



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE

Behaviour Policy

Principles Board of Governors **Date: 19th May 2026**
Approved by:

Last reviewed on: July 2023

Next review due May 2027
by:

The Principles

- Promoting good behaviour to enable all pupils in school to access education;
- Promoting self-esteem, self-discipline, respect, regard for authority and positive relationships based on the gospel values;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention where appropriate;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents/carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Roles & Responsibilities

The Board of Governors has established, in consultation with the Headteacher, staff and parents/carers, a Behaviour Policy for the promotion of exemplary behaviour and this will be kept under review. It will ensure that this policy is communicated to pupils and parents/carers, is non-discriminatory and that expectations are clear. Governors will receive information about the number and nature of Fixed-Term Suspensions, Internal Exclusions and Permanent Exclusions

The Board of Governors are responsible for:

- Reviewing and approving the written statement of behaviour principles;
- Reviewing this behaviour policy in conjunction with the Headteacher;
- Monitoring the policy's effectiveness;
- Holding the Headteacher to account for its implementation.

The Headteacher will be responsible for the implementation and day-to-day management of this policy and procedures including:

- Reviewing this policy in conjunction with the Board of Governors;
- Giving due consideration to the school's statement of behaviour principles;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring that the policy is implemented by staff consistently with all groups of pupils;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data from the behaviour log is reviewed regularly, to ensure that no groups of pupils are being disproportionately impacted by this policy.

The Assistant Headteacher is responsible for leading the team of staff who provide pastoral support for individual pupils and their families.

Staff, including teachers and support staff, will be responsible for ensuring that this policy and procedures are followed, and consistently and fairly implemented. They will:

- Create a calm and safe environment for pupils by implementing the behaviour policy consistently;
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Model expected behaviour and positive relationships;
- Provide a personalised approach to the specific behavioural needs of particular pupils;
- Consider their own behaviour on the school culture and how they can uphold school rules and expectations;
- Record behaviour incidents promptly;
- Challenge pupils to meet the school's expectations consistently.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Mutual support amongst all staff in the consistent implementation of this policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of this policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, developing positive behaviour for learning, and implementing the rewards and sanctions system consistently.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of behaviour and they will be actively encouraged to raise with the school any issues arising from the operation of this policy.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school Behaviour Policy and its procedures, and the school's expectations which are contained in the Code of Conduct, through Year 7 induction, at the start of each academic year, in Form time and through assemblies.

Pupils will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

Extra support and induction will be provided for pupils who are in-year admissions.

Home-School Agreement

All parents/carers and pupils are expected to sign a Home-School Agreement at the beginning of each academic year in which the expectations and the responsibilities of each party are set out and agreed to. The agreement is signed on behalf of the school by the Form Tutor. The agreement is essential in maximising attainment and a sense of 'fullness of life' in each and every pupil.

The school will provide information for parents and carers on the school's Behaviour Policy, including any changes, through the school website, at Parent/Carer Evenings, and notices sent home intermittently. The school's Code of Conduct is published in the pPupil Planner and is outlined to every pupil at the beginning of each academic year, as well as through assemblies. The Parent Code of Conduct is accessible on the school website for all parents to read.

The School Code of Conduct

The school works hard to ensure expectations are communicated consistently at all times. Our expectations of pupils are clearly explained in the school's Code of Conduct.

An orderly, disciplined environment is one in which the best teaching and learning can take place. It is also the environment which best promotes and sustains our Catholic ethos. The Code of Conduct aims to:

- Uphold the Catholic nature of the school;
- Enhance and maintain the Catholic community spirit;
- Show this in pupils' behaviour and attitude around the school;
- Ensure the pupils' behaviour and attitude supports effective teaching and learning.

The Code of Conduct covers attendance on school trips and travelling to and from school.

All pupils and parents/carers are supplied with this Code of Conduct on entry to the school through the pupil Planner. All staff, through the induction programme and the staff handbook, are given a copy of the Code of Conduct. The Code of Conduct is published on the school's website.

In order to create positive behaviour for learning, all pupils are expected to abide by the Code of Conduct. This is taught to all new pupils, is revisited at the beginning of each academic year (and every half-term), and regularly throughout our Form sessions and Behaviour Curriculum.

Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (for example, school trips);
- Travelling to or from school;
- Wearing school uniform;
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil 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 pupil;
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (for example, on a school trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

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

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Assistant Headteacher in charge of behaviour or a member of the pastoral team will make the report.

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

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a simultaneous report to Social Care/Family Services, if appropriate.

A responsible adult will need to be present for a police interview unless the pupil specifically requests to disclose to an officer alone.

Behaviour Curriculum

All Saints Catholic College pupils are exceptional in the way they behave and respond positively to being given responsibility.

As part of our Behaviour Curriculum, the school teaches pupils what exemplary behaviour looks like at All Saints Catholic College. For example:

- Having positive relationships with others, being polite and kind with our words, for example saying good morning to teachers around school or when they enter their classroom;
- Walking in a calm and orderly manner around school;
- Getting to their lessons on time, and walking with pace and purpose;
- Welcoming all guests to the school, greeting them and holding doors open;
- Demonstrating “SAINT” behaviour within the classroom; sitting up straight, asking questions, involving themselves, nodding for understanding, and tracking the teacher;

- Looking after the school community for example tidying up after themselves and picking up litter.

Pupils are explicitly taught the Behaviour Curriculum throughout the year during Form time.

School Systems and Routines for Staff

Staff will demonstrate and teach excellent behaviour through the routines embedded into the school day.

These include, but are not limited to:

- Pupils line up in silence in the morning, after break and after school to ensure a calm and orderly start to lessons without disruption to learning;
- Teachers will be out on corridors guiding pupils to move quickly and quietly to their lessons;
- Pupils will line up outside of their classrooms and be greeted by the teacher;
- Teachers will greet their class at the classroom door, to ensure calm entry to the classroom;
- Teachers will each have their own routines upon entering class. This may be standing in silence whilst getting out equipment or asking pupils to complete a 'Do Now' activity upon entry;
- Pupils will follow the "SAINT" behaviour in class, as outlined above.

Uniform List

There is an automatic lunchtime detention (X) for any uniform, make-up or jewellery infringement. For further guidance please see the school's uniform list as published in the Code of Conduct. Persistent failure to meet expectations of uniform may lead to further sanctions.

Rewards and Sanctions

Where pupil behaviour needs to be modified the school believes that sanctions alone will not be successful. Therefore, a clear, consistent and pupil-focused rewards and sanctions system has been developed at the school, which teachers will use in the classroom and around the school:

- Exemplary behaviour in lessons results in a pupil being issued with a * (Star/Achievement Point);
- Exemplary behaviour outside of lessons, will be acknowledged by issuing a **Servire* (Service);
- Poor behaviour will result in a pupil being issued with an X;
- A lack of homework will result in a pupil being issued with an XPW;
- An XPW will result in a one-hour detention the following school day;
- An X will result in a lunchtime detention the following day and may warrant an additional after school detention depending on the level of misbehaviour;
- Multiple sanctions in any given week will incur further sanctions including Head of Key Stage (Friday) and Senior Leader (Saturday) detentions;
- Lateness to school or lessons will not be tolerated. Pupils will be issued with an X if they are late to lessons. Pupils will be issued a same-day, one-hour after school detention for lateness to school.

The school also teaches pupils what poor behaviour looks like and the consequences of this. Low-level behaviour which may be sanctioned with an X includes, but is not limited to:

- Lack of effort;
- Minor disruption;
- Lack of equipment;
- Eating/drinking in lessons;
- Being late for lessons or loitering in between lessons;
- Loitering in the local area;
- Persistent breaches of the uniform policy.

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a fixed period of time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal from lessons is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive;
- Maintain the safety of all pupils;
- Allow the disruptive pupil to continue their learning in a managed environment;
- Allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by the Behaviour Manager, or another member of the Pastoral Team/Senior Leadership Team.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. This may include restorative conversations/meetings with members of staff.

Parents will be informed on the same day that their child is removed from the classroom.

Certain behaviours will result in Internal Exclusion or Fixed-Term Suspension from school, including but not limited to:

- Open defiance or repeatedly failing to follow instructions from staff;
- Persistent deliberate disruption of teaching and learning;
- Inappropriate language towards a teacher (including 'kissing of teeth');
- Persistent failure to wear the correct uniform;
- Sexual harassment;
- Language which is deemed hurtful, threatening or discriminatory;
- Bullying (verbal, physical, cyber, indirect);
- Vandalism or wilful damage of school property or that of another pupil;
- Littering or throwing water.

Fixed-Term Suspensions

The school will use Fixed-Term Suspension and/or Permanent Exclusion in response to serious incidents or persistent poor behaviour that has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only in the last resort.

The Headteacher may suspend a pupil (Fixed-Term Suspension) for up to 45 school days in a school year. For the first five days of any suspension, it is the responsibility of the parent/carer to provide care and supervision for their child. After the fifth day the school will make provision for the pupil. The school has in place procedures to ensure that parents/carers are kept fully informed throughout this process and that any vulnerable child remains safe.

Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings;
- Daily contact with their Head of Year and the Pastoral Team;
- Behaviour Support Plan;
- Pastoral Support Plan;
- Behaviour mentoring;

Permanent Exclusion

Permanent exclusion is a last resort at All Saints Catholic College and all steps are taken to avoid this.

However, involvement with drugs (possession, handling, concealing, using or dealing), offensive weapons (any items, made or adapted, for causing or intending to cause injury or which may cause injury), using or threatening to use weapons either on the school site, while travelling to and from school or during school holidays, extreme acts of violence/assaults (including sexual assaults/setting off fireworks) and the threat of such assaults either on the school site, whilst travelling to and from school or during school holidays, criminal acts, serious/persistent bullying, and persistent lack of co-operation will result in permanent exclusion from the school.

All exclusions are made in line with the Department for Education's 'Exclusion from Maintained Schools' guidance (as amended).

Transition

Inducting Incoming Pupils

All pupils receive comprehensive support on induction to All Saints and are made aware of expectations around the Behaviour Curriculum. This support includes:

- Staff liaise with all primary schools to ensure that any key information to support transition (such as behaviour concerns, SEND needs, and safeguarding issues) are highlighted before pupils join the school. This allows for the school to put into place any appropriate transition support, particularly for pupils with additional needs;
- All new pupils are taught the key principles of the school's Behaviour Curriculum, when given their planners and in initial contact meetings (for casual admissions): this ensures all new families and pupils are aware of the expectations;
- This is again reiterated during Form time throughout the term and always upon return after a school holiday;
- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behavioural issues may be transferred to relevant staff at the start of the term or year.

Targeted Interventions (to Support Pupils who Repeatedly Fail to Meet Expectations)

Although sanctions will be imposed as detailed in the Code of Conduct where pupils fail to behave appropriately, the school will also seek to support pupils through carefully tailored interventions. These might include (but not always and not limited to):

- Form Tutor monitoring;
- Moving Form groups or class groupings;
- Departmental (Subject) Report;
- Behaviour Support Plan;
- Pastoral Support Plan;
- Peer Mentoring;
- Inclusion Assistant Support;
- Counsellor;
- Educational Therapist Support;
- Managed Move to another school;
- Alternative Provision (educated off-site);
- Referral to the school's Pastoral Sub-Committee to discuss concerns and consider the most appropriate support moving forward.

The school works positively with pupils and their parents and carers to ensure the needs of all pupils are met. In more challenging circumstances, it may be necessary to utilise the support of specific external support agencies. These include:

- Early Help Service;
- Social/Family Services;
- Educational Psychologist;
- Children and Adolescent Mental Health Service (CAMHS).

Pupils with Special Educational Needs and/or Disabilities (SEND)

The school recognises that pupils' behaviour may be impacted by a Special Educational Need and/or Disability (SEND).

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

When dealing with misbehaviour from pupils with additional needs, especially where their need affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#));
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#));
- If a pupil has an Education, Health and Care Plan (EHCP), 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 to prevent these from occurring.

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

The school will take into account the pupil's needs and the context of the situation. They will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENDCo) may evaluate a pupil 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 other professionals to identify or support specific needs.

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

Pupils with an Education, Health & Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies to do this.

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an Emergency Review of the EHCP.

Email address: SEN@rbkc.gov.uk.

Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with Senior Leaders and parents, if appropriate.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. This includes members of the Senior Leadership Team and/or Pastoral Team. Other designated members of staff can be used to support searches.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, 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 pupil 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 pupil; 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 Headteacher, Designated Safeguarding Lead (or Deputy) or Pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

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 pupils or staff at risk;
- Consider whether the search would pose a safeguarding risk to the pupil;
- Explain to the pupil why they are being searched;
- Explain to the pupil what a search entails – for example, '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 pupil the opportunity to ask questions;

- Seek the pupil's co-operation.

If the pupil refuses to agree to 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 the Headteacher, the Designated Safeguarding Lead (or the Deputy Safeguarding Lead) to try and determine why the pupil is refusing to comply.

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

The authorised member of staff may use a metal detector to assist with the search.

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

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt);
- Hats, scarves, gloves, shoes, boots;
- Searching pupils' possessions;
 - Possessions means any items that the pupil has or appears to have control of, including:
 - Desks
 - Lockers
 - Bags

➤ A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3, Searching, screening and confiscation: advice for schools 2022) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil 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 the Designated Safeguarding Lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3, Searching, screening and confiscation: advice for schools 2022 or
- If they believe that a search has revealed a safeguarding risk.
- All searches for prohibited items (listed in section 3, Searching, screening and confiscation: advice for schools 2022), 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 in section 3, Searching, screening and confiscation: advice for schools 2022). 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 pupil 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 policy and speak to the Designated Safeguarding Lead. The DSL will consider if pastoral support, an Early Help referral and intervention or a referral to children's Social Care/Family Services 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 pupil'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 pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil 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 pupil's parents to inform them that the police are going to strip search the pupil before a strip search takes place, and ask them if they would like to come into school to act as the pupil'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 pupil'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 pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

- The pupil 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 pupil's decision, and it will be signed by the appropriate adult.

No more than two people (other than the pupil 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 pupil;
- Not be a police officer or otherwise associated with the police;
- Not be the Headteacher;
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil 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 pupil could be seen by anyone else.

Care After a Strip Search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil 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 pupil 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 policy and speak to the DSL. The DSL will consider if, in addition to pastoral support, an Early Help referral and intervention or a referral to children's Social Care/Family Services is appropriate.

Any pupils who have been strip searched more than once and groups of pupils 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.

Guidance on Restrictive Physical Intervention at All Saints Catholic College

The 'Restrictive Interventions, including use of reasonable force, in schools: Guidance for schools in England' (DfE, updated April 2026) allows all teachers to use reasonable force. There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation (DfE, 2026).

Restrictive intervention is defined as a means to prevent, restrict or subdue movement of the body, or part of the body, of a pupil. Seclusion is also defined as a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by a physical obstruction, blocking, or making them believe they will be punished if they try to leave.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing injury to themselves or others;
- Causing damage to property;
- Causing disruption to good order and discipline;
- Committing a criminal offence;

Incidents of restrictive intervention must:

- Always be used as a last resort when reasonable alternatives have been exhausted;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

Risk Assessments

Where there is an identified risk to an individual pupil, such as increased likelihood of the need to use reasonable force and/or other restrictive interventions, that pupil should have a risk assessment in place and, where possible, mitigate risks through prevention and training strategies.

Recording and Reporting

All incidents involving restrictive intervention, including the use of seclusion and non-force related restraint, will be recorded in writing as soon as practicable after the incident (even if RPI is part of the pupil's plan) and must be reported to parents/carers within a reasonable timeframe. Records will include the nature of the incident, rationale for intervention, and actions taken.

The exception to this is the requirement where "it appears to the staff member that doing so would likely result in serious harm to the pupil" (DfE, 2026).

Risk Assessments

The school recognises that restrictive interventions carry risks. Following any incident, the pupil will be supported to recover and reflect, staff involved will be debriefed and incidents will be reviewed to reduce future risk. Where appropriate, safeguarding procedures will be followed.

Training

The Headteacher will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy. The Assistant Headteacher (Pastoral) will be responsible for developing INSET opportunities through the school's internal CPD programme. Training opportunities are developed by the Assistant Headteacher (SENDCo) to support staff with specific learning needs and how best to approach these within the classroom setting.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Our Child Protection and Safeguarding policy can be found on our school website.

Child-Child Abuse

All Saints Catholic College works to ensure that all our pupils grow up in an environment where incidents of child-child abuse are unlikely to take place. However, we cannot be complacent and will never take the view that this would not happen in our community.

We will ensure that we:

- Have a zero-tolerance approach to sexual violence and sexual harassment;
- Create a culture where any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images is challenged and sanctioned;
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensure pupils are able to easily and confidently report abuse using our reporting systems;
- Ensure staff reassure victims that they are being taken seriously.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. 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.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help

- Refer to children’s social care
- Report to the police.

Youth-Produced Sexual Imagery (previously known as ‘Sexting’)

The term sexting is now replaced by ‘Youth-Produced Sexual imagery’, covering both still photos and moving videos. The school takes seriously all accusations relating to youth-produced sexual imagery within the school. We will deal firmly with such behaviour in a way that reflects our commitment to equality and justice for all. Pupils must abide by Government guidance as referenced in the Code of Conduct.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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 (LADO), where relevant, will consider whether the pupil 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/Family Services may be appropriate.

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

Our Child Protection and Safeguarding policy can be found on the school website.

Anti-Bullying

The school takes seriously all accusations of bullying within the school. We will deal firmly with behaviour that constitutes bullying in a way that reflects our commitment to equality and justice for all. Pupils must abide by the terms of the school’s Anti Bullying Policy which can be found on the School’s website.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Data Management

The prompt and accurate recording of incidents is considered particularly important to the effectiveness of the school's Behaviour Policy. We ensure:

- All staff are acutely aware of the need for timeliness, accuracy and detail when reporting and recording behaviour incidents;
- The school maintains accurate records of all behaviour incidents and actions taken;
- The school records and reports details of searches, pupil restraint and incidents of a bullying or racist nature in accordance with its statutory duties;
- The school uses an electronic database to record the application of rewards and sanctions to enable forensic analysis of trends amongst key groups of pupils.