THE WREN

NURTURE · CHALLENGE · INSPIRE

Behaviour Policy September 2026

1. Principles

Our Behaviour Policy supports our journey to exceptional. It sets out the culture that we will have at The Wren, a culture rooted in our values of Kindness, Ambition and Respect. A culture that ensures every student receives disruption free learning, where every student can achieve and make exceptional progress, and where every student leaves at the end of their school journey with the skills, knowledge, and values to go on to a remarkable future.

This policy guides staff, students, and families on our approach to behaviour management, utilising trauma informed approaches, setting out how we teach students to be exceptional, expressing the standards we aspire to in all aspects of behaviour, and demonstrates the provision and purpose of the student support we offer.

At The Wren we believe in a culture where every student feels nurtured and safe, where they feel challenged to be the best version of themselves and inspired to achieve and succeed above and beyond their own expectations.

This is encompassed by our vision that *'Each child, regardless of background will receive a world-class education and be nurtured, challenged and inspired to aim high'.*

At The Wren we are committed to creating a school learning environment where exceptional behaviour is the ambition. Our expectation is that every member of our Wren community helps create a safe, respectful, disruption free environment where everyone is ready and able to be the best they can be, every single day.

We are committed to work in partnership with our students, families, and local community to ensure that every individual knows and understands what exceptional behaviour is and what it looks like at The Wren. This will be explicitly taught through our transition process, during line up, in assemblies and tutor times, and throughout all lessons.

Where exceptional behaviour is seen we will explicitly recognise, celebrate, and praise students and their actions. Where exceptional behaviour is not seen, we will remind students of how to be exceptional and use a range of research led supportive interventions that will enable students and staff to correct their behaviours. Alongside this we will issue appropriate consequences to support with students understanding of how to be exceptional and support them to fully access the curriculum and learning.

At The Wren students will know that they will be supported in demonstrating exceptional behaviour by always having consistent, clear, calm adult behaviour, where staff know students well.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff

- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

This policy has evolved through consultation with a range of members of our school community, including staff, students, families, the Academy Committee (local governance board) and Excalibur Academies Trust.

3. Aims

This policy aims to:

- Provide a clear and consistent approach to behaviour management at The Wren.
- Outline how we teach students to behave and our ambition for what behaviour should look like. We define this as exceptional behaviour.
- Define what we consider behaviour that requires improvement.
- Summarise the roles and responsibilities of different people within the school community with regards to setting and establishing the school's culture and values, and in behaviour management and student support.
- Outline our systems of praise and consequences.

4. Our Ambition - How to be Exceptional

4.1. Students

We explicitly teach the behaviours that we expect to see to ensure all students are Kind, Ambitious and Respectful. These behaviours form the basis of everything we do and ensure that students know how to be exceptional. This is reinforced through displays in every classroom and around the school, assemblies, culture lessons and regular conversations with staff.

See **Appendix A** for examples of our expected behaviours which are shared with students.

Misbehaviour involves behaviour that does not display our values of kindness, ambition and respect and may include but is not limited to:

- Disruption in lessons, in corridors between lessons, before and after school and at break and lunch times
- Non-completion or completion of classwork or homework to a poor standard
- Poor attitude
- Incorrect uniform (see Uniform Policy)

Serious misbehaviour may include but is not limited to:

- Repeated breaches of the taught and expected behaviours
- Refusal to follow staff instructions
- Use of a mobile phone
- Any form of bullying or intimidation
- Sexual violence, sexual assault, or intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Violence and/or threats of violence
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited or banned items. See section 12.3.

4.2. Staff

Staff are responsible for:

- Consistently and relentlessly implementing and following the Behaviour Policy
- Adherence to the Anti-Bullying Commitment and promotion of a culture free from bullying
- Modelling calm, consistent, polite, and positive adult behaviours, building relationships through kindness
- Meeting and greeting students at their classroom door, and as they arrive and leave school
- Supporting and encouraging students to meet the expectations of The Wren through the values of Kindness, Ambition and Respect
- Visibly recognising good effort and praising all efforts over and above in line with our praise system
- Recording and logging behaviour incidents accurately and clearly
- Taking an active role in developing professional knowledge and skills around behaviour by seeking appropriate training.

All senior leaders will support all staff in responding to and managing behaviour incidents in school.

4.3. Principal and Senior Leaders

The Principal and the school Senior Leaders are responsible for reviewing and approving this policy in conjunction with the local Academy Committee and the Excalibur Academies Trust.

The Principal and the school Senior Leaders will ensure that the school environment encourages positive behaviour through:

- Being a daily visible presence at the gates, at events, in classrooms and at break times
- Celebrating staff and students whose effort goes above and beyond expectations (see 5.1 below)
- Monitoring how staff effectively deal with behaviour and how this policy is implemented
- Using associated data to target and assess school-wide behaviour policy, process, and practice
- Supporting and guiding staff through professional development to deal with behaviour effectively
- Supporting all staff in responding to and managing behaviour incidents in school
- Ensuring that expected behaviours are explicitly taught and demonstrated to all students throughout their time at school

4.4. Families

Families are expected to:

- Sign, agree to and comply with the Family and School Agreement (Appendix B)
- Ensure their child upholds the school's teaching of behaviour

- Work with the school to support their child if not behaving as taught
- Model behavioural expectations as written in our Family and Visitor Conduct document, Appendix C
- Inform the school of any changes in circumstances that may affect their child's engagement and/or behaviour
- Discuss behavioural concerns with a member of staff promptly

5. Systems and Sanctions

5.1. Positive Praise System

Positive strategies will be used consistently by all adults in the school. They are designed to create clear, simple routines that teach students how to be Kind, Ambitious and Respectful, to be an exceptional student, motivated to always give their best. Praise is given to students whose efforts and standards are above and beyond, which creates a culture where there is no limit to their exceptional behaviour.

Positive Praise that staff will use include:

- Immediate Verbal Feedback
- 'Golden Tickets' issued to students
- Positive postcards given to the students
- Positive emails or phone calls to families
- Positive letters to families
- Excellent student work being displayed
- Tutor group celebrations
- Nominations for termly celebration assemblies and annual celebration events
- Awards issued at the annual Awards Evening

5.2. Consequence System – Responding to Misbehaviour

Our consequence system is used to respond to misbehaviour and give students what they need to succeed by providing timely intervention which allows them to process and reflect on what has happened. The consequence will then focus on equipping students with the skills and knowledge to enable them to better meet the school's values and allow them to move on positively. Reoccurring and/or repeated misbehaviour will result in escalated consequences.

Behaviour is promptly addressed by staff, typically using the following approach:

- An explicit verbal **reminder** of the expectations will always be given. This may be to an individual or group of students.
- Where appropriate, further support will be given to **reset** their behaviour. This may include moving seats to avoid distraction, an opportunity to restart work, a specific action identified in their one page profile or for identified students, regulation time.

- If ineffective the staff member will take action which will typically be, but not limited to, the setting of a 60 minute **consequence (see section 5.3)**

In addition to or in the place of a 60 minute consequence the school may use one or more of the following responses to unacceptable behaviour:

- Removing a student to a different learning space
- Calling for support or escalation using 'OnCall'
- Issuing school-based community service
- Removal of social time at break and lunch
- Referring the student to a member of the student support team or school leader
- Contacting families
- Agreeing a behaviour contract
- Putting a student 'on report'
- Using a Wren Exceptional Plan (WEP) or a Wren Exceptional Plan Plus (WEP+)
- Issuing a suspension (see Suspension and Permanent Exclusion Policy)
- Issuing a permanent exclusion, in the most serious of circumstances (see Suspension and Permanent Exclusion Policy)

5.3. Consequence System – Consequences Used

All consequences will be communicated with families as soon as reasonably possible.

The school may use one or more of the following consequences:

- **60-minute same day consequence (after school from 3:00pm):** These will be issued when a student's behaviour does not meet the schools' expectations. These will involve an opportunity for reflection and restorative practice to help students realise how their behaviour impacts others and themselves, explore what appropriate behaviours look like and equip the student with tools they can use to avoid a similar incident occurring in the future. ***Parental consent is not required to set a same day consequence. Consequences set during or after period 5 will be held the following day to ensure communication with families is given.***
- **Removal from classrooms to ReDirect:** In immediate response to serious or persistent breaches of this policy, the school may instruct a student to work in ReDirect. Students will be placed in ReDirect for usually a maximum of two full periods. They will continue to receive education that is meaningful under the supervision of a member of staff, but it may differ from the mainstream curriculum. When a student has corrected and/or reflected on their behaviour and completes the appropriate level of work, they will return to their planned lessons. If a student does not reflect or correct their behaviour, does not complete the expected work, repeatedly disrupts ReDirect or does not follow staff instructions, they will be removed from ReDirect and will be at risk of an escalated consequence which may include ReFocus intervention or a suspension. ReDirect can also be used for a student to work whilst an incident is investigated. The school will communicate with families if their child has been placed in ReDirect. ***Parental consent is not required to remove a student to Redirect.***
- **ReFocus Intervention:** This is a planned response which will be issued to a student where consequences and interventions are not having their desired impact or may be used following a serious incident where a school leader has decided that this is the most appropriate

intervention. This may be for a single day, or period of days. ***Parental consent is not required to set ReFocus intervention.***

A bespoke ReFocus intervention will typically run between the hours of 10:30am and 4.00pm, but this can be adapted to work within normal school hours. Students cannot be on school site outside of their set ReFocus hours. Each ReFocus intervention may involve sessions on school expectations, mentoring, a return to lessons meeting with a member of the behaviour support team and appropriate reintervention work. At the end of the allocated ReFocus intervention, if staff recognise that the student has processed, reflected on and is ready to return to the main school environment and not disrupt their, or the learning of others, then the student will return to lessons the following day. If not, then further time in ReFocus may be required or the student may be at risk of suspension.

5.4. Recognising the impact of SEND and Additional Needs on behaviour

The school recognises that students' behaviour may be impacted by a special educational need, disability (SEND) or additional need. Students with additional needs may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Students who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a student's additional needs, although we recognise that not every incident of misbehaviour will be connected to their additional need. Decisions on whether a student's additional need had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with additional needs, especially where their need affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual students with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the student, their families and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

The school looks to anticipate and remove triggers of misbehaviour through a number of inclusive and therapeutic practices which include:

- Short, planned movement breaks or 'regulation time' for a student with SEND

- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or medical condition
- Whole school training for staff in understanding conditions such as autism
- Use of separation spaces, such as sensory and nurture spaces

The school's leaders may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with families to create the plan and review it on a regular basis.

5.5. Adapting consequences for students with Additional Needs

When considering a consequence for a student with additional needs, the school will consider whether:

- The student was unable to understand the expectation or instruction
- The student was unable to act differently at the time as a result of their additional need
- The student was likely to behave aggressively due to their particular additional need

If the answer to any of these is 'yes', The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

5.6. Suspensions and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences, support, and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

For more information please refer to our Suspension and Permanent Exclusion Policy.

5.7. Reintegration Planning

The school follows a clear reintegration plan and strategy to help all students return successfully to school life.

These strategies may be used when a student:

- Returns from a suspension period
- Returns from an Off Site Direction or Managed Move
- Returns from a period of Alternative Provision
- Returns from a significant period of time in ReFocus

The aim of all reintegration meetings is to make sure the student and families understand how to behave and how to improve when they return to lessons.

Within a reintegration meeting, clear targets will be set to measure student progress and engagement when they return, which are collaboratively set by the school, student, and their family. These targets, along with the agreed support from the school is then shared through a letter home.

6. Off Site Behaviour

Consequences will be applied where a student has not met the school's values and/or expectations off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Consequences may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

7. Online Misbehaviour

The school can issue consequences to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

8. Approach to Sexual Harassment and Sexual Violence

The school sees all forms of sexual harassment and sexual violence as unacceptable; neither will be tolerated, and we do not accept either as an inevitable part of growing up. The school will ensure that all incidents of sexual harassment and/or violence are fully investigated, met with a suitable response, and never ignored. In all cases consideration will be given regarding police involvement as outlined in section 13 of this policy.

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

The school's response will be;

- Proportionate and considered
- With the support and knowledge of the target
- In order to understand the context of and educate the perpetrator

- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing, which include carrying out risk assessments, where appropriate, and referrals to suitable professionals. Please refer to our Safeguarding and Child Protection Policy and our Anti-Bullying Commitment for more information.

9. Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will issue a consequence to the student in accordance with this policy as outlined in section 5.2.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will issue a consequence to the student in accordance with this policy as outlined in section 5.2.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students.

10. Student Support

Every member of staff has a role to play in the implementation of this policy and in ensuring our students are supported on their journey to exceptional. Regular professional development is offered to staff and is a vital tool to support staff in the school maintaining and exceeding these behaviours. The school employs a large student support team to support staff.

The school also uses a range of supportive interventions which enable students to reflect on their behaviours and work with staff to develop strategies to help avoid negative behaviours affecting learning in the future.

To pre-empt escalating behavioural concerns, we track and monitor students closely. Our support and intervention phases list possible support options and interventions that may be used with students on an individual basis.

If concerns are identified, then a behaviour intervention process will start to support the student to better meet the school's values.

Phase 1: A student is causing concern in a specific situation, subject or class.

Phase 2: A student is causing concern in more than one situation, subject or class.

Phase 3: A student's behaviour is having a significant impact on their learning and/or the learning and engagement of others.

Phase 4: In school support and interventions are having limited or no impact.

Phase 5: A student is at risk of permanent exclusion.

Students and their families are involved in every phase of support and intervention.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's student support team, which includes our Inclusion and SEND teams, will evaluate a student who exhibits challenging behaviours to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programs for that individual. We will work with families to create the plan and review it on a regular basis.

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection Policy.

The school may use a Wren Exceptional Plan (WEP), when a student is at phase 3 of our behaviour intervention process. This supports a student by putting in place a team around the student to help in supporting, managing and improving their behaviour. A Wren Exceptional Plan Plus (WEP+) is used for students where continuing and further support is needed. This is phase 4 of our behaviour intervention process.

11. Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a student. It describes both physical and non-physical actions aimed to restrain students in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible

11.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain students, using no more force than is needed for the least amount of time, the application of which will depend on circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a student from:

- Causing disorder among students, in or out of lessons
- Hurting themselves or others
- Damaging property
- Committing a criminal offence

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Never involve restraining a student in a way that affects their airway, breathing or circulation
- Never be used if the student is on the ground. If a student is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible.
- Be recorded by the school and reported to the student's family and the Principal

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

11.3 Seclusion

Seclusion is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others.

We only use seclusion as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The student will be secluded in a safe place that does not feel threatening or intimidating to them
- The student will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the student will be allowed to leave.

11.4 Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please see Excalibur Academy Trust Positive Handling Policy for more information on this legal duty Positive handling Policy

12. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

12.1. Searching

Searching a student

Searches will only be carried out by the Principal or a Designated Safeguarding Lead / Officer. All searches must be authorised by the Principal or Vice Principal.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, Designated Safeguarding Lead (or Deputy) or Student Support member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item, or any item identified in the school rules as banned (see section 11.3).

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to cooperate in a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact an appropriate senior member of staff, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified below, but not to search for banned items.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Coat, blazer, jumper
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited or banned items (listed in 11.3 below).

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing a Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform a DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 11.3 below
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed below), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed below) and this will be recorded. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Safeguarding and Child Protection Policy and speak to a Designated Safeguarding Lead (DSL). A DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than two people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Principal
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

A student will be given the opportunity to be able to express a preference as to whom the appropriate adult is.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's Safeguarding and Child Protection Policy and speak to a Designated Safeguarding Lead (DSL). A DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

12.2. Screening

Screening is not routinely in use at The Wren.

12.3. Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. Any incidents involving weapons, knives, illegal drugs, extreme or child pornography material will always require the confiscated item to be handed to the police.

We will also confiscate any item which is harmful or detrimental to school safety and standards. Where appropriate, confiscated items will be kept in the school safe until an adult family member is able to collect them.

Prohibited items

Prohibited items include, but are not exclusive to:

- Knives or weapons (including plastic, toys, blades, pointed items)
- Illegal drugs and/or paraphernalia linked to the use or distribution of illegal drugs

- Stolen items
- Fireworks
- Alcohol
- Cigarettes, cigarette papers and tobacco
- Vapes and vaping paraphernalia
- Pornographic material or images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Banned items

The following items are specifically banned by the school rules and can be searched for:

- Chewing gum
- Fizzy drinks
- Sweets brought onto site
- Energy drinks
- Aerosol cans
- Lighters, matches or any device which creates a flame
- Laser pens
- Clothing and Jewellery that is not listed as allowed in the school Uniform Policy
- Recording devices, including smart glasses, wearable cameras or hidden cameras

13. Contacting the Police

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. The school has agreed to follow the advice and guidance and flow charts as set out in the National Police Chiefs Council document 'When to call the Police. Guidance for schools and colleges.'

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

Management of the policy

School:	This policy is managed by the Principal
Excalibur Academies Trust:	The Trust Board has delegated approval of this policy to the Principal, in consultation with the Academy Committee
Approval:	September 2026
Next review due:	July 2027

Associated policies

Anti-bullying Commitment

Excalibur Academies Trust Health & Safety Policy

Excalibur Academies Trust Safeguarding Statement

Mobile Phone Policy

Safeguarding and Child Protection Policy

Suspension and Permanent Exclusion Policy

Uniform Policy

These policies can be viewed here.

Appendix A: How to be Exceptional

The following are examples of the behaviours we expect to see to ensure all students are Kind, Ambitious and Respectful.

- Ask for help independently, by raising your hand to signal to the teacher that you need help.
- At breaks, have fun, get some exercise but no physical contact.
- Avoid distracting others during lesson by remaining focused.
- Be welcoming to a new student to the school.
- Bring in the correct equipment for learning and have it out and ready to use at the start of your lesson.
- Bring in your PE kit for Dance and PE.
- Create an after school routine to make time for homework and complete it to the best of your ability.
- Demonstrate a flexible mindset by responding to feedback.
- Do not eat in the corridors or classrooms.
- Enter your assembly in silence, in alphabetical order, listen carefully and remain in silence until you leave.
- Follow all staff instructions first time.
- Go straight to your next lesson; take the quickest route and be ready to learn.
- Greet staff by saying “Hello, how are you?”.
- Hand over any prohibited or banned items first time.
- Hand over your mobile phone or ear/headphones, if asked, first time.
- Hold the door open for a member of staff or other students.
- Keep our site clean and put your litter in the bin.
- Leave the learning environment the way you found it.
- Line up in silence, in alphabetical order, with your key equipment and student planner out. Remain silent and walk in a straight line to your tutor room.
- Look out for someone who looks like they are having a bad day and inform a member of staff.
- Put in maximum effort to go above and beyond what the teacher is asking you to do.
- Put resources back where you found them in the same condition.
- Queue patiently and wait your turn if you are buying food or drink.
- Respect other people’s values, beliefs and opinions.
- Say thank you, excuse me, please and sorry at the appropriate times.
- Show resilience by seeing a setback as an opportunity to grow.
- Sign up to be an ambassador, prefect or join the school council to make your voice heard.
- Start tasks promptly.
- Take your outside clothing off before entering the school buildings.
- Thank the teacher for the lesson when it finishes.
- Toilet cubicles are for one person only; always leave the area clean.
- Turn off your mobile phone and put it away in your bag, with your ear/headphones, before going through the school gates.
- Walk on the left-hand side of the corridors and stairs; be mindful of those around you.
- We expect all students to be polite and speak kindly to each other, regardless of how they are feeling.
- Wear the correct Wren uniform with pride.
- When people are talking to you, look, listen, and wait for your turn to respond.

Appendix B: Family, Student and School Agreement

Appendix C: Family and Visitor Code of Conduct