil involved; staff should avoid bringing public attention to a reprimand or sanction*
- *It should be the behaviour rather than the person that is sanctioned.*
- *It must be clear why the consequence is being applied.*
- *It must be made clear what changes in behaviour are required to avoid future consequences.*
- *There should be a clear distinction between minor and serious breaches of discipline*
- *Children are given the opportunity to reflect on their behaviour through a restorative conversation.*

Give Back Time	This can happen at play or lunch time. You could also use this to take time off children's golden time on a Friday afternoon. The amount of time given back is at the adult's discretion and will depend on how serious the behaviour is. Children should always have the opportunity to earn back time.	Minor breaches of discipline include, but are not limited to: • Shouting out (disrespectful and unsafe) • Not listening (not ready and disrespectful) • Not following routines (unsafe and not ready) • Not carrying out the work during the lesson (not ready) • Attempts to distract others (not ready and disrespectful) • Being noisy in the corridor (not ready and disrespectful) • Talking during lessons (not ready and disrespectful) • Talking at the end of play and lunch or during assembly • Not following instructions first time (unsafe)

Time Out	If the child continues to make the wrong choice after you have given the consequence, time out of class can be given. This can be in a parallel classroom, with a TA or with SLT. This message will be delivered privately to the child, with a gentle, personal approach. If the step above is unsuccessful, or if a learner refuses to go take a time out then the child will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside the teaching room. Parents must be informed via method of communication that you deem appropriate e.g. Dojo message, phone call, playground conversation. Phase leader should be aware and this should be recorded on CPOMS.	Concerning breaches of discipline include, but are not limited to: • Not following instructions first time (unsafe) • Turning away when being spoken to (disrespectful and unsafe) • Use of bad language (disrespectful) • Gossip about peers/adults (disrespectful) • Provoking peers (disrespectful) • Sneering, staring when being spoken to (disrespectful) • Answering adults back (disrespectful and unsafe) • Ill treatment of equipment (disrespectful and unsafe)
Internal suspension	This can be half a day or a full day and will be decided in consultation with the Headteacher. Parents must be informed.	Serious breaches of discipline include, but are not limited to: • Persistent refusal to follow instructions to correct behaviour (unsafe) • Persistent defiance and answering back (unsafe) • Verbal abuse or physical assault resulting in a mark.

Suspension	A suspension will be for the shortest time necessary will usually be imposed when the school has offered and implemented a range of support and management strategies. However, there will be exceptional circumstances where it is appropriate to suspend for a first or 'one off' offence. Parents must be informed.	(punching, slapping, hitting, biting, kicking) (disrespectful and unsafe) • Threatening or aggressive behaviour (including spitting and shouting) (disrespectful and unsafe) • Bullying, verbal/physical or cyber-bullying (disrespectful) • Theft (disrespectful) • Deliberate vandalism to school property (disrespectful and unsafe) • Possession of prohibited substances on site (including dangerous weapons) • Discrimination including racist, sexist, faith hate, homophobic or transphobic abuse (disrespectful) • Leaving the building without permission (unsafe) • Sexual abuse or assault (disrespectful, unsafe)
Permanent Exclusion	A decision to permanently exclude is a serious one and will usually be the final step if the school has tried a range of consequences and other strategies to improve behaviour that is consistently falling below what is expected. However, there will be exceptional circumstances where it is appropriate to exclude for a first or 'one off' offence. Parents must be informed.	

It is important that warnings and consequences are administered fairly and consistently. The behaviour chart below highlights which behaviours are considered minor, concerning and serious breaches of discipline, and the consequences of each. It is implemented consistently by all staff members.

Anti-Bullying Procedures Reporting

We encourage all members of our school community to report bullying concerns. Children are taught two acronyms when learning about bullying.

Pupils

Pupils should report concerns to:

- A trusted adult in school
- A parent/carer
- A friend
- Childline – 08001111

Parents

Parent should report the concern to the school (see parent code of conduct and communication policy)

Staff

Staff should record concerns using CPOMS and follow the procedure below.

Staff will:

- *Investigate reported bullying incidents thoroughly and talk to those involved, witnesses and appropriate staff.*

- *Record the incident on CPOMS – which may have been reported orally, in writing or in picture form.*

- *Respond to the child concerned by:*
    - *Listening actively*
    - *Offering support and strategies to deal with unacceptable behaviour*
    - *Protecting the child and ensuring their safety as and when necessary*
    - *Involving parents, if necessary*
    - *Involving external agencies to support the child as appropriate*
- *Respond to the child who bullied by:*
    - *Ensuring he/she recognises his/her behaviour and how it affects others*
    - *Applying appropriate consequences as per our behaviour procedures*
    - *Guiding, supporting, advising and offering strategies to change behaviour*
    - *Encouraging him/her to take responsibility for actions and help them to make amends*
    - *Involving external agencies to support the child as appropriate*
    - *Involving parents*
- *Prevent further situations by providing opportunities for children/young people to explore the issues.*
- *Review the situation with the child or young person and parents and others, throughout the investigation and afterwards.*

The school continually commits to:

- *Review policies and procedures - consider changes that can be made to the environment, groupings, rules and codes of conduct etc.*
- *Monitor every situation:*
    - *Provide opportunities for children and young people to say how safe they feel and if the policy is working.*
    - *Provide opportunities for staff to comment on their confidence and strategies for dealing with incidents*

Monitoring by all staff is an essential element in the effectiveness of good behaviour and low incidences of bullying within our school. All children have an important role to play too. Regular class and Key Stage behaviour reminders and reviews, form an integral part of monitoring our policy.

Early intervention and preventative methods

We have a range of preventative methods in place such as:

- *Personal, Social, Health and Economic (PSHE) education (Using the JIGSAW curriculum) is one method used to raise awareness and promote mutual respect, self-discipline and social responsibility which underlie good behaviour. Opportunities are given in assembly and within PSHE lessons to discuss and understand the problem of bullying appropriate to the age of the child. Procedures to follow, who to tell and sanctions given are an important part of these discussions.*
- *School involvement in external initiatives such as, Anti-Bullying Week.*
- *The techniques used by the school to promote positive behaviour, peer support and the celebration of diversity.*

- *The whole school approach towards promoting the emotional wellbeing of all students.*
- *Where necessary personalised provision for students at risk of bullying.*

Searches and Confiscation

Although extremely rare, 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.

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

The Headteacher, Ms Sarah Bowmer has authorised the following staff members within Marner Primary School the statutory power to search a pupil or their possessions when they have reasonable grounds to suspect

- *they may have a prohibited item (see prohibited items list)*
- *They may have any other items that the school identify as an item which may be searched for*

The authorised staff members are:

- *Ms Jane Scott-Gall*
- *Ms Carol Doherty*

The list of prohibited items is:

- *Knives and weapons*
- *Alcohol*
- *Illegal drugs*
- *Stolen items*
- *Tobacco, cigarette packets, vape paraphernalia*
- *Fireworks*
- *Pornographic Images*
- *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)*

The Designated Safeguarding Lead (DSL) or Deputy (DDSL) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in

possession of a prohibited item as listed. The staff member will involve the DSL or DDSL without delay if they believe that a search has revealed a safeguarding risk.

An appropriate location for the search will be found, and where possible will be away from other pupils.

The law stated that the member of staff conducting the search must be of the same sex as the pupil being searched. There will be another member of staff present as a witness to the search. The exception to this is that a staff member can search a pupil of the opposite sex and/or without a witness present only:-

- *If the member of staff carrying out the search reasonably believes there is 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 practical for the search to be carried out by a member of staff who is the same sex as the pupil or it is not reasonably practical for the search to be carried out in the presence of another member of staff.*

- *Any search conducted without a witness will be immediately reported to another member of staff and a record of the search will be kept. All searches will be recorded within our internal safeguarding system.*

- *Parents will always be informed of any search as soon as it is practical, and the outcome. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.*

Any complaints about searching and confiscation should be dealt with through the normal school complaints procedure.