

Mersey Park Primary



SEMH, Behaviour and Restrictive Interventions Policy



Updated

April 2026

Date for Review

September 2027



Rights Respecting School: Article 28

Every child has the right to an education and discipline in schools must respect children's dignity

BE NICE, WORK HARD, NEVER GIVE UP

At Mersey Park we endeavour to provide the most effective and efficient education that we can in a warm, respectful and caring atmosphere. It is our aim to develop in all our children the desire to learn and the ability to apply their knowledge. At the same time, we want to help each child to attain the social awareness, self-management, responsible decision-making and relationship skills necessary for a full and happy life.

Through active learning experiences and subsequent understanding, we wish to cultivate in all our children not only an appreciation of the need to learn, but also a pride in themselves and their work, respect for their surroundings and good relationships with others at home, school and the wider community.

Aims

1. Through the use of positive reinforcement, create an ethos of good behaviour and trusting relationships in school that fully embraces our core values of 'Be Nice, Work Hard, Never Give Up'. This will ensure that children are happy, secure, safe and achieving to their full potential.
2. To encourage a positive culture where effort, hard work and good behaviour are recognised and rewarded (Mersey Park Mindset).
3. To build a school community which values kindness, care, good humour, good temper and empathy for others.
4. To help children lead disciplined lives and to understand that good citizenship is based upon positive relationships and good behaviour.
5. To minimise misbehaviour and reduce the possibility of confrontation by creating a consistent, positive structure where all are treated fairly and shown respect.
6. To ensure that pupils, teachers and parents have a clear understanding of the rewards for positive behaviour and the consequences of misbehaviour.
7. To create an ethos where bullying is not tolerated or accepted by any members of the school community.

Equal Opportunities

The policy is implemented equally to all members of the school pupil population, regardless of gender, nationality or disability. It is important that all pastoral issues relating to individual pupils are taken into consideration (Refer to section 'Social, Emotional and Mental Health Support').

Social, Emotional and Mental Health Support

Shift from 'What is wrong with you?' to 'What has happened to you?'

The majority of our pupils are able to maintain appropriate behaviours and emotional regulation. However, in some circumstances, a small number of our children will need a more individualised approach to enable them to overcome traumatic stress, develop emotional regulation and be able to cope in every day social interactions and more challenging situations. Dealing with vulnerable and traumatised children inappropriately will lead to further trauma and reinforce dysfunctional behaviour patterns. Therefore, some children will require an individualised approach based on their needs and circumstances. This will include boundaries and personalised consequences that may not reflect the behaviour expectations and outcomes for others.

Examples of conditions and experiences that could lead to increased traumatic stress, behaviour barriers or emotional dysregulation:

1. Children with neurological developmental conditions –
 - Attention Deficit (Hyperactive) Disorder
 - Autism
 - Learning Disabilities

2. Children who have experienced Adverse Childhood Experiences (ACEs)
ACEs include, but are not limited to:
 - Child abuse (emotional, physical, sexual)
 - Child neglect (emotional, physical)
 - Parent or household mental illness
 - Parent or household substance misuse/alcoholism
 - Witnessing domestic violence
 - Parent or family member in jail
 - Parent separation or divorce
 - Death of parent or sibling

Staff need to be aware of all children under their care who have experienced ACEs as trauma may not show straight away, for example a delayed reaction to abuse or neglect.

When it becomes apparent that a child is experiencing difficulties adhering to the Mersey Park behaviour expectations, a dialogue between home and school will be established. If the classroom support does not result in a reduction in traumatic stress levels, support will move to a more formalised stage.

Staff Responsibilities

We understand that:

- Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication, and not all behaviours are a matter of choice or within a child's control.
- Children with difficulties maintaining appropriate behaviour responses need to be regarded as vulnerable rather than troublesome.
- Behaviour should always be dealt with privately and not in a way that leads to shaming or humiliation.
- Strong adult-led relationships between staff, children and parents/carers are key.
- Focusing on feelings and emotions through an empathetic and non-judgmental attitude towards the behaviour that the child is displaying is imperative.
- Parent/carer engagement and involvement is crucial when addressing and planning support for a child's SEMH needs.

As a staff we:

- I. empathise, validate and label emotions through a narrative or translation of the emotional experience (creating cognitive links to re-wire thinking).

I can see that you get angry when this..... happens.

I would feel angry if that happened to me.

It is normal to feel like that.

- recognise that emotions are natural and normal and not always a matter of choice.
- recognise behaviour as a form of communication.

- II. develop positive relationships and an understanding of the child's emotional needs and triggers that can be avoided.

- Instil acceptable behaviour boundaries.

You can scream and shout, but you cannot throw the chair.

- Problem solve or repair relationships with the child.
- Explore the feelings, behaviour and incident.
- Scaffold alternative ideas and actions that would have been more appropriate to the situation.

Scaffolding is to prepare, plan and empower children to take responsibility

for their own self-regulation in difficult situations

Arrangements and Procedures

Whole School

Our core values for staff and pupils alike are 'Be Nice, Work Hard, Never Give Up'. These shape the very basis of all that we do in school and are displayed prominently around school. We ensure that these values are woven throughout our curriculum. Children participate in regular planned activities which allow them to develop a strong, value-based ethos, for example Jigsaw (PSHE), Philosophy for Children (P4C) and No Outsiders.

School recognises the importance of staff education and awareness. As a result, all staff participate in training that reflects the latest research around children's behaviours. This has included comprehensive training on Attention Deficit Hyperactivity Disorder (ADHD) and its co-morbidity and Adverse Childhood Experiences (ACEs). When new to school, staff are provided with a detailed induction, ensuring they understand the values and ethos of Mersey Park Primary School. The school Pupil Mentor has also completed a range of training opportunities, including exploring social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem and counselling skills, such as solution focused and friendship. The myHappyMind neuroscience programme is taught across school and spaces are clearly identified in classes and around school.

We endeavour to meet the basic physiological and emotional needs (Maslow's Hierarchy) of all children through:

- Consistently demonstrating that we care, can be trusted and are emotionally available, as positive relationships are vital for brain development and therefore learning.
- Understanding our relationships with children involve an unequal distribution of power and responsibility. Therefore, the adult is responsible for relating, repairing and restoration of the relationship.
- Understanding adult communication with children is key to raising self-esteem. Adults must be very aware of body language, facial expression and tone of voice when talking to children, especially if the child is distressed.
- Always modelling emotionally literate ways of behaviour. Harsh voices, shouting, criticisms, angry faces and body language only serve to create fear and stress and have been proven to be psychologically and neurologically damaging.
- Regardless of causal factors, the adult's responsibility is to create an optimal learning environment for every child.
- Recognising that if children have no other option, they will quickly move into flight/flight/freeze or flop mode, and this is the only option available to them in this moment.
- Teaching explicitly prosocial behaviour and emotional regulation across school – myHappyMind;
- Understanding strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.
- Acknowledging that taking responsibility for our actions can only be done when we are in a calm state.
- Supporting children who may not be able to read social cues or deal with strong emotions.

Classroom

We adhere to the principle that 'prevention is better than cure.' Well-organised classrooms with appropriately differentiated and stimulating activities promote appropriate standards of behaviour.

Each classroom clearly displays the core values and age-appropriate examples of associated behaviours ('Behaviour Curriculum'). Ground rules for each classroom are established with the children at the beginning of the new school year. These are reinforced and evaluated regularly and link with the whole school values.

Classroom routines are established annually and are reinforced and evaluated regularly with the children. These include routines for instances of wet playtime or wet lunchtime when the children are required to stay within the classroom and are under the supervision of a teacher, teaching assistant or mid-day supervisor.

Each teacher has the flexibility to employ an individual system of rewards and outcomes, within the broader framework of the whole school organisation, and to use as wide a range of rewards as possible to motivate children to manage behaviour within the classroom. It is essential that all adults within the class team adhere to the system and are consistent and fair.

During the handling of disputes, time is taken to listen to all parties involved to gain an accurate picture of what has happened and to ensure each child feels listened to. Wherever possible, staff will use restorative practice techniques to deal with issues. Any incidents are dealt with as soon as possible.

All classrooms have their own myHappymind resources. Children participate in myHappymind lessons and are given regular opportunities to engage in mindfulness activities, which include how to use breathing techniques to regulate emotions.

The classroom has a variety of resources. These could include:

- Emotion fans
- Mindfulness activities
- Timers
- Zones of Regulation

Meet and Greet

At the start of every school day, each child is initially greeted by a staff member at the school gate. Then each child is greeted at the classroom door by their class teacher. A range of greetings, for example personalised handshake, hug or dance, are displayed on the wall and each child chooses their greeting for that day.

This is an important part of our school day. It encourages positive relationships between staff and pupils, helps develop a family-like atmosphere and ensures every child has a positive start to their day in school.

Rewards

At all times, we aim to use positive reinforcement and praise as an effective means of;

- teaching and reinforcing appropriate patterns of behaviour.
- nurturing harmonious classroom relationships.
- boosting self-confidence and consequently promoting effective learning.

Wherever possible specific praise is used for example, 'I am pleased that you are sitting quietly waiting your turn,' rather than 'Good boy / girl'. Staff also follow a system of RiP and PiP (Reprimanding in Private, Praising in Public).

Positive praise is recorded on the Trackit Lights online recording system. Points are accumulated and certificates automatically generated when specific point totals have been reached. Other stickers, stamps, certificates, classroom teddy bears etc. are used to reward the achievements of individual pupils. Many of these instances are for behaviour related achievement.

Children who have displayed behaviour considered 'Over and Above' are rewarded with a ticket that is displayed in their classroom. During the weekly awards assembly, these children are presented with a special bag with a selection of 'goodies' to take home.

Awards Assembly

Every Friday afternoon we hold a special Awards Assembly where we come together as a school community to celebrate the successes of our children.

During assembly, class teachers present one star to a child in their class. The star represents the Mersey Park values. These are then displayed on the classroom door, with the child's name written clearly on the front. 'Star of the Week' and 'Over and Above' are also recorded on the Trackit Lights online recording system.

All children who have consistently applied our Mersey Park values throughout the week are provided with a raffle ticket, which is entered into a floor raffle. The winning child from each floor can choose a prize from a Mersey Park teddy bear, key ring or pencil case.

Good attendance is encouraged by the presentation of 'Daley' and 'Evie', our attendance bears, in assembly.

Managing Behaviour in the Foundation Stage

As soon as children enter our Foundation Stage the values of 'Be Nice, Work Hard, Never Give Up' are modelled and encouraged. Children demonstrating these values are rewarded in a variety of ways. The rewards for behaving well in school include the following:

- Praise.
- Stickers.
- Star of the Week.

Behaviour Outcomes

All classrooms clearly display our Mersey Park values. On the rare occasions these behaviour expectations are not adhered to, children are dealt with fairly, consistently and with understanding.

Children will always be warned if their behaviour is becoming unacceptable so that they can alter their behaviour. The warning could take the form of:

- a look.
- a verbal warning.
- or praise for someone modelling correct behaviour.

Behaviour not improving will result in the teacher recording the behaviour on the Trackit Lights online recording system. Unlike the recording of positive behaviours, this is recorded discreetly and away from public view.

Low level unacceptable behaviour could include repeated:

- calling out.
- purposefully distracting others.
- swinging on chairs.
- leaving seat during working time.

The more serious behaviours could include:

- refusing to complete work set.
- aggressive or violent behaviour of any sort.
- damaging furniture or property.
- arguing with an adult or answering back.

The less common unacceptable behaviours could include:

- leaving school without permission.
- use of unacceptable language aimed towards staff or pupils.
- continued refusal to carry out instructions.
- discussing school or members of staff in a derogatory manner.
- bullying, including cyberbullying, prejudice-based and discriminatory bullying.

Ensuring that our school is a pleasant and safe place for all is extremely important. As such, any form of bullying is something that is not tolerated with our school.

At Mersey Park, we feel strongly that outcomes should be decided on a case-by-case basis, taking into consideration the severity of the incident, the impact of the behaviour and the social, emotional and mental health needs of all involved.

Outcomes are therefore decided by the teacher involved and, if necessary, in consultation with the Senior Leadership Team.

These could include:

- phone call home.
- missing twenty-five minutes of lunchtime.
- missing all of lunchtime (Reflection Room).
- completing a school-based community service.
- being removed from class and working in another room for a set period.

When missing all of lunchtime, teachers will ensure children have a reasonable amount of time to eat, drink and use the toilet. Parents/carers will be contacted if a child is to miss all their lunchtime. A senior member of staff is always involved with high level negative behaviour.

In general, the class teacher will deal with negative behaviour, but if the child persists then he/she could be sent to another class for a period.

More serious incidents of unacceptable behaviour will result in an internal exclusion, usually lasting for one day. Parents will be informed on the day the decision has been taken to remove a pupil from their normal class. An internal exclusion may be issued for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- to allow the pupil to regain calm in a safe space.

All instances of negative behaviour are recorded on Trackit Lights and, if a more serious incident occurs, CPOMS. This is data regularly monitored and analysed to interrogate repeat patterns and ensure the effectiveness of all parts of our behaviour systems.

Behaviour outcomes usually last for no longer than two days. On very rare occasions, it may be decided to extend the duration of a sanction.

Teachers also have a specific legal power to impose detention outside school hours.

Following a sanction, the class teacher will always discuss with the pupil ways to improve their behaviour and meet the behaviour expectations of school. These could include:

- discussion with the pupil, explaining why what they did was wrong, the impact of their actions, how they could improve in the future and what could happen if their behaviour does not improve.
- a phone call home.
- inquiries into circumstances outside of school, including at home, conducted by the Safeguarding Team.
- considering whether the support for behaviour management being provided remains appropriate.

Individual Behaviour Plans and Support Panels

If a child is continuing to find it difficult to maintain appropriate behaviours, the class teacher will complete a Boxall Profile assessment, and the results used to formulate an Individual Behaviour Plan.

This plan identifies:

- targets, including for example those related to self-esteem, attachment and relationships with others,
- support strategies.
- potential triggers.

- the role of any outside agencies.

Following the completion of an Individual Support Plan, parents/carers and their child may be invited to attend a Support Panel meeting. This meeting is seen as another opportunity to develop strong relationships between home and school. Parents/carers are provided with a safe space to openly discuss any difficulties being experienced at home. The difficulties the child is experiencing at school will be explored and information provided on how school intend to further support the child and family. Suggestions for support at home, including possible referrals to outside agencies, for example Koala Northwest, will be discussed.

Support strategies could include:

- a chart with targets, rewards and outcomes specific to the individual.
- a place being allocated on interventions such as 'Happy in my skin' or 'ELSA'.
- regular weekly meetings with a member of SLT or chosen staff member (Staff Buddy).
- regular access to the school Pupil Mentor and calming spaces.

Suspensions

Suspensions within school

Occasionally it is necessary to remove a pupil from their class and ask them to work in another part of the school or in another class in order to show them that some behaviours are inappropriate and to ensure other pupils can work safely.

Suspension from School

The decision to suspend a pupil for a fixed period or exclude permanently from school is a decision that is not taken lightly and is carefully considered, considering all evidence and factors that may have contributed to the pupil's behaviour. The head teacher is the only person who can make the decision to suspend or exclude, unless she is absent. In this case, the deputy head teacher may make the decision.

A fixed term suspension or permanent exclusion may be deemed necessary for a variety of reasons, including:

- Repeatedly violating the Behaviour Policy
- Serious breaches of the Behaviour Policy
- Serious assault on another child or children
- Assault of a staff member
- Repeatedly preventing other children in their class from learning
- Bringing the school into disrepute whilst not in school (i.e. after school or the weekend)
- Making an allegation against a staff member which, when investigated, proves unfounded
- Other incidents considered serious by the head teacher (or the deputy head teacher/s in the absence of the head teacher)

Suspension from lunchtimes will also be considered if children repeatedly violate the Behaviour Policy during this time.

The length of the suspension and reasons are clearly recorded in a formal letter to parents/carers. However, initial fixed term suspensions may be extended if, after further investigation, additional evidence arises. The letter also explains to parents where they can seek advice and support as well as additional information about the exclusion.

Parents/carers will be called to collect their child from school, as no child will be allowed to leave unaccompanied. Suspensions are recorded in school and the local authority and governors are informed if the suspension exceeds 5 days. School provides work for the child who is suspended, and, from the sixth day, suitable full-time alternative provision is made.

Following a suspension, parents/carers have the right to make representations about this decision to the Governing Body. Representations are made via the Chair of Governors. Whilst the Governing Body has no power to overturn the Head teacher's decision, they must consider any representations made and may place a copy of their findings on the child's school record.

Following a suspension, there is a reinstatement meeting at school with the child and parents where a plan is drawn up to support the child in school if appropriate.

For more detail on the types of behaviour that may lead to exclusion, refer to Appendix 1.

The Department for Education Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance September 2022 is currently used by the school unless superseded before the school policy is reviewed.

Behaviour on School Trips and Visits

When participating in a school trip or visit, the same high standard of behaviour is expected from all pupils. Where there is a concern regarding the behaviour of an individual pupil, school may request a responsible adult, for example parent or carer, accompanies the child to enable the child to participate.

On the rare occasions the child's behaviour is believed to constitute a risk to the health and safety of themselves and/or others, it may be decided the pupil is unable to participate. These behaviours could include:

- violent outbursts towards staff and pupils.
- sudden and uncontrollable outbursts of anger without a known trigger.
- continued refusal to cooperate or follow instructions with all adults, including family members.

The child will remain in school and join another class for the duration of the trip.

Behaviour outside of school

Mersey Park Primary School expects all our staff and pupils to act in a way that positively promotes the school in our community. On the rare occasion that a pupil's behaviour does not do so and brings the school reputation into disrepute, they could be subject to outcomes from school or suspension. This power is given under Section 89(5) of the Education and Inspections Act 2006, which gives Head Teachers the power to regulate pupils' conduct when they are not on school premises, including online conduct, and are not under the lawful control or charge of a member of school staff.

Restrictive Interventions, including the use of force.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, it is understood that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. They are only ever considered as a last resort, once all other presentation and de-escalation strategies have been exhausted.

The terms used in this policy are defined as below. These definitions are based on the Department for Education's guidance on restrictive interventions.

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in any area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Examples of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples of restraint could include:

- Holding a pupil's arms to their side when a pupil is attempting to harm themselves or others
- Removing a pupil's crutches.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

Staff can use reasonable force to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use reasonable force and/or other restrictive interventions have been adequately trained in its safe and lawful use and in preventative strategies (Team Teach).

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in appendix 5.

It is illegal to use force on a pupil for the purpose of punishment. Force is never used as a sanction, threat or deterrent.

The following uses of force are **never acceptable**:

- Using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example covering their nose and/or mouth or applying pressure to their neck or abdomen
- Using force on the ground. If a pupil is held unintentionally on the ground, staff should release their hold or move into a safer position as quickly as possible.

Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

During seclusion:

- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil.
- The pupil should be always supervised during the period of seclusion.
- As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and Reporting Duties.'

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour.

Consideration for pupils with special educational needs and/or disabilities (SEND)

School utilises staff who know individual pupils well to help identify and manage risk, such as trigger points, when challenging behaviour is more likely to occur, and we develop proactive strategies to reduce the likelihood of restrictive interventions being used. We also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, school staff work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Recording of Incidents

School has a procedure in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under Section 93a of the Education and Inspection Act 2006 (see appendix 5).

Searching, Screening and Confiscation

Use of reasonable force to search pupils

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

The safeguarding and well-being of our pupils is always of the utmost importance. At Mersey Park we will always prioritise:

- the need to safeguard all pupils by confiscating harmful, illegal, or disruptive items.
- the safeguarding needs and wellbeing of pupils suspected of possessing these items.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff.

Who can Search a Pupil?

Searches of female pupils will be carried out by members of the Senior Leadership Team and will be witnessed by another staff member.

Searches of male pupils will be conducted either Mr Yeowell, Mr Smith or Mr Dowson and witnessed by a member of the Senior Leadership Team.

The only exception to this is if:

- the searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- it is not reasonably practical to summon another member of staff to carry out the search or act as a witness within the time available.

If an authorised staff member conducts a search without a witness, this must be reported immediately to another member of staff and clearly recorded on CPOMS.

Consenting to Searches

School has the 'power to search without consent' for prohibited items. The prohibited items are:

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco, cigarette papers and vapes.
 - fireworks; and
 - pornographic images.

Prior to the search commencing, pupils will always be asked for their consent. However, a search for prohibited items can take place without consent. If the item being searched for is **not** on the prohibited list of items **and** the pupil refuses, parents/carers will be required to come into school for the search to take place.

Before a Search

The head teacher or authorised staff member should:

- assess how urgent the search is, and consider the risk to other pupils and staff;
- explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it;
- always seek the pupil's cooperation;

- ensure they have ‘reasonable grounds’ -
 - I. the pupil or other pupils have been heard talking about an item;
 - II. staff have been told directly of an item;
 - III. an item has been seen;
 - IV. a pupil has been noticed behaving in a way that causes you to suspect that they’re concealing an item.

Carrying out a search

A search of a pupil will take place in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil’s pockets and require pupils to remove outer clothing (clothes that are not worn directly next to the skin or over underwear). Outer clothing also includes:

- Gloves
- Scarves
- Shoes

Staff **will not and cannot** ask pupils to take off any further items of clothing. Staff will always be sensitive to whether a pupil is wearing outer clothing for religious reasons when conducting a search. For example, a female pupil will not be asked to remove a headscarf she is wearing for religious reasons if the witness is male.

Searches will be recorded on CPOMS and will include the following information:

- date, time and location of the search;
- name of pupil searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;

What you can confiscate

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils;
- Is a prohibited or banned item;
- Is evidence in relation to an offence.

What to do with confiscated items

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
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Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of (see the section below for guidance)
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

In cases where there are multiple options, staff must use their professional judgement.

Consider:

- The value of the item
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning
- Whether it's appropriate to return the item
- Whether the item can be practically and safely disposed of.

You can also confiscate, retain or dispose of a pupil's property as a disciplinary measure where it's reasonable to do so, as set out in [section 91 of the Education and Inspections Act 2006](#).

Searching and confiscating electronic devices

Members of the Senior Leadership Team may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. These reasons could include the potential to:

- Cause harm;
- Undermine the safe environment of the school or disrupt teaching;
- Commit an offence.

Discovery of Pornographic Material

Inappropriate images, video, or other material, should be disposed of unless there are reasonable grounds to suspect that their possession is related to a specific illegal offense. In this case, the material, or device containing the material, will be handed over to the police as soon as possible.

If staff suspect there may be an indecent image or video of a child on a device, they should avoid viewing it and never copy, share, or save it.

The incident will be referred to the school DSL and follow the DfE's [guidance](#) on responding to pornographic image-sharing in education settings.

Informing Parents

Parents will always be informed of any search for a prohibited item, and the outcome of the search, as soon as is practicable. A member of the senior Leadership Team should inform the parents of what, if anything, has been confiscated and the resulting action taken, including any sanctions applied. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Additional Information

For more detailed information, refer to the following related policies:

- Anti-Bullying Policy
- Positive Handling Policy
- Equality Scheme
- Staff Conduct Policy

Legislation and Statutory Requirements

This policy is based on the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#). It also meets the requirements of:

- [Section 93 of the Education and Inspections Act 2006](#)
- Section 93A of the Education and Inspections Act 2006, inserted by the [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Section 550ZA](#) and [section 550ZB](#) of the Education Act 1996
- [Equality Act 2010](#)
- [Health and Safety at Work etc. Act 1974](#) and associated regulations
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education](#)
- [The Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)
- Department for Education guidance on [searching, screening and confiscation](#)

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 88-94 of the Education and Inspections Act 2006, which require 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 should publish their behaviour policy online

Appendix One

Why a child may lose part of their lunchtime:

- Unkind behaviour such as: hurting other people verbally or physically; not looking after other people's belongings, name-calling, telling hurtful lies;
- Purposeful behaviour such as: talking when they should be listening; interrupting; not settling to work; distracting others; tapping, fidgeting, swinging on chair
- Unsafe behaviour such as: not walking around school sensibly; using equipment in the wrong way; play fighting.

Why a child may lose all of their lunchtime:

- More serious unkind behaviour such as: deliberately hurting other people verbally or physically; bullying; stealing; destroying other people's belongings;
- Homophobic or racist behaviour towards others;
- More serious disruptive behaviour such as: continually preventing others to be able to get on with their work during lessons or their games during playtime; refusing to follow and instruction given by an adult;
- More serious unsafe behaviour such as: fighting; refusing to do what a member of staff has asked; leaving the classroom or playground without permission.

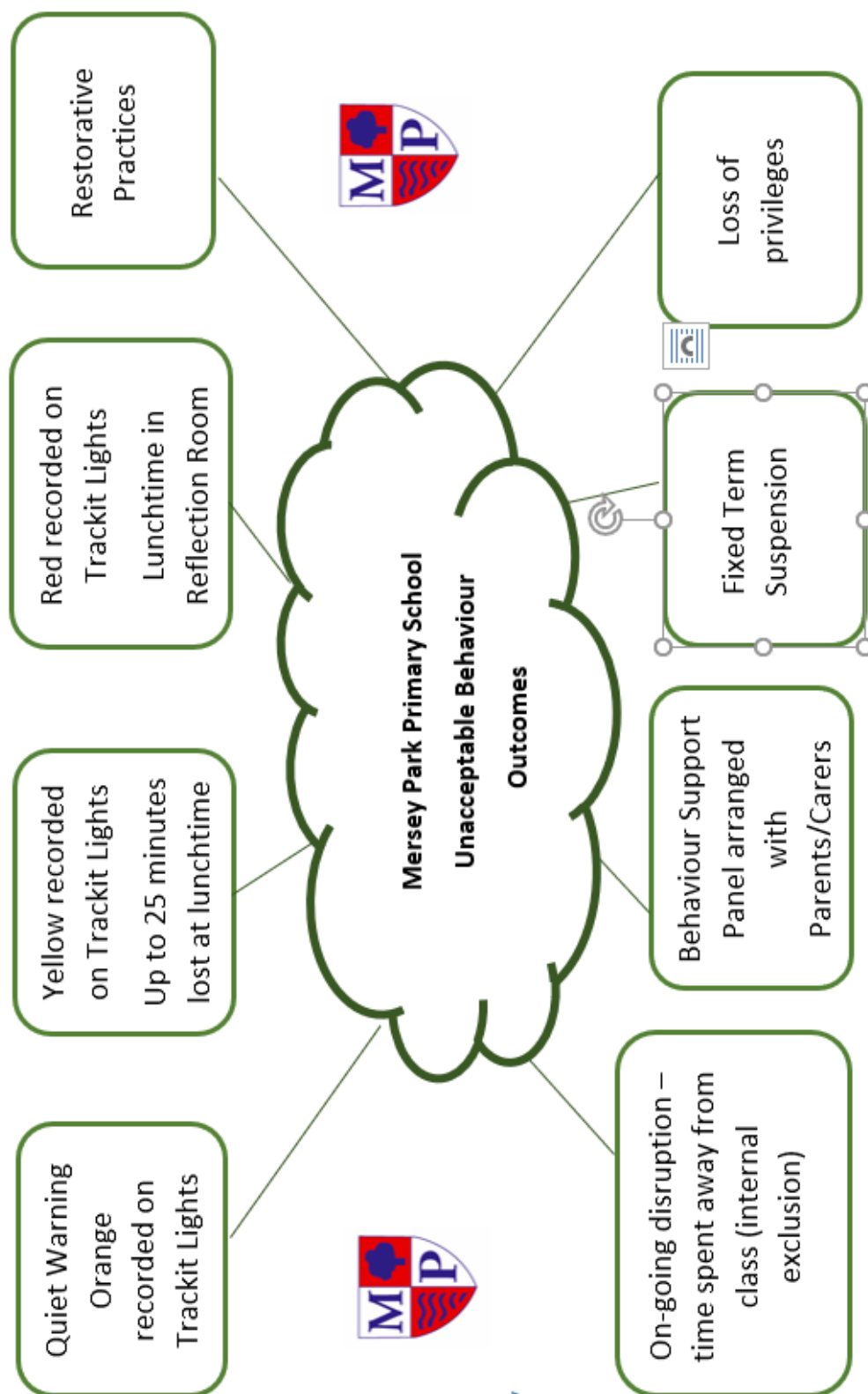
Why a child may be removed from their class:

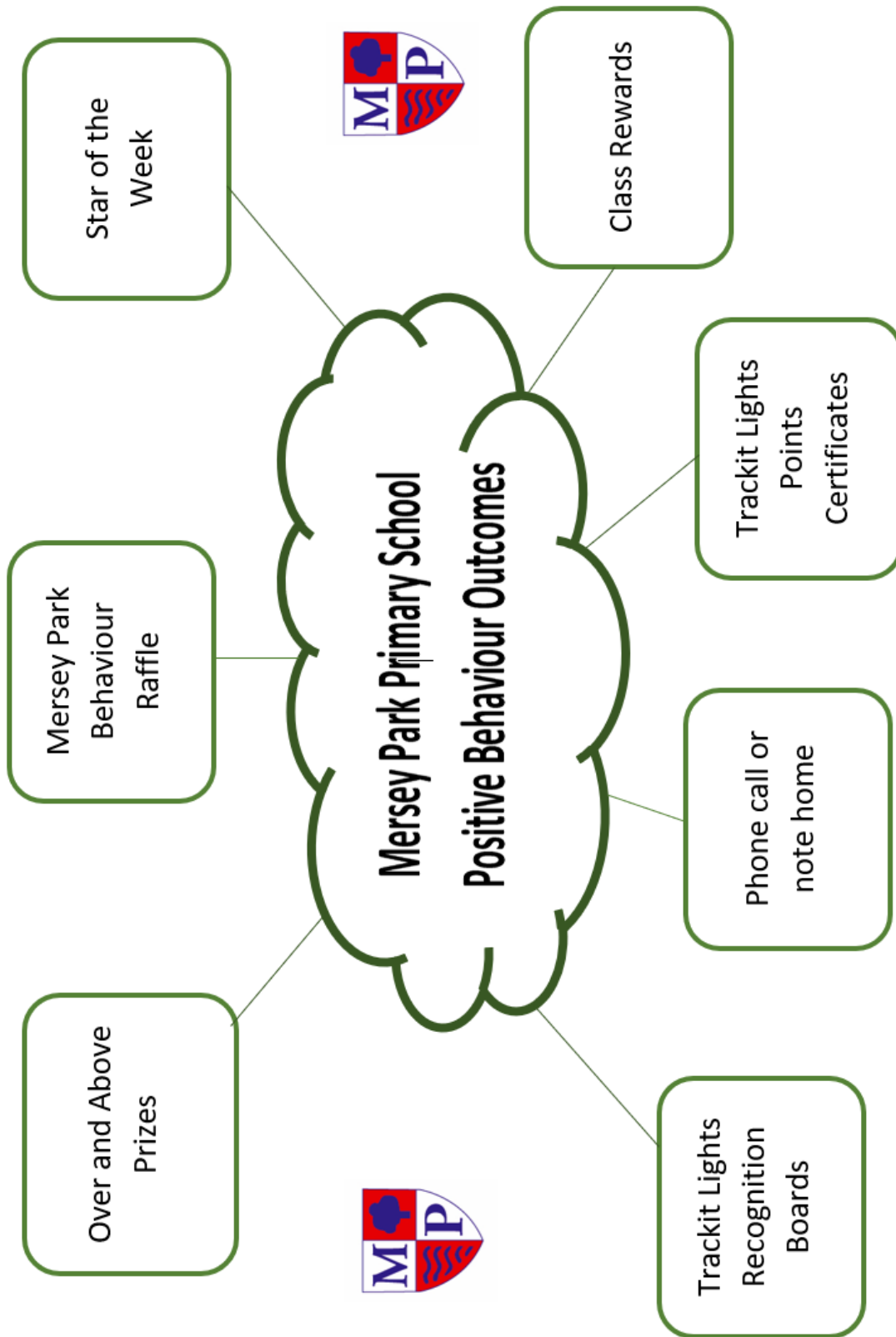
- Severe unkind behaviour such as: physical assault; verbal abuse; on-going bullying;
- Severe disruptive behaviour such as: total refusal to do what a member of staff has asked;
- Severe unsafe behaviour such as: leaving the school without permission; a need to remove pupil or other pupils from a specific area in school in order to maintain the safety of all.

Why a child may receive a suspension (fixed term or permanent):

- A serious breach or persistent breaches of Behaviour Policy;
- Serious harm to education and welfare of pupils or others;
- Serious or threatened violence against another pupil or member of staff;
- Possession of or supplying an illegal drug;
- Carrying an offensive weapon and/or the use or threatened use of an offensive weapon;
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.
- Behaviour outside of school that brings the school's reputation into disrepute.

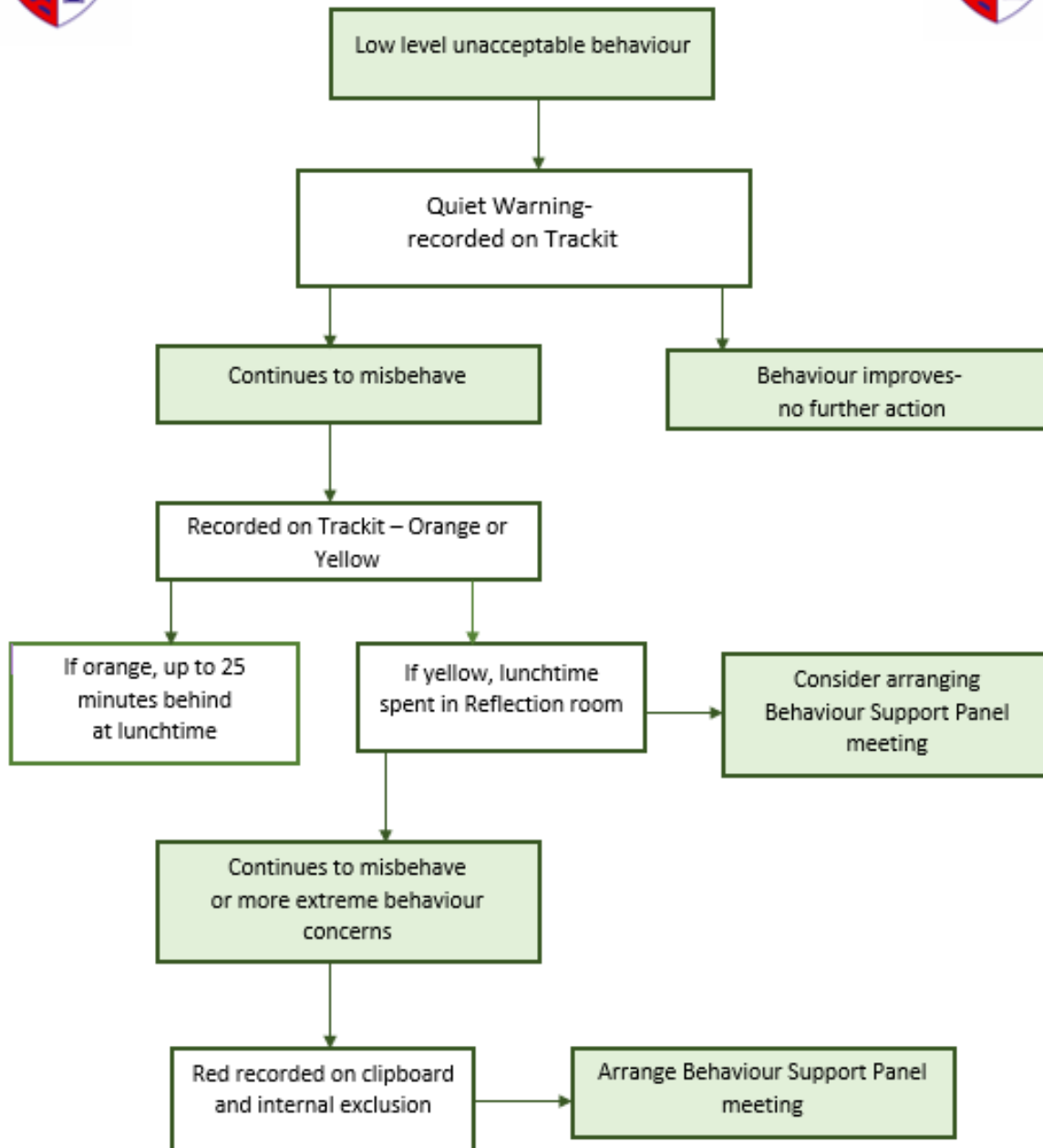
Appendix Two







MERSEY PARK PRIMARY SCHOOL BEHAVIOUR OUTCOMES





Mersey Park Primary School

Restrictive Intervention Reporting

In line with DfE 'Restrictive Interventions, including the use of Reasonable Force, in schools April 2026'.

Name of pupil	Names of staff members involved	Date of Intervention	Time of Intervention	Location of Intervention	Needs of pupil including SEN status where applicable

Brief account of the incident, including what led up to it.	
What were the identified or potential triggers (if known)?	
What preventative or de-escalation strategies were used?	
What type of reasonable force was applied and to what degree?	
Were any physical injuries sustained by either party?	
What First Aid was given?	
Why was the force assessed as necessary in this instance?	
What support has been offered to the pupil involved?	
What support has been offered to the staff members involved?	

