



STREATHAM & CLAPHAM HIGH SCHOOL

Person(s) responsible for this policy		Head	
Last review by	C Elliott	Review date	September 2024
Date of next review		September 2025 or as directed by GDST	

Code of Conduct: Promoting Safe Practice

Procedures for promoting safe practice in this section are indivisible from and expected to operate in conjunction with other GDST and school policies, and applicable specific occupational standards, including:

- Equal Opportunities Policy
- Behaviour / Discipline Policies
- Anti Bullying Policy
- Online Safety Policy
- Policies relating to Physical Intervention
- Disciplinary Procedure
- ICT Acceptable Use Agreement
- Communications including Social Media Policy
- Administration of Medicines Protocol
- Other codes of conduct

This policy incorporates guidance produced by the Safer Recruitment Consortium in the document [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#). Staff can refer to this guidance for more detailed advice on a range of issues including:

- Infatuations
- One to One Situations
- Transporting Pupils
- Educational Visits and After School Activities

Teachers are also expected to adhere to the standards of personal and professional conduct that form part of the UK [Teacher Standards](#).

Basic Principles

The GDST expects all staff and volunteers to:

- Treat pupils with respect, dignity, sensitivity and fairness
- Value and respect all pupils as individuals
- Demonstrate that they are willing to listen to pupils' views and opinions
- Provide suitable opportunities for pupils to be involved in decision making processes
- Actively promote the fundamental British values and principles in their work
- Provide positive encouragement and praise to all pupils
- Provide an example of good conduct for pupils
- Ensure that relationships with pupils remain on a professional footing

- Avoid behaviour that could lead a reasonable observer to question their conduct, intentions or suitability to care for children
- If they have concerns about other members of staff or volunteers, to report these as directed in the *Safeguarding Policy* under section 6 or, if they have concerns about the management of safeguarding in the school, to report these as directed in the *Safeguarding Policy* section 9.
- Consider whether their own behaviour, or relationships or associations with others outside of the workplace (including online) may have implications for the safeguarding of children in the school, and be aware that they should disclose any potential **transferrable risk** in order to help the school assess the situation and make any necessary arrangements to support them and ensure children's safety
- Alert the school as appropriate to any changes to their own personal circumstances which may affect their suitability to work with children. This includes informing the Head of any medical condition, disability or medication that may affect their ability to do their job, and of any charge or summons to appear in court in relation to a criminal offence (other than minor road traffic violations). Staff and others who work with children in the early years or directly manage the setting are expected to disclose any convictions, cautions, court orders, reprimands and warnings they receive which may affect their suitability to work with children (whether received before or during their employment at the setting).

Guidelines on Acceptable Behaviour of Staff and Volunteers

The following guidelines are intended to clarify the expectations of professional conduct by all adults working with children.

In the way you speak:

- Do not address a pupil by any name other than his/her first or preferred name
- Do not encourage or engage in inappropriate humour, chat, "banter", or gestures (e.g. swearing, sexual connotation or innuendo)
- Ensure that your language is always appropriate and professional
- Do not allow pupils to use inappropriate language unchallenged. Positively challenge inappropriate language e.g. racist/ sexist comments, swearing or sexual jokes
- Avoid excessive personal compliments about a pupil's appearance
- Do not dictate orders by shouting but request or provide direction to staff or pupils
- Do not enter into arguments or heated debates with, or in front of colleagues, pupils or parents

In your conduct:

- Be mindful of how you touch pupils as your actions could be misconstrued. Do not carry a child unless absolutely necessary and try not to handle a child below the shoulder unless there is a justifiable reason for doing so. Please see the further guidance below (page 6)
- Be cautious when comforting a distressed pupil by using physical contact, and you should never do this in a private space. Whenever a teacher touches a child, she/he should be aware that the action may be misconstrued or cause offence. Bear in mind the pupil's age and ethnicity, the nature of the distress and her needs and the physical environment. Common sense dictates, however, there are some situations where appropriate physical contact is either necessary or reasonable action to take (see below). If a girl's reaction shows that she is uncomfortable with being touched, the teacher should adjust his/her behaviour accordingly and self-refer to the DSL
- If you need to talk to a pupil privately, make sure that this does not put you at risk, i.e., the room should afford privacy but still be in the view of others. If any physical contact occurs in a one-to-one situation, a self-referral should be made to the DSL
- Male staff and volunteers should avoid entering girls' toilets, changing rooms or showers except in an absolute emergency and then accompanied by a female member of staff/volunteer. If this is necessary then a self-referral should be made to the DSL.
- Do not offer car journeys to pupils unless in an *emergency* and ideally with parental permission, or permission from a senior member of staff. Any transport should be undertaken with at least

one adult additional to the driver acting as an escort. Staff must ensure they have appropriate insurance in accordance with the information on school trips on the GDST staff intranet

- Take particular care to maintain appropriate professional standards when supervising pupils in a less formal setting, for instance during co-curricular activities or on school trips
- Do not socialise with pupils online, or in person other than at school events approved by the Head (e.g., end of term celebrations, school concerts etc.). If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, exercise your professional judgement and if deemed appropriate inform the Head or DSL as soon as possible. The Head should also be informed of any existing friendship with parents of pupils which could involve social contact with a pupil which might give rise to concern.
- The guidelines above also apply to former pupils until they reach the age of 21. Recent leavers wishing to make contact with staff (e.g. for a reference) should be instructed to do so via school email.
- Do not make visits to pupils in their homes or receive pupils at your home unless in an *emergency*, sanctioned jointly by the Head and Director of Legal and Risk Assurance at Trust Office and ideally with parental permission. Separate arrangements are appropriate for staff who are also parents at the school and whose daughter(s) may have friends from the school who visit the family home. Please see the separate policy for Staff as Parents.
- If, in exceptional circumstances, a home visit is considered to be necessary for any reason which is not an emergency, a risk assessment must be conducted and documented in accordance with the Safer Recruitment Consortium's Guidance for Safer Working Practice, and approved in advance by the Head and the Director of Legal and Risk Assurance, who must also conduct regular reviews of any repeat visit
- When the school sponsors overseas pupils travelling to the UK alone under the UKVI's Child Student or Student system (previously known as Tier 4) the school is responsible for ensuring appropriate living arrangements are in place. So-called "homestay" arrangements are provided by local residents and are subject to private fostering regulations. Suggestions from members of staff to act as foster carers of a sponsored pupil must be handled carefully and in view of the risks to the school, its staff and pupils. Staff must not be encouraged to carry out a homestay arrangement or given an indication that this is part of their role as a school employee. Any homestay provided by a member of staff is the responsibility of the member of staff to undertake and arrange, and the school must be satisfied it is appropriate in all the circumstances. The requirement to carry out a full risk assessment and conduct regular reviews applies to any homestay arrangement involving a member of staff. Annual safeguarding audits will include a review of any homestay arrangement involving a member of staff.
- Do not single out individual pupils for special gifts or favours or unnecessary individual attention
- Do not allow any allegations made by a pupil or third party to go unchallenged, unrecorded or not acted upon.

In your use of electronic communications/IT:

- Do not give pupils personal contact details (e.g. personal email, telephone numbers or address), or take personal contact details from pupils except in an emergency, (in which case a member of SLT must always be informed)
- It should not be necessary for staff to have pupils' personal contact details on a routine basis. Where staff might require such details e.g. for the organisation of school activities such as school trips, it is essential that the school provides a contact number for the pupils and it is made clear that whenever personal contact numbers are taken from pupils, the lists are destroyed after the trip and are never stored in any device belonging to a member of staff
- Exercise caution in use of social media, and ensure you are working within the confines of the GDST Communications including Social Media Policy, ICT Acceptable Use Agreement and any other GDST guidance on the use of social media
- Do not engage with pupils using personal social media channels. For example, staff must not become Facebook friends with current pupils (or former pupils below the age of 21) on personal accounts, and must not follow them, or communicate with them, on Twitter, WhatsApp,

Snapchat or Instagram (unless special arrangements are agreed for the temporary use of a WhatsApp group on a residential trip)

- For their own personal wellbeing as well as a matter of good safeguarding practice, staff should not engage in communication with pupils out of normal school hours (after 6pm), other than in an emergency, even if using school email accounts/phone numbers etc.

The guidelines above do not apply in relation to the behaviour of staff when they are acting in their capacity as parents of their own children if these children are GDST pupils. Staff with children at the school are expected to use their common sense and careful judgement in determining appropriate boundaries whilst ensuring that safeguarding considerations do not adversely circumscribe their children's social interactions with peers. When staff email the school as parent of a pupil they are reminded to use their personal email not their GDST email to avoid confusion over whether they are acting in a parental or professional capacity. If uncertain about any specific situation, staff should refer to the Head or DSL for guidance and likewise inform the Head immediately if something occurs which is problematic or could be misconstrued.

Use of Mobile Phones, cameras or other digital recording devices

In order to prevent allegations of inappropriate activities, including against EYFS staff, staff must not use personal digital recording devices for taking, editing or transferring images or videos of pupils.

Misuse of Alcohol and Drugs

All GDST staff and volunteers are not permitted to misuse, or be under the influence of, alcohol or illegal drugs, on GDST premises or whilst in charge of pupils at any other venue in the UK or abroad as they are expected to act as role models in their behaviour, and the impaired judgement poses a risk to pupils' safety. Staff and volunteers must ensure their conduct is professional at all times. For the avoidance of doubt, this means:

- Staff must not drink alcohol during the normal school working day
- Staff must not drink alcohol under any circumstances if they are undertaking driving duties
- Drinking alcohol - in moderation - is acceptable **only** in the following circumstances, and should be limited to no more than one glass of wine or equivalent:
 - When attending school productions and events, awards evenings, and staff social events – where the alcohol is served by the school as part of the function.
 - During formal, supervised and approved occasions such as a House or Sixth Form dinner or other similar social events where pupils aged 16 or above are sitting eating a meal and where alcohol is controlled by designated members of staff at that meal.
 - On trips whilst not actively 'on duty' supervising pupils, although at *least two (possibly more, depending on the number of pupils on the trip)* members of staff must not drink any alcohol in case of emergency. Trip arrangements are subject to the specific risk assessment for the trip.
- Serving alcohol to students: any function during which alcohol is served to pupils should be risk assessed and staff must strictly follow the agreed protocols in order to supervise and limit students' alcohol consumption

Disciplinary action may follow if these guidelines are not upheld.

Guidelines relating to pupils' alcohol consumption can be found in the Drugs, Alcohol and Tobacco Policy.

Low-level concerns

A low-level concern about the behaviour of a member of staff is one where such behaviour does not meet the 'harm threshold' and yet appears to be inconsistent with the staff code of conduct or professional boundaries. Full details are available in the Safeguarding policy.

It is crucial that any such concerns should be passed on to the Head as soon as reasonably possible. This will maintain an open and transparent culture within the school, reinforcing its ethos and values; ensure that adults working in the school act within professional boundaries; and ensure that inappropriate, problematic or concerning behaviour is identified and addressed early, minimising the risk of abuse.

Low-level concerns should be reported as set out in the school's *Safeguarding Policy* (section 6). Staff are encouraged to self-refer where, for instance, they have found themselves in a situation which could be misinterpreted, or on reflection feel they may have compromised the school's expected professional standards.

Reports about supply staff and contractors will be notified to their employers so that any potential patterns of inappropriate behaviour can be identified.

The Head (or a nominated deputy) will investigate the concern, speaking to the person who raised the concern, the individual involved, and any witnesses. Consultation with the LADO may be triggered by local thresholds for action (see the school's Safeguarding Policy para 6.11.4) or any doubt as to whether a low-level concern meets the harm threshold. The Legal Department at Trust Office will be notified of low-level concerns that are referred to the LADO, and they can provide advice if needed. The action to be taken will be determined by, and proportionate to, the nature of the incident; whether the report can be substantiated; and whether any pattern of behaviour appears to be emerging. Support will be offered where appropriate and where needed to enable the member of staff in question to correct their behaviour in future.

The Head must record all low-level concerns in writing, including details of:

- The concern
- The context of the report
- The name of the individual sharing the concern (requests for anonymity should be respected as far as reasonably possible)
- Action taken and the rationale for this

This information will be kept confidentially on the member of staff's file, but it must have been investigated first and an outcome recorded. The information will be retained as per other staff safeguarding records.

Records of low-level concerns must be reviewed periodically in order to identify any patterns of concerning, problematic or inappropriate behaviour or wider cultural issues to be addressed. Should a pattern of behaviour be identified, the school will decide on a course of action depending on the nature of the concerns. This will include referral to the LADO if the

harms threshold is met. The review of records will also consider whether these indicate any wider cultural issues in the school which should be addressed by revising school policies or providing further training.

Further guidance on low level concerns can be found in *Keeping Children Safe in Education* part 4, or section B6 of these *Procedures*.

Physical Contact between Staff and Pupils

Safeguarding pupils requires both pupils and staff to be clear about safe and acceptable physical contact. However, it is just as important for all staff and volunteers to feel comfortable in contributing to providing a safe and caring environment for all pupils, especially for very young children. Staff and volunteers need to feel comfortable in responding to pupils' practical and emotional needs.

It is important to avoid making assumptions about whether or not a pupil wants physical contact, even with very young children, or to assume that one response fits all circumstances. Members of staff should use their professional judgement in specific situations, taking into account the pupil's needs at the time, their age, stage of development, gender, ethnicity and background.

If a member of staff believes that an incident could be misinterpreted, they should inform the Designated Safeguarding Lead immediately.

When is Physical Contact with Pupils Acceptable?

The paramount consideration is the need of the child. Staff should use their professional judgement to comfort or reassure children while maintaining appropriate distance. Never do anything of a personal nature for children that they can do for themselves (e.g. help with toileting, putting on sun cream, drying after swimming or getting dressed).

There are times when it is appropriate for a member of staff/ volunteer to touch a pupil, for example:

- Young children in particular may need immediate physical comfort after a fall/ injury
- Helping very young children with personal care tasks (dressing/ drying after swimming)
- Strapping seat belts for young children
- Some pupils with particular disabilities
- Providing first aid treatment
- Pupil recovering from an accident (e.g. pupils using crutches or in plaster)
- Pupils who are extremely emotionally upset
- To avoid accident or injury in an emergency
- Some contact sports see further Appendix B5
- Some arts activities see further Appendix B6
- Holding the hand of a child at the front/back of the line when going to assembly or when walking together around the school

If a child needs to sit on your lap, sit the child on your lap in a quiet area, in view of other staff or pupils and ask the child to sit ‘side saddle’, i.e. with his/her legs together, folded across your lap.

Responding to Pupils Making Physical Contact with You

Should a pupil of any age seek you out for physical contact or seem to want to establish an intimate relationship with you *always* discuss this with your line manager. It may be that other staff have experienced similar issues with the same pupil or group of pupils.

For example, a young child needs to be encouraged to demonstrate their affection in different ways in different situations. An older pupil may have developed a “crush” on you and this needs to be sensitively and openly managed with your line manager, to avoid leaving you open to allegations of misconduct or abuse.

In all situations where a pupil initiates inappropriate physical contact, it is the responsibility of the adult to distance themselves and help the pupil understand the importance of personal boundaries. It is important that the incident and the circumstances should be reported to the Designated Safeguarding Lead and recorded as soon as possible, and, if appropriate, a copy placed on the confidential file relating to that pupil.

Sexual Behaviour

Children of any age may behave in a sexual way.

Pupils may need guidance on:

- Self-Awareness
- Social Skills
- Establishing appropriate peer relationships
- Bullying
- Emotional support
- Information and advice about how their behaviour may be perceived by others and possible consequences of their behaviour

Older students may need guidance regarding sex and relationship counselling. In Trust schools the school nurse may be able to assist and guidance is given through PSHE and RSE programmes.

Sometimes, inappropriate sexual behaviour may require the pupil to receive advice and guidance from professionals outside of the school. It is also possible that inappropriate sexual behaviour is a sign that the pupil could be at risk of significant harm. These matters need to be reported to the DSL and considered under the school’s safeguarding procedures.

Abuse of Trust

Under the Sexual Offences Act 2003, it is a criminal offence for any person over 18 in a position of trust to engage in a sexual relationship with a pupil under 18; this constitutes ‘Abuse of Trust’. This is to prevent adults abusing their position of trust, for example by persuading, encouraging or intimidating pupils into certain behaviours or activities.

The law applies to anyone working in schools in a paid or voluntary capacity, including sixth formers and gap-year students, even if they do not teach the child and even if *pupils are of an*

age to consent to sexual activity and applies even if both parties consent to the sexual relationship.

A sexual or intimate relationship between a member of staff or volunteer and a sixth former over the age of 18 is also not permitted and will be dealt with under the provisions of the GDST disciplinary procedure and is likely to be considered as gross misconduct.

The School will ensure that all staff and volunteers are informed about the requirements and implications of “Abuse of Trust” and that the GDST’s and School’s requirements of staff behaviour and the consequences of non-compliance with these procedures to include inappropriate relationships with sixth formers who are 18 years old.

Confidentiality

Members of staff have access to confidential, personal information in order to undertake their everyday responsibilities. This information must be handled responsibly and sensitively.

It is important to:

- Avoid sharing information casually in conversation or other than on a need-to-know basis and care must be taken to ensure that private conversations are not overheard
- Avoid holding sensitive discussions about pupils in public areas, such as corridors, dining areas or playgrounds
- Keep notes and records about pupils suitably secure
- Be careful about the kinds of personal information about pupils which are on view on a digital screen or in staff rooms, work areas and offices, especially if these areas are used or visited by parents, visitors or contractors
- Make sure you are familiar with the Record Keeping section within the Safeguarding Procedures
- Ensure you are familiar with your responsibilities under the UK General Data Protection Regulations and Data Protection Act 2018 (further guidance is available on the GDST staff intranet)

In areas where confidentiality may be an issue, it is important to remember that the welfare and safety of the pupil takes priority.

Children need to be educated to understand that members of staff may have to pass information on to others in order to help children and keep them safe. In certain circumstances, it may also be the case that pupils themselves receive a disclosure, and should understand the importance of passing such information on, and who to speak to. It is important to reassure pupils, including very young children, that if their personal information is shared it will only be passed on to those who need to know and will not become common knowledge amongst other staff/pupils. Pupils are taught this through:

- PSHE and Sex and Relationships Education
- RS/RE discussions on ethical issues
- Assemblies
- Part of induction arrangements for new pupils
- Displays of material about external organisations which offer help and support
- Leaflets and other material telling pupils and parents about pastoral care arrangements
- Discussions with parents

It is essential that staff are very clear with pupils that they cannot keep secrets when pupils give them information about changes in their family, their concerns, worries or other possible indications of abuse. For the child, speaking openly with a trusted adult enables the child to break the cycle of secrecy and concealment. The child has trusted the adult with personal information and this trust needs to be maintained with clarity and honesty about needing to pass on information to the DSL.

Behaviour Management

Please see the Discipline and Behaviour for Learning policy which promotes good behaviour, self-discipline and respect, and shows the place of rewards and sanctions. This supports the DfE Guidance *Behaviour and Discipline in Schools* in the following key areas:

- Duties under the Equality Act 2010 including issues related to pupils with disabilities and how reasonable adjustments are made for these pupils
- A consistent approach to behaviour management
- Strong school leadership
- Classroom management
- Rewards and sanctions; behaviour strategy and the teaching of good behaviour
- Staff development and support
- Support systems for pupils
- Liaison with parents and other agencies
- Managing pupils' transition (see also the Transition policy)
- Organisation and facilities
- Disciplinary action against pupils who are found to have made malicious accusations against staff.

Sanctions that are permissible

- Removal from the group/class
- Withdrawal from break or lunch time activities
- Withdrawal from any school trip, sporting or arts event which is not essential to the curriculum
- Completion of assigned work
- Carrying out a useful task in school
- Detention in line with the Detentions policy

It is also recommended that staff or volunteers help a pupil recognise and understand their behaviour by talking calmly about feelings and the consequences of their behaviour, including helping them to “put themselves in the other person’s shoes”.

Sanctions which are not permissible

- Physical violence e.g. punching, kicking, pushing, shaking or pulling limbs, hair or clothing
- Persistent or aggressive shouting (other than to ensure safety in an emergency)
- Throwing missiles e.g. objects, books, pencil cases, chalk, rubbers
- Humiliation (e.g. wearing distinctive or inappropriate clothes)
- Locking or keeping a child in a room

Corporal punishment is not permitted in any context. It is illegal and is defined as:

“Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation”

Controlling anger and responding to aggression

In the unlikely event of a staff member or volunteer feeling threatened verbally by a pupil, s/he could:

- Point out to the pupil that their language is inappropriate and offensive and tell them to stop
- Direct the pupil to an activity, task or quiet area
- Request the pupil to report to a teacher / the Head / wait in reception area (depending on the pupil’s age and understanding) provided that you have considered the safety of the pupil
- Request the pupil to leave the room (depending on the pupil’s age and understanding) provided that you have considered the safety of the pupil
- If a pupil removes him/herself from your charge, you should suggest a safe place for him/her to “cool off” and ensure that another staff member or volunteer checks that the pupil is safe
- If the pupil appears to be placing him/herself “at risk” you must contact another member of staff *immediately* to help you respond to the situation.

In the unlikely event of a staff member or volunteer feeling threatened physically by a pupil, you will have to judge whether it is best for you to:

- walk away and get further help, or
- calmly reason with the pupil

If you are so emotionally upset that you leave the pupils in your charge you *must inform* another member of staff *immediately*, to allow for the safe supervision of the pupils.

You should always report the incident to your line manager or supervisor so that you can be supported and the pupil can be sanctioned appropriately and receive guidance on his/her behaviour.

Use of Reasonable Force

All members of staff (and other staff whom the Head has temporarily put in charge of pupils such as volunteers or parents accompanying students on a school organised visit and volunteers with the Head’s permission) are legally entitled to use reasonable force to control or restrain pupils but must not use force as a punishment. This entitlement applies not only whilst on school premises but also whenever the teacher (or other person with the Head’s permission) has lawful control or charge of pupils.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In schools, force is used for two main purposes – to control pupils or to restrain them.
- The decision as to whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- To prevent immediate danger/injury to the pupil concerned, any other pupils, staff, or volunteers
- To prevent serious damage to property
- To prevent serious breaches of school discipline
- To prevent a pupil behaving in a way that disrupts a school event or a school trip/visit
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that seriously disrupts the behaviour of others

Safe methods of reasonable force must be used for the *shortest period* of time necessary and with the *minimum amount of force necessary to achieve the desired result*.

When using reasonable force in response to risks presented by incidents involving pupils with SEND, mental health or medical conditions, schools should carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments.

In addition to the general use of reasonable force, the Head and authorised staff can "use such force as is reasonable in the circumstances for exercising that power" in relation to a search for knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks and pornographic images. Guidance on the power to search without consent is included in the Drugs, Alcohol and Tobacco Guidance in the Legal section on the GDST staff intranet.

- Inappropriate use of force is using force as a punishment or when the situation could have been resolved without using force or degrading the pupil;
- Excessive force is using too much force and / or using force for too long a period of time.

Reporting and follow-up:

- In incidents where force or restraint is required, a written report of the incident will be submitted to the Head on the same day or within 24 hours maximum.
- The Head will record the incident. All incidents involving use of restraint must be reported and recorded in accordance with the school's own internal policies and procedures.
- The Head or a Deputy Head will inform the child's parents of the incident.
- The use of inappropriate or excessive force may result in disciplinary action or criminal charges.
- Staff and pupils where were involved in the incident, or were witness to it, will be offered support.

For further information schools should refer to the DfE guidance *Use of Reasonable Force in Schools* 2013.

Knives or Weapons

The GDST will not tolerate the carrying or use of any weapons. Staff or volunteers who become aware of a knife, weapon or instrument they suspect may be used to cause harm to any person or to self-harm (e.g. blades), must inform their line manager or supervisor immediately.

The line manager/ supervisor must **immediately** assess the situation and consider if there is an immediate risk or danger to any persons in the vicinity. If so contact the police and:

1. consider if the pupil can be approached sensitively and asked to relinquish the weapon/ instrument safely;
2. direct other pupils to a place of safety if necessary, before approaching the pupil concerned.

If the weapon/ instrument is relinquished without further incident, the school pastoral support team will need to consider:

- The pupil's understanding of the situation and intent
- Communication with parents/ guardians
- Disciplinary action or Pastoral Care Plan, including additional professional help depending on the context of the individual case
- Appropriate disposal of any weapon (possibly contact with the police)
- Developing a risk management strategy for the individual pupil concerned, in order to ensure the future safety and well-being of pupils, staff & volunteers at the school.

For further information on search procedures see the Exclusions Policy.