David Ross Education Trust
Broadening Horizons

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Behaviour for Learning Policy

Reviewed 25/08/2026
Reviewed by Adam Thornton
To be reviewed 21/08/2026

Introduction / Overview

The aim of both the staff and governors of within all of the David Ross Education Trust's (the Trusts') academies is to achieve the best possible environment to enable our pupils to fulfil their potential. We believe every pupil has the right to equal access to the very best that the trust can offer. We strongly believe that praise, encouragement, high expectations and rewards are important ways of helping to ensure that all pupils have a real opportunity to do their best.

The CRA Behaviour for Learning Policy Appendix on the website is an extension of the DRET Behaviour and Ethos Policy.

The application of the behaviour for learning policy is the responsibility of every member of staff. Staff may not stand outside any system which aims to discipline or reward pupils, but must be an integral part of it, with the eventual aim of helping all pupils to exercise self-discipline, to have proper regard for authority, and to be rewarded for their effort in learning and behaviour.

Every academy within the Trust has a structure that underpins this policy, with well-trained staff in key roles taking responsibility for pastoral care and academic progress of every pupil/pupil. The behaviour policy is built upon the values of trust and three key principles.

Trust Mission:

Our mission is to broaden the horizons of young people through a world-class education

Our focus:

- Academic excellence and ambition
- An outstanding all-round education

CRA Values:

- Confidence
- Resilience
- Aspiration
- Courage
- Respect
- Ambition

The key principles are:

- Be Safe
- Be Ready
- Be Respectful

This policy should be read in conjunction with:

- Child protection / safeguarding policy
- E-safety policy
- Anti-bullying policy
- Positive Handling Policy
- Exclusion Policy and the statutory guidance for exclusions
- Attendance Policy

Ready to Teach

Academy / Teacher

At the start of the lesson

- Teachers meet the requirements of the teacher standards
- Teachers to ensure a clear and tidy learning environment, including the teachers' workspace.
- All teachers should 'meet and greet' students promptly at the classroom door for a positive start, ensuring all uniform is correct before they enter the room.
- Students should stand behind desks at start and end of lesson in silence and wait to be seated by the teacher. There is a 90 second rule in which students should be seated, register completed and starting their retrieval.
- Teacher uses 3,2,1 method to ensure all students are silent and ready to listen
- Students get their CRA6 on the desk ready to learn – 2 black pens, 1 purple pen, ruler, rubber, pencil, purple pen
- Ensure that the learning environment is tidy and orderly, with coats, bags etc. stored as per the academy's arrangements
- Students should be engaged in their learning as soon as they enter the classroom – 'instant engagement' with an appropriate starter activity / task to 'hook' them into their learning.
- All teachers must know the students in their class including : HAPS/MAPS/LAPS/PP/SEND
- Teacher ensure that students know their next step targets and how these relate to their current learning

During the lesson

- Students should know the context of the lesson - what they are to learn – with learning objective / lesson focus on the board in advance
- Have high expectations of all students in terms of their presentation, following THUD at all times
- Students follow TRAITS, face the teacher and track the teacher/board
- Provide opportunities for literacy and plan for progression for all
- Have a challenging range of differentiated strategies / learning opportunities that meet the needs of every student
- Sequence of planning to build on previous learning as per Trust scheme of learning / curriculum
- Plan for and use effective questioning that challenges all students to make rapid progress in their learning
- Ensure assessment and feedback during lessons (AFL) allows students to understand and improve their work
- All teachers to ensure planning engages, motivates and enthuses students and that students know what success looks like at each step
- Teachers will effectively praise and reward students throughout the lesson.

- Effective planning will lead to students acquiring a depth of subject knowledge, understanding and skills
- Consistently use the behaviour policy – warn, move, remove (see appendix 1)

Following the lesson

- Work is marked as per CRA policy
- Feedback is timely, focused on specific areas for improvement
- Dismiss students promptly and in an orderly manner, ensuring the classroom environment has been left clear and tidy for the next lesson

Ready to Learn

Pupils have a responsibility that they are 'Ready to Learn' and parents should support them with this.

Pupil / Student Expectations

- Positive attitude
- Wear the correct uniform
- Enter the academy and classrooms quietly and calmly
- Follow academy rules and routines
- Listen, ask questions and engage appropriately in all lessons
- Ensure equipment is ready for learning
- Coats, bags etc. stored as per the academy's arrangements (pegs, lockers) and coats removed on entry into the academy building
- Mobile phones/electronic devices and headphones etc must be out of sight from disembarking the buses until back on the buses at the end of the school day
- All homework / preparation complete
- Know where to sit
- Follow TRAITS
- Follow THUD
- Straight into learning on entering the classroom
- Know their next step targets and how these relate to their current learning

Parental Responsibilities

- Ensure students attend school regularly and on time
- Ensure students have a nutritious breakfast
- Prepare them for the day ahead by talking about their learning
- Provide correct, clean and smart school uniform that is compliant with CRA Uniform policy
- Ensure students arrive at school with the correct equipment and kit
- Support and encourage students to have a positive attitude towards school and their learning
- Be actively involved in supporting the students with knowledge recall. For example – testing time on key terminology
- Support and facilitate the time and quiet space required for students to complete homework and to access online learning opportunities
- Encourage daily reading at home using the Trust recommended reading lists
- Attend parent consultations, academy events, workshops and meetings

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Charles Read Academy Behaviour for Learning Addendum

CRA Values:

- Confidence
- Resilience
- Aspiration
- Courage
- Respect
- Ambition

CRA rules:

Be Safe
Be Ready
Be Respectful

Teacher Expectations

- Teachers should meet and greet students. Students should stand behind desks at start and end of lesson in silence and wait to be seated by the teacher
- 90 second start (bags under desk, seating plan used, register completed and retrieval task accessible)
- All lessons should start with a retrieval/do now task
- Teachers should plan for progression of all
- Teachers should model to ensure all students know what success looks like at each step
- Teachers should give students opportunity to practise with guidance and support
- Teachers should carefully plan opportunities for questioning
- Teachers should provide opportunities for students to develop their spoken and written language
- Teachers should set homework on BROMCOM
- Teacher uses 3,2,1 method to ensure all students are silent and ready to listen
- Teachers should check uniform is correct and students have the CRA6 – 2 black pens, 1 purple pen, ruler, rubber, pencil as well as their reading book for Years 7-9.

Student Expectations

- Students demonstrate a positive attitude, exhibiting our core values (as above)

Students wear the correct uniform (See uniform policy) and adhere to our policy with regards to hair, make up etc. Failure to do so will result in a sanction as per our uniform policy. If a student is seen around school without their shirt tucked in (unless playing sport at break or lunch) or their top button not done up, they will be issued with a pastoral detention at break. *Refusal to comply with the uniform policy will result in time spent in IE at the discretion of SLT. If your hair is cut below a grade 2 as per the policy, you will also spend time in IE.*

- Students do not bring any items on the banned item list into school (see page 6 of policy)
- Students should bring a water bottle to school and water is available from water coolers around the CRA site. Only water can be consumed in lessons. No sports drinks or energy drinks are permitted in school.
- Students are not permitted to buy and sell items on school grounds/whilst in CRA uniform.
- Students enter the academy and classrooms quietly and calmly, showing respect to their environment
- Students follow the academy rules and routines of the classroom, including sitting in their set seat in the class

- Students actively listen, ask questions and engage appropriately in all lessons
- Students must have the correct equipment; CRA6 (2 black pens, 1 pencil, 1 rubber, 1 ruler), their reading book (year 7-9) and subject specific equipment. Not having the correct equipment will result in a pastoral detention at break
- Students must remove their outdoor coats and hoodies before entering the academy building. Failure to do so will result in a pastoral detention at break
- *See it! Hear it! Lose it!* Mobile phones/electronic devices and headphones/ chargers/ smart watches must be out of sight from disembarking the buses until students are back on the buses at the end of the school day. If seen, the item will be confiscated, and a pastoral detention issued. A second incident will require the item to be collected by parent/carer
- Students should face the teacher and track the teacher/board/speaker in class to ensure full engagement in lessons
- Students must complete all prep work/homework. Failure to complete or not completed to the expected level twice in one week, will result in the student having to attend 5 lunchtime homework clubs. Student will be informed they are in homework club during rollcall and failure to attend without a valid reason will result in a pastoral detention at breaktime the next day. Refusal to attend will result in a day in IE
- Students must not graffiti their work/books or themselves. A pastoral detention at break will be issued if this is seen
- Students must be punctual to lessons. If late to a lesson without a valid reason, a student will be issued with a pastoral detention at break. If students are persistently late to lessons, or are considered truanting they may be placed in IE.
- Poor behaviour at break and lunch will result in a pastoral detention at break

Pastoral detentions are at break for 10 minutes. Failure to attend results in a further detention at lunch for 20 minutes the same day. Staff will escort students to the detention, and if they refuse to go, they will be placed in IE for 5 periods for failing to follow instructions.

Charles Read Academy Rewards

Attitude to Learning Average Score

At each KPI point teachers input the attitude to learning score for each pupil.
All students who have an average above a 3 for that half term receive a gold star badge

Summary of Rewards

	Reward
1	Verbal Praise (achievement point)
2	Display of work (House point)
3	Displaying our academy core values (achievement points) Core value postcard home
4	Public commendation in assembly (House point/s)
5	Weekly 100% attendance - 10 achievement points
6	Weekly house best tutor attendance – houseopoly card
7	Weekly house tutor group of the week – houseopoly card
8	Weekly house demonstrating CRA values – houseopoly card

9	Bronze, Silver and Gold Behaviour Award - certificates
10	ATLAS Average grade 3.5+ Lessons– Each term x 6 Pupil receives a badge Assembly commendation Communication home
11	ATLAS Average grade 3.5+ Homework – Each term x 6 Assembly commendation Communication home
12	6 x half termly 'Perfect' certificates for 100% attendance and no behaviour points Assembly commendation Communication home
13	Every week – Above and Beyond Values Award in at the Friday standing assembly Name and picture displayed in stars on superhero Above and Beyond board Communication home via newsletter
14	3 x half termly Principal's Resilience award recognising 7 C's of Resilience
15	3 x Termly subject awards – certificate, teacher accolade and prize
16	3 x Termly 100% attendance awards – certificate, prize
17	3 x Termly most improved attendance awards – certificate, prize
18	Once a year core value award – trophy Communication home Display board
19	House trophy – awarded to overall winners of the house competition at the end of the year.
20	Sports Day Cup – awarded to overall winners of sports day
21	Platinum Behaviour Award – July
22	House Champions rewards trip – July

Bronze, Silver, Gold and Platinum Behaviour Awards

Charles Read will keep weekly track of the Achievement Points received by students, and recognise students weekly in assembly with Bronze, Silver and Gold certificates.

- Bronze Award- 250 Achievement Points within the academic year awarded by their Head of House in House Assembly.
- Silver Award- 500 Achievement Points within the academic year awarded by the Academy Behaviour Lead in Whole School Assembly.
- Gold Award- 750 Achievement Points within the academic year awarded by SLT in Whole School Assembly.

At the end of the academic year, students who have received the Gold Award and have attendance of 95% and above, will receive the Platinum Award and will be invited to take part in a reward activity at the end of the year.

Charles Read Academy Behaviour

At Charles Read Academy every student is entitled to Disruption Free Learning:

Every minute
Every lesson
Every day

In order to ensure this is the case in our academy we have implemented our Warn, Move, Remove behaviour system. This is to ensure all students have the opportunity to realise their full potential in our wonderful academy. Members of staff will work through the Warn, Move, Remove in lessons to ensure no student is disrupting the learning of other students. Additionally, staff will use our behaviour system to ensuring compliance with our expectations and will use the system outside of lesson if students are refusing to follow staff instructions at any time of the day.

If a student receives a Move in lessons, the staff member will log this on the system immediately, triggering an alert. A member of staff will come up to the classroom and have a reset conversation with the student to discuss the issues going on in lessons and how they can avoid further escalation. However, if the student continues or escalates their behaviour further whilst the member of staff is on their way to the classroom, the student may receive a Remove. On these occasions, the decision will be reviewed by the Academy Behaviour Lead or a member of the Senior Leadership Team. If a student receives a Remove, the student will go to the Internal Exclusion room (IE). Students will complete 2 periods in IE as well as their social time. Whilst in IE, students have a timetable of core curriculum which includes literacy, maths, science and English. The work is meaningful and checked to ensure students are getting on with their work whilst in IE. Students must complete all work set and follow the rules of the IE room, which include handing their phone over on entry (to be returned at the end of their session in IE). Any student placed in IE must go into the IE room and write a reflective statement about the incident, which will then be reviewed by the Pastoral Managers, and if there are any concerns raised in the statement, the Pastoral Managers will investigate the incident and bring all information to the Academy Behaviour Lead to review the sanction and make a final decision on any sanction. However, students must go into the IE room whilst an investigation is underway. Students refusing or struggling to enter the IE room will receive support from the Pastoral Managers and may be taken to The Bridge to support with regulation and to prevent further escalation.

If a student is Removed twice in the same day, the student will be expected to complete 5 full periods in IE due to the repeated disruption they have caused to the learning of others. If a student receives 3 Moves in a day or 6 Moves in a week, they will be placed into IE for 2 periods. If a student does this twice in one week, they will be placed in IE for 5 full periods in IE. However, if a student is repeatedly being Removed from the same lesson, the student may be placed in IE for 5 periods if Removed from this lesson again. If a student is involved in an incident, the behaviour will be brought to the attention their Head of House, Behaviour Lead or the Principal to review. If the behaviour is deemed as potentially warranting a suspension, the behaviour process is followed what is set out below. If the behaviour is not deemed as warranting a suspension, the Head of House, Behaviour Lead or Principal will review the in-school sanction which will include up to and including 5 periods in IE. If a student is truanting their lessons, they will be sent to IE for 2 periods, however, if a student is caught truanting for the second time in that week, they will be expected to complete 5 periods in IE.

Whilst in IE staff will use the same Warn, Move, Remove policy in IE as students receive in lessons and detailed above. This will reset each lesson. If a student is removed from the IE room, they will be placed into Alternative IE at the back of a classroom with a member of SLT, ESLT or Head of House. Whilst in Alternative IE, the member of staff will use the same Warn, Move, Remove policy above with the student. If the student is Removed from Alternative IE, the Principal will be informed and a suspension considered for persistent disruptive behaviour. If a student is removed from IE and refuses to go to the Alternative IE space and continues to disrupt the learning of others, the Principal will be informed and a suspension considered for persistent disruptive behaviour.

Students in IE are expected to work and comply with instructions given to them in IE. Whilst in IE, student's behaviour will be monitored on a Green 2 Go (G2G) form. Students with perfect behaviour in IE for two full periods and social time to leave at the end of break or lunch. However, if a student receives a Move whilst in IE, they will be given an Amber on their G2G and will need to complete an additional full period in IE. This will continue until the student has completed 2 periods marked Green, or until they have completed their 5 full periods in IE, whichever comes first. If they receive a Remove in IE, they will receive a Red on their G2G and be sent to Alternative IE and expected to complete 5 full periods in IE.

Any student who receives a suspension will follow the same process:

- Specified number of days at home with access to work through a KS3/4 core booklet
- On return to school, a reintegration meeting with Head of House, Behaviour Lead or SLT with parent(s)/carer(s) present to discuss the suspension and next steps and an offer of a tour of the academy to see the climate for learning and our high expectations.
- Students will return to lessons immediately following the suspension to minimise lost learning unless they are suspended for refusing to go into internal exclusion in which case they will still be expected to complete their time in the IE room.

Students where we are seeing a deterioration in behaviour or repeated patterns of poor behaviour will be placed on a PSP (pastoral support plan) or CRA Support Pack as appropriate, to help them get back on track and identify any barriers to learning. The Pastoral Manager for Behaviour will meet with these students regularly and with parents every 6-8 weeks to review the plan. Students placed on a CRA support pack will be reviewed weekly by the HOH and pastoral manager for behaviour during their weekly CRA support meetings.
Parents of students who receive 3 removes in a week will be invited in for a meeting with the Behaviour Lead to discuss how their child can be supported in school.
Reasonable adjustments will be made for students with SEN/additional needs in line with the SEND Code of Conduct.

Leadership Positions and Behaviour Expectations

If a child is involved in a serious behaviour incident in school or on school transport, that may jeopardise their leadership position in school. Leaders in school such as Head Boy/Girl, House Captains, Year Group Leaders, Media Leaders, Ambassadors, Sport Captains etc are role models for the rest of the student body. We have high expectations of all student behaviour but especially leaders as they set the tone for the rest of the academy. If they are being removed from lessons,

receiving suspensions and/or regularly failing to follow policy, then they may have their leadership position removed from them or not be permitted to attend upcoming events/trips. This is at the discretion of Principal and the Behaviour Lead.

Mobiles Phones

Under Section 36 of the Children's Well-being and Schools Act 2026, head teachers are legally required to ensure that mobile phones and smart devices are not accessed at any point during the school day, including break times. At Charles Read Academy, this also includes devices such as Smart Watches. Charles Read Academy operates a See it, Hear it, Lose it policy in regards to mobile phones. If a staff member sees a mobile phone or smart device, or if it goes off whilst at school, the member of staff will confiscate the device and pass it on to the main reception. Students are expected to immediately hand over their device. Students will receive a Pastoral breaktime detention and be able to collect the device at the end of the school day. However, if a student's device is confiscated three times within a half term, parents will need to collect the device at the main office.

If a student is using their mobile phone whilst at school, including messaging people, going on apps or filming other students, the student will be placed in IE for 2 periods and social time. Similarly, if a student refuses to handover their mobile phone, the member of staff will use the Warn, Move Remove system and the student will be placed in IE for 2 periods and social time.

Toilet Usage in Lessons

At Charles Read Academy we aim to maintain a calm, respectful and safe learning environment for all students. Toilet use during the Academy day is managed carefully to minimise disruption to learning while ensuring students' health and wellbeing needs are met. At Charles Read Academy, along with many schools, we restrict toilet use during lesson times to prevent disruption.

General expectations:

- Students are expected to use the toilets before school, at break time, at lunch time, or after school wherever possible.
- Leaving lessons to go to the toilet should be exceptional, not routine.
- Students must always behave responsibly and respectfully in toilet areas. Any misuse or damage will be dealt with in line with the Academy's behaviour policy.

Toilet Access During the School Day

- Student toilets are not open for routine use during lesson time.
- Toilet access during lessons will only be permitted where:
    - There is a recognised medical need
    - There is an exceptional pastoral or safeguarding reason.
- This approach supports high-quality learning and reinforces positive routines across the Academy.

Toilet Passes

- Students with an agreed medical need will be issued with a Toilet Pass.
- Toilet Passes are issued only when agreed by Mr Thornton.
- The pass must be carried at all times and shown to staff on request.
- Misuse of a Toilet Pass may result in it being reviewed or withdrawn.

Requesting Toilet Access During Lessons

- If a student with a Toilet Pass requires toilet access during the first 10 minutes of a lesson:
    - The class teacher will radio to the member of staff on Out&About and they will attend the classroom and collect the student or, in exceptional circumstances, ask the class teacher to send the student to the hub.
    - Students must not leave the classroom unaccompanied unless specifically directed.
    - The classroom teacher will log this use of the Toilet Passon Bromcom to enable an accurate record to be kept, which will also send an automatic alert to parents.
- This procedure ensures student safety, dignity, and accurate record-keeping.

Zero Tolerance – Drugs/Alcohol/Knives

Charles Read Academy has a zero-tolerance policy in relation to drugs, alcohol and knives. If a student brings any of these items onto the school premises, they will face a suspension and potentially an exclusion.

If any student is proven to have taken, dealt or given drugs to another student inside or outside of school, this could also result in a suspension and potentially an exclusion.

Bringing the school into disrepute and/or seriously endangering the welfare of other students through engaging in illegal activity outside of school, sharing this with the wider community through social media, where this is proven, could also result in a suspension and potentially an exclusion.

All decisions are subject to a full investigation and consultation and at the discretion of the Principal.

Zero tolerance - Child on Child abuse

- Emotional abuse (including cyber-bullying, prejudice based and discriminatory bullying)
- Physical abuse
- Sexual abuse - Sexual violence and sexual harassment
- Initiation/hazing type violence and rituals

All incidents of child on child abuse will be dealt with very seriously and referred to outside agencies where appropriate. Students will be educated about all areas of child on child abuse so they are able to recognise this and report it immediately. Students are encouraged to talk to their tutors, pastoral managers, another member of staff they trust as well as use the ‘talking boxes’ around the academy if they do not feel comfortable talking to someone in person. All incidents will be investigated and taken seriously whether they occur remotely or in school. The pastoral staff will communicate with home in the first instance and sanctions will be made as appropriate in line with our Behaviour Policy. Charles Read will take a zero-tolerance approach to all forms of sexualised actions and language. Staff will avoid attitudes such as “boys will be boys” and other approaches that do not take into account the serious nature of this abuse.

Contextual safeguarding issues would always be followed where deemed important with a whole school assembly or 50 minute PSHCE session addressing the issue and measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, sexual harassment and violence. These sessions are accompanied by assemblies, drop down days and interventions to ensure that all students are aware of what constitutes these actions and the consequences of them.

Reporting a problem

Students are expected to report any incidences of misbehaviour, disruption, intimidation, violence or bullying as soon as this is witnessed, to a teacher or member of staff on duty, so that it can be dealt with according to the policy. Students also have access throughout the school to a variety of methods of informing staff at Charles Read Academy to any concerns, including talking boxes which are anonymous and the dedicate CRA-ItsNotOkay@charlesreadacademy.co.uk email address which can be accessed in and outside of school.

As parents, please contact the school – We will always want to hear from you about concerns you have, particularly if they are with regards to the safety of our pupils and staff. Any concerns must be raised via telephone or email and a follow up meeting can be set up if needed. Parents can raise concerns through enquiries@charlesreadacademy.co.uk email address which admin staff will monitor and filter to the appropriate person.

Power to Search in School

The Department of Education Searching Screening and Confiscation Advice for Schools July 2022 Guidance states that Headteachers 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 or any other item the school identifies as an item which is prohibited/may be searched for. Under the Department of Education Searching Screening and Confiscation Advice for Schools July 2022 Guidance, the Principal delegates the permission to authorise a search to members of the Senior Leadership Team.

The following items are banned at Charles Read Academy, and will be confiscated if brought on Academy grounds:

- Chewing gum
- Fizzy drinks
- Knives and blades
- Weapons
- Alcohol
- Illegal drugs and their associated paraphernalia
- Legal highs
- Equipment relating to the taking of illegal drugs
- E-cigarettes/vapes
- Tobacco
- Cigarette lighters

- Cigarette papers
- Fireworks
- Stolen items
- Pornographic images
- Items that the staff member might suspect has been or is likely to be used to commit an offence or cause personal injury/damage to property
- Aerosols
- Items that do not comply with the academy uniform policy
- Any other item that the academy deems will pose a threat to the safety of any member of the school community or is considered highly appropriate
- Walkie talkies

We will always ensure the student understands the reason for the search and how the search will be conducted so that they are fully informed. We will always ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff.

An appropriate location will be sought where there is no passing foot traffic. The search will be conducted by 2 members of the same gender to the student. The first member of staff will be from the members of staff designated by the Principal to be a Senior Search Lead and this member of staff will carry out the search. The second member of staff can be any member of staff from the same gender as the student, who will observe and supervise the search. The staff below have been designated by the Principal as Senior Search Leads and have been authorised by the Principal to lead a search of a student if there is reasonable cause to believe they are carrying a forbidden item that may pose a risk to their or the community's safety and wellbeing.

- Members of the Senior Leadership Team
- Academy Behaviour Lead
- Heads of Faculty
- Heads of House
- Deputy Designated Safeguarding Lead

The member of staff may search a pupil's outer clothing, pockets, bags, possessions or lockers and the member of staff will also use a metal detector to assist with the search.

If a pupil refuses to cooperate with a search, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring they are responding to misbehaviour consistently and fairly. If at risk to others, the pupil should be kept away from other pupils and supervised at all times. If a pupil still refuses to cooperate, the member of staff should assess whether reasonable force to conduct the search is required. This would only be if the member of staff considers the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Any search by a member of staff will be recorded on a post-search form completed whether an item is found or not and uploaded to the school database system. Parents will always be informed

that a search for a prohibited item has taken place and the results of the search by a Pastoral Manager, the Academy Behaviour Lead or the Principal.

Charles Read Academy does not need to seek permission to search from parents in advance under the Department of Education Searching Screening and Confiscation Advice for Schools July 2022 Guidance.

If it is deemed necessary by the Principal and the Designated Safeguarding Lead for daily searches to be conducted, the Principal will direct a daily search to be conducted by one of the Senior Search Lead as stated in Charles Read's Safeguarding Appendixes. In this case, a safety plan will be created which authorises a Senior Search Lead to carry out the search in line with the procedure. If a daily search is conducted and nothing is found, no paperwork or phone call home is required. However, if an item is found that that breaches our prohibited items list, the Senior Search Lead will complete a post-search form and a phone call home made to inform families about the results of search by a Pastoral Manager, the Academy Behaviour Lead or the Principal.