



Ferndown
Middle School

CASTLEMAN ACADEMY TRUST

POLICY:

Behaviour

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Ferndown Middle School

Behaviour Policy

Ferndown Middle School believes that all pupils should be empowered to achieve in all areas of school life, be treated with respect and treat others the way they wish to be treated. We want them to enjoy school life. We are therefore committed to providing a caring and safe environment for all our pupils so they can learn in an atmosphere of mutual respect for each other's views and approaches to life and feel happy, safe and secure.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs or Disabilities (SEND).

This policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that if a pupil chooses to behave in a way that stops either themselves or others learning or breaks the school ethos of mutual respect amongst all its members, all staff, pupils and parents/carers have a clear understanding of the procedures and sanctions that will be applied.

This policy has been written in line with the following guidance:

- DfE Behaviour & Discipline in Schools; Guidance for Governing Bodies
- DfE Behaviour & Discipline in Schools; Guidance for Headteachers and School Staff
- DfE Statutory Guidance on School Exclusions
- DfE School Discipline Regulations
- DfE Behaviour & Discipline in schools: Advice for Headteachers and School Staff

It should also be read in conjunction with the School's Teaching and Learning policy, Anti Bullying Policy, Equal Opportunities policy and SEND Policy.

Our Aim

We want every member of the school community to feel valued and respected, and that each person is treated fairly and well. Our staff, governors and all who work with the school aim to fully develop each pupil's personality and potential, create an effective learning environment and promote inclusion and equality of opportunity, whilst promoting British values, preparing them for life in modern Britain.

The overarching school rule of "Treat others as you wish to be treated" underpins all behaviour. We are a caring community, and all our decisions and actions are based on the school values of ambitious individuals, curious learners and kind citizens. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way.

At Ferndown Middle School we have pupils and staff who respect one another and respond well to the problems others are experiencing. The school has a number of rules, but the primary aim of the behaviour policy is not to be a system to enforce rules. It is a means of promoting good relationships, so that everyone can work together with the common purpose of helping others to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It aims to help pupils grow in a safe and secure environment, and to become respectful, independent members of the school community.

The school expects **every** member of the school community to behave in a considerate way towards others at all times. When pupils do not adhere to the school rules, sanctions will be applied, which will take the form of a reflection time. It is impossible for the school to identify every situation where behaviour might fall short of our high expectations. Each situation will be analysed and acted on to ensure individuals learn from the event, hence making it less likely for the situation to arise again.

Positive and Negative Consequences

We strive to ensure that learning is engaging and purposeful to ensure behaviour issues are minimal (refer to the Teaching and Learning Policy). We firmly believe that if pupils are actively and purposefully engaged, they are less likely to misbehave. If the lessons are related to their own lives and the challenges set for them are appropriate, pupils will be motivated and enthusiastic to be involved in their day-to-day learning.

Through our teaching and learning, pupils are encouraged and expected to take responsibility for their behaviour. Through various methods, pupils are led to understand that our actions have consequences which can be both negative and positive – depending on behaviour.

Self-esteem is the personal picture we have of ourselves – our strengths and our limitations. This self-image is affected by all the positive or negative responses of the people with whom we come into contact. We all, pupils and staff, need to demonstrate respect for each other at all times and through this we can accept learning challenges and failure.

We promote positive behaviour through:

- Setting, modelling and promoting clear expectations and rules with pupils – in classrooms, around the school and in the community
- Absolute consistency amongst all staff in implementing School policies
- Understanding that pupils are valued as individuals
- Taking into account the individual needs of all pupils including those from vulnerable groups (for example, but not exclusively, Looked After Children (LAC), Pupil Premium, pupils with medical needs, those in families under stress, those with poor literacy skills and those at risk of exclusion)
- Ensuring the curriculum is appropriate for each individual pupil
- High quality teaching and learning using a variety of teaching styles and methods
- Recognising achievement including the regular use of praise and a relevant and valued reward system, agreed by pupils and staff
- Target setting and individual support programmes
- Assemblies
- Discussions with pupils
- All adults modelling the behaviour we want to encourage
- Whole Staff CPD to support Behaviour Management.

School Rules

Through the clear enforcement of simple rules and the rewarding of good work and behaviour we aim to create a positive environment where pupils and adults share a sense of belonging to the school community.

1. **Respect ourselves, others, the learning environment and the wider community.** The school actively teaches what we mean by "respect" and what it looks like in the school environment and the wider community.
2. **Ensure we are ready to learn.** All in school, both staff and pupils, will be prepared for lessons in terms of **resources**. Staff will strive to ensure that pupils are also emotionally prepared for lessons and are in a "State for Learning".
3. **Wear the correct uniform or clothing suitable to the task at hand.** Pupils are expected to wear school uniform at all times, except when a particular learning experience requires different clothing

(e.g. A trip to a river to explore geographical features).

4. **Behave in a safe manner to ensure our own and others' safety.** We are all responsible for behaving so that we are all safe. Behaviour that is unsafe will not be acceptable.
5. **Always do your best.** We are aware that at times we experience difficulties and it is difficult to engage in learning. However, the expectation is that we will always try our hardest to complete tasks, take part in activities and make the learning environment a safe and happy one to learn in.
6. **Follow policy with regard to mobile phones and other ICT.** ICT is a wonderful tool to help make us more effective in our daily lives, but must be used responsibly.

Rewards and Sanctions – the choices

Rewards system – House Points

House Points are awarded for a variety of positive behaviours these include positive contributions to lessons, good behaviour, good class work, good homework, good lunchtime behaviour, respectful behaviour and pro-active independent approach to their learning.

As House Points are collected virtually, via our Class Charts system, pupils will have a variety of rewards from which to choose from. House points can be redeemed for a prize at any time, providing the pupil has sufficient house points.

Sanctions – the strike system

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please see our Anti- Bullying Policy for further information and guidance.

Limiting low level persistent disruptive behaviour

There will always be pupils who choose to misbehave. One of the biggest barriers to learning is low level persistent disruptive behaviour. Examples of this type of behaviour are: shouting out, talking over others, non-learning discussions, being out of seat, being slow to start work, ignoring the instructions given, arriving without learning equipment.

Teachers will always use, in the first instance, their professional strategies to support disruptive behavior. These include:

- Set high expectations
- Ensure the work is appropriately planned for all pupils
- Adjust the seating plan
- Make sure all pupils are able to see and read the board
- Achieve eye-contact with a pupil very early on if poor behaviour being displayed
- Refer to the expectation
- Use a distraction technique (humour..) to defuse tension or confrontation
- Slip the name of a pupil into your talking or conversation
- Decide whether to tackle that pupil during the lesson or at the end
- Place yourself in an appropriate place in the room in relation the pupil
- Use subtle signals such as change of tone of voice, body language.

How the strike system is implemented

- All our delays and detentions are to be referred to as reflection time.
- A couple of verbal warnings given.
- Third time they are spoken to – name on the board - pupils will remain with that teacher for a brief restorative conversation regarding their behaviour. If this felt necessary.
- If the pupil needs to be spoken to again the pupil would receive a tick next to their name – this would result in a **reflection time**, to be carried out by the class teacher, who can have a restorative conversation with the child.
- Should the behavior still continue then that consequence can be increased to a longer reflection time, again preferably with the class teacher or in the detention room if that is not possible. However, the teacher who gave the reflection time must spend some time with the pupil during this time.
- The reflection time will consist of an appropriate activity, depending on the type of behavior seen and will last for as long as the activity needs to, up to a maximum of 30 minutes.
- Should a pupil not attend a reflection time, it will automatically be upgraded through the Class Charts system.

If poor behavior continues to be exhibited across multiple lessons or days, the following set of sanctions will be carried through:

- If behavior persists, then the class teacher will call home and alert parents to incidents of poor behavior. Parents will also be aware of any sanctions given as any behaviours logged on Class Charts will then automatically be communicated with parents.
- Should this not have the desired effect, the TLM will then speak to the child and if the poor behaviour does not stop, will phone parents. During this phone call an agreed strategy will be put in place, which can be a red report card. This card will last for up to 3 weeks, with the final week concentrating solely on the areas of real concern. This report card will be based virtually on Class Charts and both teachers and parents will have access to this.
- If the red report does not change the behavior then a meeting between the TLM and parents will take place where other sanctions, including after school detentions, will be discussed.

After school Detention – 1 hour – either when several incidents have been logged or if one extremely serious incident takes place. Class teachers and Year Leaders to monitor when detentions need to be given and ensure a phone call home has been made and if possible a meeting with the parents has been carried out before any implementation of an after school detention for a series of disruptive incidents.

Severity Clause: Sometimes, teachers have to act quickly and decisively to stop a pupil's disruptive behaviour. In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some way stopping the entire class from functioning calls for an immediate consequence that will remove the pupil from the classroom; in this instance a member of the Leadership Team will be sent for by calling for a Code A. The aim is always to return the child to the classroom, but the situation will be assessed and if deemed appropriate, opportunity will be given for the class teacher to speak to the child outside the room, whilst the member of the Leadership Team looks after the class. If the child cannot be returned to the classroom, they will sit in a designated area and a TLM or member of SLT will start some more focused work with that individual involved. All incidents will be recorded on the Class Charts system.

If a pupil needs to leave the room the pupil is **never** just sent to stand outside of the room, without direct adult supervision.

We will also return to our Tuesday morning meeting, during assembly time, where key children of concern will be discussed. The name of the child being discussed will be shared and relevant staff can attend.

Consistency between members of staff is very important.

We believe that co-operation between home and school is vital if pupils are to develop into responsible adults. Our Class charts system ensures that all positive rewards and negative reflections added to the system are automatically shared with parents.

Where a pupil shows consistent difficulty with aspects of behavior, a behaviour plan will be drawn up by the TLM on Provision Map (Edukey). This may include counselling, support groups or special arrangements for lessons or break times.

Prepared for Learning Expectations

We are in pursuit of the highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all.

The most effective learning takes place when there is effective teaching in a well-managed environment. We know the environment encourages learning if it is calm, happy and safe for all. The development and maintenance of positive attitudes to learning rests with the teacher, but is also the responsibility of pupils themselves. Building on this, is the obvious need for self-organisation, an area that pupils can often find challenging.

At the start of the year and throughout the year, all pupils at Ferndown Middle are reminded about what is needed for learning. The purpose of this is to help pupils with their organisation and build their independence, ready for their transition to the Upper School. We have high expectations for all and expect our children to arrive promptly, bringing the correct equipment and wearing full uniform with pride.

Playground supervision

All staff are responsible for the health, safety and welfare of all pupils on site. Breaks should allow pupils the freedom to make their own decisions about who to be with and what to do. Staff support and encourage pupils by:

- being positive and friendly
- looking out for any pupil who has difficulty with social relationships and finding opportunities for them to join in constructively
- sharing ideas for games and helping pupils learn new skills
- intervening if any activity is likely to harm or hurt anyone

Pupils who are preventing others from having an enjoyable break will be asked to complete a short reflection time.

Exclusions

The school views exclusion as a last resort. It usually occurs only in extreme cases where behaviour of pupils directly affects the health and safety of themselves or others. Before making a decision to exclude, the school will ensure that a thorough investigation has been carried out, including allowing the pupil to give their version of the events, seeking any witness statements and considering any evidence of provocation. Any record of previous misdemeanours may be taken into consideration.

No pupil will be sent off site before the end of the day unless contact has been established with

parents/carers/nominated responsible adult. In the event of contact not being made, the pupil must remain on site, withdrawn from class until the end of the normal school day. At the point of exclusion, a letter will be sent home via first class post (and email if the responsible adult has an email address), stating the reason for the exclusion. Telephone contact will be made with the parents/carers of the student informing them of the exclusion. All exclusions will be recorded centrally in the School Exclusion Record on SIMS. The Chair of Governors will be informed of all exclusions, both fixed term and permanent on a monthly basis.

The exclusion will be enforced after investigating the circumstances of an event or on an immediate basis. The decision to exclude is at the discretion Headteacher or Executive Head Teacher.

Exclusion may take one of three forms:

- **Internal exclusion** – the decision to follow this course of action and to determine its duration will be taken by the TLM or a member of the Senior Leadership Team. The pupil will be removed from a whole class teaching environment and, although following their normal daily curriculum, be required to work on their own under close supervision.
- **Fixed term suspension** – the decision to follow this course of action and determine its duration will be taken by the Headteacher, in the Head teacher's absence, a member of the Senior Leadership Team. Any action taken will adhere to the Dorset's policy. Parents/carers will be contacted immediately and required to withdraw the pupil from the school premises, at which point the pupil becomes the responsibility of their parents/carers. An excluded pupil must not be present in a public place during school hours. The school will provide work for the period of the exclusion. On the pupil's return to school a reintegration meeting will be held with the TLM /member of the SLT to discuss how best to manage the pupil's return to school and establish a behaviour contract.
- **Permanent exclusion** – this is the school's ultimate sanction. Parents will be fully involved in the process. Pupils face permanent exclusion when their behaviour constitutes a serious breach of school rules and/or is considered a significant threat to the health and safety of themselves or others.

See Appendix 1 for further details and guidance on suspensions and exclusions.

Restraint

In extreme cases where physical danger to self or others seems likely it may be necessary to restrain a pupil. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain pupil or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils. Pupils will always be advised of the steps to be taken before and during any restraint and a 'cooling off' period will be applied. This may take the form of an internal or external exclusion.

Review and Monitoring

Sanction systems are reviewed regularly. Pastoral team meetings, which include Senior Leadership Team/TLM, review and discuss behaviour management on a half termly basis.

Working with Parents as Partners

Parenting is a difficult and vulnerable task. Parents/carers play a crucial role in enhancing pupils' self-esteem. Every parent/carer has the right to hear regular "good news" about pupils.

We regularly invite families in to celebrate learning. This is done in a variety of ways. Families can enjoy a range of displays, presentations, art galleries, drama, music and dance. Pupils thoroughly enjoy sharing their learning with their families and as such, present a very positive outlook.

We will strive to ensure pupils receive consistent messages about how to behave at home and at school. We would expect parents/carers to support the school in their expectations too. We expect parents/carers to support pupil's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers as soon as possible if we have concerns about a pupil's welfare or behaviour.

Parents/carers should support the school in applying sanctions, if necessary. If parents/carers have any concern about the way pupils has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the TLM, Assistant Headteacher, or Headteacher. As per the school's Complaints Policy, if parents are still not satisfied, they should contact the Chair of Governors at the school.

The role of the Class Teacher

It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Class Teachers in our school have high expectations of pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

The Class Teacher treats each pupil fairly and enforces the behaviour policy. The teacher treats all pupils in their class with respect and understanding.

If a pupil misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents on Class charts, our online system where all rewards and reflections are recorded. If misbehaviour continues, the Class Teacher will seek help and advice from the TLM, Assistant Headteacher or the Headteacher.

The Class Teacher liaises with external agencies, as necessary, to support and guide the progress of each pupil.

The Class Teacher reports to parents/carers about the progress of each pupil in their class, in line with the whole-school policy. The Class Teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher ensures that records are kept of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil (see Exclusion guidance – Appendix 1).

The role of Governors

The School Standards Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Behaviour Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, reporting to the School Standards Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Class Teacher records minor classroom incidents. If there is a minor incident at lunchtime, our MDSAs give written details of these and they are passed onto class teachers initially.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the School Standards Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.

Appendix 1

GUIDANCE ON SUSPENSION - DfE

For the vast majority of pupils, suspensions and permanent exclusion may not be necessary, and their behaviour can be managed by the strategies in our behaviour policy. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusion will be necessary. This is to ensure that pupils are protected from disruption and can learn in safe, calm and supportive environments.

Suspension Period of five days or less

When a child is suspended from school, work will be set and marked by the school. The responsibility for this rests with TLM to collect work and Class Teachers to mark work. All discussions with parents/carers will be recorded on Edukey.

Where a pupil is causing concern and may have had a number of suspensions, a Behaviour Plan (PSP) and Risk Assessment will be completed. The parents/carers may wish to make a written representation to the Chair of the Governor Panel about a suspension. A parent/carer wishing to make representation should do so in writing within 5 school days of the date of notification via recorded delivery. If the suspension is 6 days or less within the one term, the Chair of the Governor Panel has discretion as to whether to call a meeting or not. The chair of the panel will respond in writing to the parent and a copy of the response will be on the child's file. The chair has the power to consider the reinstatement of the pupil following the governor guidance.

Suspension of more than 5 and less than 16 days in any one term

For a suspension (or series of suspensions) of more than 5 days but not more than 16 days in any one term, If parents/carers request a meeting with governors, within 5 days of receiving the notification of the suspension that takes the child beyond 5 days suspension, the governors must hold the meeting within 50 school days of the governors' receiving notification of the suspension. The parents/carers and the school will be invited to present evidence to the governors challenging the decision to impose a suspension. Governors will make a decision, which will be provided via the Clerk to the Schools Standards Board in writing to the parents/carers and posted within 5 school days after the meeting.

If parents/carers do not request a governing board meeting, the governing board is not required to consider the suspension but does have the power to consider the reinstatement of the pupil, following the governor guidance.

Off-site provision

When a pupil is suspended for six or more days, it starts with a home based exclusion of 5 days. The school will provide off-site provision from the 6th day of exclusion onwards. The provision will be arranged by the school. The pupil will be expected to report to a named member of staff at the start of the school day, where they will be provided with appropriate work and supervised to complete the tasks set. The parents/carers will be contacted and informed of the provision being made. Permission for the pupil to attend off site provision will be sought verbally and the pupil will be expected to bring a signed agreement to the named member of staff the following morning.

All suspended pupils will be put on Report on their re-admittance to the school. This programme is intended to ensure the positive re-integration of the pupil into the life of the school and improve behaviour.

Permanent Exclusion

The decision to permanently exclude a student will be taken in response to a serious breach, or persistent breaches, of this policy, and where allowing a student to remain in the school would seriously harm the education or welfare of the pupil and/ or others in the School.

Only the Headteacher shall have the discretionary power to permanently exclude any pupil after consultation with the Chair of the Schools Standards Board. In exceptional circumstances, the Headteacher may decide to take this course of action without the pupil having had any previous suspensions.

For example:

- Possession, using or supplying of drugs, including medicines or alcohol
 - Serious and ongoing bullying or racist behaviour
 - Abuse against sexual orientation and gender reassignment
 - Being in possession of an offensive weapon
 - Serious actual or threatened violence against another student or a member of staff
 - Sexual or indecent assault
 - Extremely serious damage to school property or building
 - Any pupil found smoking anywhere on the school site, and on school trips, camps etc, a first offence will incur a one-day exclusion, and a second offence may lead to permanent exclusion
 - Persistent high levels of defiance or misbehaviour, in breach of the school's policies and ethos
- This list is not exhaustive.

When a pupil's behaviour record shows persistently high levels of misbehaviour, the school will work fully with the pupil, parents/carers and external agencies to prevent a decision on a permanent exclusion from occurring. This can take the form of:

- Behaviour Plan and Risk Assessment being put in place with appropriate mentor support, external agency support
- Managed move procedure being investigated
- Investigating alternative curriculum provision models, either full time or part time, on a temporary short term or long term basis, that might be more appropriate for the pupil's needs. This will lead to subsequent and structure re-integration of the pupil back into the life of the school.

For permanent exclusion, the Governor Panel should meet within 15 days of notification of the permanent exclusion. The School Standards Board will follow the required procedures as set out in the DfE - Suspension and Permanent exclusion from maintained, academies and pupil referral units in England, pages 35- 44. All relevant information and guidance will be supplied to parents/carers as required, by the clerk to the Schools Standard Board.

Appendix 2

GUIDANCE ON SEARCHING PUPILS

Searching with consent

Schools' common law powers to search: School staff can search pupils **with their consent** for any item.

1. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
2. Our Behaviour policy and occasional updates to parents/carers and pupils indicate what items are banned.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's Behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent – What the law says:

What can be searched for:

1. Knives or weapons, alcohol, illegal drugs and stolen items;
2. Tobacco and cigarette papers, fireworks and pornographic images;
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
4. Any item banned by the school rules which has also been identified in the rules as an item which may be searched for.

The Headteacher and those staff authorised by the Headteacher have a statutory power to search pupils without consent. School staff can seize and confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Parents/carers will be informed when this happens. In the case of weapons we will call the police to carry out the search if any reluctance or resistance to co-operate from the pupil is encountered. In other cases we will seek to be as effective and discreet as possible by using the following guidelines:

1. She/he will be invited to hand over any suspected items or have a parent/carer or police attend if they choose not to comply. There may be circumstances when school staff will call the police for assistance if they consider it is appropriate.
2. Searches will be conducted with two or more members of staff present
3. Unless there are exceptional circumstances or an emergency, both members of staff will be the same gender as the pupil and the process will be conducted in a dignified manner.
4. Intimate body searches will not be conducted

Under Article 8 of the European Convention on Human Rights, pupils have the right to expect a reasonable level of personal privacy.

The strategies outlined above are the school's practical response to its philosophy of inclusion.