Positive Behaviour Policy

Reviewed by:	Amy Messom Behaviour Lead
Date:	September 2025
Next review:	September 2026

Aims and Expectations

At Stanhope, it is our aim 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. We believe in doing so, we create an environment where exemplary behaviour demonstrated by pupils and staff is at the centre of productive learning.

Stanhope Primary School is committed to the emotional mental health and well-being of our children, staff and parents and carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to choose responsible behaviour and, in doing so, to raise their self-esteem and promote their achievement.

The school's 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. We feel that children learn best when they know exactly what is expected of them. We endeavor to ensure that children experience a consistent and clear response from all the adults and other children in school so that inappropriate behaviour is minimised and effective learning can take place.

Every pupil has the right to learn and the responsibility to ensure their peers do. Every member of staff has the responsibility to ensure that pupils are taught how to do this. Every individual is expected to maintain the highest standards of personal conduct, to accept responsibility for their choices—right or wrong—and to encourage others to do the same. Our policy is developed to enable staff to teach and foster self-discipline within our student body, and echoes our core values. A carefully planned partnership approach is used to manage poor conduct and includes dynamic interventions that support staff and students.

We acknowledge the school's legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of pupils with special education needs (SEN), and reflect these throughout the policy.

Active ingredients of our positive behaviour strategy

- Consistent, calm adult behaviour
- First attention to the best conduct
- Equality of adult authority
- Reasonable adjustments
- Analyse, don't personalise
- Positive language choice
- Relentless routines, taught and practised
- Enable success because success breeds motivation
- Every child has unlimited potential for us to unlock

Guidelines for Positive Behaviour Development

1. Our Positive Behaviour policy is designed to recognise, promote and celebrate the fact that children behave appropriately and make good choices most of the time.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Positive Behaviour Policy does not refer to "punishment" or "sanction". Instead we specifically teach that our actions result in consequences.
6. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action."
7. Teachers and the Senior Leadership Team will hold a register of those children whose behaviour choices are causing concern.
8. Each class will have a copy of its class expectations displayed in class.
9. Staff will work closely with the SLT, SENCo and Pastoral Team to ensure that pupils at risk receive specialist support when necessary.

Who is the policy for?
This policy is for all children, staff, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

Equality Duty
In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. For more information, please refer to our Equality Policy.

School Agreement

A simple school agreement has been drawn up and everyone in school is expected to follow this. This is referred to as 'The Stanhope Way'. The children are reminded of it frequently and parents/carers are given a copy when their child first starts school and reminders are sent out throughout the school year. This is part of our extensive character curriculum that underpins our personal development offer at Stanhope. Our "School Rules" are displayed in every classroom and around school. Our "School Rules" are as follows:

- Be kind
- Be safe
- Be your best self

At Stanhope Primary School, we develop children's character through the 'Stanhope Way' curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. We are what we repeatedly do. Excellence, then, is not an act, but a habit.

The choices an individual makes determines their future, and the purpose of developing good character is the ability to make good choices. Character allows us to flourish as individuals, and as a wider society. This is why the development of character, as well as achieving academic attainment, should be the purpose of education.

Our Staff Agreement

All Staff, Everyday…

1. Recognise children for what they do well.
2. Refer to "Responsible, Respectful, Resilient" in positive behaviour conversations.
3. Never ignore or walk past learners who are making inappropriate choices.
4. Follow up every time, engaging with learners, helping them understand their behaviour.
5. Make sure they understand where personalised provision is in place and how to support this.

Senior Leaders, Everyday…

1. Take time to meet, greet and welcome learners at the beginning of the day.
2. Be a daily, visible presence around the site, especially at times of mass movement.
3. Recognise the achievements of all.
4. Regularly review provision for learners who fall beyond the range of written policies.

Promoting positive behaviour

Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. Consequences do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

- Successful relationships are underpinned by the positive ethos promoted in the school culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life.

- We aim to build a community which values kindness, care, respect, tolerance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

- Through encouraging positive behaviour patterns, we can promote good relationships throughout the school community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

Rewards and Recognition

It is a firm belief at Stanhope Primary School that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff, and our wider school community.

We praise our children in a variety of ways:

- Verbal praise and smiles
- Whole class reward systems
- Individual rewards
    - Class sticker/stamps
    - Public praise in front of staff
    - Visit Headteacher, Deputy Headteacher or member of SLT for praise
    - Class Dojo Points
- Dojo messages to parents
- Weekly phone call from the Headteacher
- Stanhope Stars
- Head Teacher Award

Steps to support behaviour	Actions – Staff to ensure appropriate monitoring records are kept
1. Reminder	A reminder of the 'Stanhope Way – Be kind, Be safe, Be your best self' delivered privately, usually with redirection. Reminders can be repeated *if reasonable adjustments are necessary*. Staff take the initiative to keep things at this stage in the classroom.
2. Last chance	Speak to the student privately and give them clear, verbal caution with a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of the pupil making appropriate choices.
	Quick restore conversation will be needed at the end of the lesson (during changeover, before break or lunch, or just before being dismissed).
3. Time out	A consequence will be given. Time out might be a short time outside the room, on the thinking spot or at the side of the field/playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. After this, a restore conversation will be held (templates can be used) and a consequence may be given if required.
4. Reflection	The child will spend a set amount of time, directed by SLT, in reflection. This time will be used to either complete work and perform a restore conversation. If the child has regulated, they will return to class and begin on step 1. **Actions – Staff responding to initial behaviours, to record behaviours and reflections on CPOMs and inform parents upon collection.**
5. Continued behaviour	If these behaviours continue, a follow up meeting will be organised with the family, class teacher and SLT/SENDCo. A behaviour plan will be initiated if Headteacher deems appropriate following repeated behaviours. A time frame will be decided in this meeting and a review meeting held face-to-face with the family.
6. External support	To liaise with SLT and/or SENDCo for external agency support.
7. Suspension (fixed term then permanent)	Fixed Term Suspension – between 1-3 days Permanent Suspension – determined by Governing Body
Follow up Actions for staff	
Repair/Restore	This will be a more formal meeting held in a quiet space. It is a crucial part of our practice, and is completed by the pupil and the member of staff responding to the initial behaviour need.
Refer	A referral is made to senior leaders or the pastoral support in extreme circumstances (listed below). However, action taken by the senior leader also includes the initial adult involved.
SLT Involvement	
It is intended that all staff are empowered to support learners at every step of the policy, and to ensure that behaviour choices are addressed effectively. However, there are instances of extreme or prolonged behaviour which require immediate intervention by a Senior Leader / Headteacher. These include, but are not limited to: • Sustained bullying / victimisation. • Violent or dangerous conduct affecting staff, members of the public or other learners. • Sustained disruption to learning or wilful damage to property. • Drug / alcohol incidents as detailed in this policy.	

Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature. These incidents will be added to CPOMS by the class teacher and SLT.

Our restorative approach to challenging behaviour

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle'. At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.

At Stanhope Primary School, we promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour. Some examples are: writing letters of apology; repairing damage to property; completing missed work in a playtime (but never the full playtime). If missed playtimes are happening repeatedly the teacher needs to consider what the deeper issue is.

It is however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against The Stanhope Way and this will be explained clearly to the child.

Minimising the Need to Use Reasonable Force

The use of 'reasonable force' in schools and colleges – KCSIE 2024

There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom.

The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of 42 the law and should always depend on individual circumstances.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93) in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

- Departmental advice for schools is available at Use of Reasonable Force in Schools
- HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful. Use of school or college premises for non-school/college activities

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the head teacher of our school is empowered to authorise those members of staff who are enabled to use reasonable force.

Here at Stanhope Primary, the Head Teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of children in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Deciding Whether to Use Reasonable Force

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low; the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific children who can present risks to themselves and others. This may include information about SEND, personal circumstance and temporary upset.

Using Reasonable Force

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training

Staff at Stanhope Primary School, who have been identified as needing training in this area, will access Physical intervention and CRB - Controlling Risky Behaviours training through the Physical Intervention Nottinghamshire County Council Coordinator who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Staff who receive this training will be accredited to use the physical elements of CRB for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12-15 months.

Recording and Reporting Incidents
The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should consider:
an incident where unreasonable use of force is used on a pupil would always be a significant incident;

- any incident where substantial force has been used (e.g. physically pushing a child out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not overreacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the child's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the child or member of staff.

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Stanhope Primary School fully recognises the contribution it can make to protect children and support children in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety, and health by fostering an honest, open, caring, and supportive climate. The pupils' welfare is of paramount importance. For further details please refer to the Stanhope Primary Child Protection policy.

Post-incident support
Following the use of physical intervention staff and children will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

The health, safety, and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the Local Authority, and Flying High Trust takes responsibility for protecting the health and safety of all children and members of staff.

Behaviour Plan
A behaviour plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a flow chart for a personalised plan, in line with the school's policy.
- A meeting between the class teacher and behaviour lead to agree actions and targets to be set, with a clear timeline e.g. referral to outside agencies, pastoral support plan, SALT.
- Planning provision
- Ensuring Concerning Behaviours Pathway is included as part of the process
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.
- Risk Assessment if required

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

Suspension and permanent exclusion
Fixed term suspensions and permanent exclusions are extremely rare and are only issued in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school support, consequences, and interventions.

At Stanhope Primary School, the decision to suspend or exclude will be made by the headteacher in collaboration with the governing body, the Local Authority, and the Flying High Partnership. The decision to issue a fixed term suspension or a permanent exclusion will only be as a last resort. If a child receives a fixed term suspension, the school will inform parents and carers in writing, including details of the reintegration meeting. During the period of the fixed term suspension, the child will not be allowed on school premises. Parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and reduce the risk of further suspensions or a permanent exclusion.

At the Headteacher's discretion, a case conference may be organised.
The purpose is to:
• allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
• enable parents/carers to provide information and express their views; or
• consider the circumstances and reach agreement, if possible, about what is to be done.

Notifying appropriate bodies regarding exclusions
The Headteacher must, without delay, notify the governing body and the local authority of:

• a permanent exclusion (including where a fixed period exclusion is made permanent);
• exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
• exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:
• the exclusion is permanent;
• it is a fixed period exclusion which would bring the pupil's total number of schools days of exclusion to more than 15 in a term; or
• it would result in a pupil missing a public examination or national curriculum test

Monitoring and evaluating behaviour

The Senior Leadership team will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

Staff Support

We recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training
- External Agency support and advice

Malicious accusations against school staff

We are required under the DFE guidance document "Behaviour and discipline in schools" document, published January 2016 to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. This is a very unlikely occurrence in our Academy, however if it were found that this had happened we would:

- Immediately act on stage 5 of the disciplinary process – i.e. consider this a serious breach of the Academy behaviour policy
- Call a formal behaviour meeting for parents to attend
- The Headteacher would consider the seriousness and nature of the allegation, and consider whether it constituted groups for an internal or fixed-term suspension.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". This includes misbehaviour when:

- Taking part in any school-organised or school-related activity
- Traveling to and from school when wearing school uniform or when in some other way identifiable as a pupil at the school

It also includes misbehaviour **at any time** when:

- It could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Where misbehaviour occurs in these circumstances, the teacher would use the steps set out in the School's Positive Behaviour Policy detailed above to provide a proportionally appropriate next steps.

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

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

The school's response will be:

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

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'sanctions and extreme behaviours section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

Confiscation of inappropriate items

Under the **general power to discipline** (Section 94 of the Education and Inspections Act 2006) members of staff are enabled to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for "prohibited items" (Section 550ZA (3) of the Education Act 1996 are provided, for

- Knives and weapons (these will be handed to the police)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (these will be handed to the police)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school expectations which has been identified in the expectations as an item which may be searched for.

We will refer to "Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies" to support us in application of this aspect of the policy.

Searching, Screening and Confiscation

Should the school identify the need to screen or search a pupil, the January 2018 DFE advice as outlined in the document 'Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies' and 'weapons protocols for schools' will be followed.

School Leaders and school staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorized by them to have the statutory power to search pupils and their possessions, can search a pupil at Stanhope without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff authorized by the Headteacher to search or screen a pupil without consent at Stanhoper are: The Assistant Headteacher, The SENDCo and the Pastoral Team.