



# Catch22 Independent Schools Policy

## Weapons

Catch 22 Include Suffolk Primary School

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This policy will be reviewed every 3 years.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

|                                              |                             |
|----------------------------------------------|-----------------------------|
| Policy Owner:                                | Headteacher                 |
| Queries to:                                  | Headteacher                 |
| Date created:                                | January 2018                |
| Date of last review:                         | September 2026              |
| Date of next review:                         | September 2028              |
| Catch22 group, entity, hub:                  | Catch22 Education           |
| 4Policies level (all staff or managers only) | All Catch22 Education staff |

# Catch Independent Schools

## Education Intent Statement

### **Catch22's Vision:**

To deliver better social outcomes through transforming public service through the 3Ps:

### **Place**

Supporting people to find, retain, transition safely into homes and communities.

### **Purpose**

Working with people to achieve their purpose in education, employment, or training

### **People**

Building networks of people around individuals

### **Our School Vision:**

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

## Our Educational Intent:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evidenced in this policy?                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <p><b>Brilliant basics, magic moments</b></p> <ul style="list-style-type: none"> <li>Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.</li> <li>Provide a values-based curriculum, working with pupils to build their spiritual, moral, social, and cultural capital and personal development.</li> </ul> <p><b>Relationships beat structures.</b></p> <ul style="list-style-type: none"> <li>Treat pupils as individuals and help them to build bright futures in both their personal and professional lives</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>X</p> <p>X</p>                            |
| <p><b>Things about you, built with you, are for you.</b></p> <ul style="list-style-type: none"> <li>Understand pupils' unique needs and help them overcome their barriers to learning.</li> <li>Engage pupils with a broad and rich curriculum so they can realise their ambitions.</li> <li>Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.</li> </ul> <p><b>Unleash Greatness</b></p> <ul style="list-style-type: none"> <li>Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world.</li> <li>Instil belief in pupils so they can progress and succeed in education, training, and employment.</li> </ul> <p><b>Let robots be robots and humans be human.</b></p> <ul style="list-style-type: none"> <li>Ensure pupils have a rounded understanding of themselves and the world around them.</li> <li>Harness curiosity and nurture a love of learning.</li> <li>Support and protect our pupils to be safe and feel safe online and offline.</li> </ul> <p><b>Incubate, accelerate, amplify.</b><br/>Embrace the values of 'Rights Respecting Schools;' helping pupils thrive as individuals both as members of their school and the wider community.</p> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> |

# 1. What is the policy about?

In line with the Behaviour and Safeguarding Policies, Catch22 Include Suffolk Primary School is committed to providing a safe, secure and supportive environment for all pupils, staff, parents/carers, visitors and volunteers.

The school does not permit weapons or other items intended or likely to cause harm to be brought onto the school premises, except where an item is legitimately required for an agreed educational or other lawful purpose and appropriate arrangements are in place.

The safety and wellbeing of pupils, staff and all others within the school community is of paramount importance. The school will take appropriate and proportionate action to prevent, respond to and manage concerns involving weapons, taking account of the individual circumstances and needs of the child.

This policy should be read alongside the school's Behaviour Policy, Safeguarding Policy and other relevant procedures.

# 2. Who does this policy apply to?

This policy applies to all staff, pupils, parents/carers, visitors, volunteers and contractors at Catch22 Include Suffolk Primary School.

All members of the school community are expected to support the school's approach to keeping the school safe and free from weapons and other prohibited items.

# 3. Policy requirements

## Weapons or Firearms

Catch22 Include Suffolk Primary School takes the possession or use of a weapon or firearm on school premises seriously. The school will take appropriate and proportionate action to prevent weapons being brought onto the premises and to respond safely where a concern arises.

## Prevention

The school will take appropriate steps to reduce the risk of pupils bringing weapons or other items intended or likely to cause harm onto the premises. This may include:

- working with parents/carers, external agencies and the Police where appropriate;

- sharing relevant safeguarding information with staff who need to know;
- providing appropriate learning through the curriculum, including PSHE, SMSC, safeguarding and Prevent-related work;
- responding to information or intelligence that indicates an increased risk; and
- using appropriate risk assessments and safeguarding arrangements to identify and manage individual risks.

Where there is an identified risk, the school may use appropriate searching or screening arrangements in accordance with school procedures, the Behaviour Policy and current guidance.

### **Pupils identified as being at risk**

Where information indicates that a pupil may be at increased risk of bringing a weapon onto the school premises, the school will consider relevant information from parents/carers, previous settings, referrers and other agencies involved with the pupil, where appropriate.

Staff must act on relevant information and report concerns promptly to a member of the senior leadership/safeguarding team.

Any search will be carried out in accordance with the school's procedures and current guidance. Searches should normally seek the pupil's cooperation first. Where a search is necessary, staff must follow the requirements relating to who conducts the search, the presence of a witness and the circumstances in which a search may take place without the pupil's cooperation.

### **Where a pupil is suspected of possessing a weapon**

Any member of staff who has information that a pupil may be in possession of a weapon or firearm must immediately inform a member of the senior leadership/safeguarding team.

The immediate situation will be risk assessed. Staff should prioritise the safety of the pupil and others and avoid actions that could increase the risk of harm.

If a weapon is suspected or found:

- the pupil and other pupils/staff should be moved to a safe environment where appropriate;
- staff should not unnecessarily handle or move a weapon;
- the Police should be contacted where there is an immediate risk of harm, a weapon or firearm is present, or where police involvement is otherwise considered necessary;

- parents/carers and relevant safeguarding agencies will be informed as appropriate;
- the incident will be recorded using the school's established recording systems; and
- appropriate safeguarding, risk assessment and follow-up action will be taken.

If a pupil produces or uses a weapon or firearm, the priority is to protect pupils and staff and obtain emergency assistance. The Police should be contacted immediately where there is an immediate threat to safety.

### **Searching, screening and confiscation**

The school may search pupils and their possessions where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item or an item identified in the school's rules as an item for which a search may be made.

Weapons, bladed articles and firearms are prohibited items. The school may also search for other items that may have been used, or are likely to be used, to cause injury or to commit an offence.

Where possible, staff will seek the pupil's cooperation before carrying out a search. Searches will be undertaken sensitively, proportionately and with due regard to the pupil's age, individual needs and circumstances.

Where a search is carried out without the pupil's consent, it must be conducted in accordance with the relevant legal requirements and school procedures. Normally:

- the person conducting the search will be the same sex as the pupil;
- another member of staff will be present as a witness;
- the pupil will not be required to remove clothing other than outer clothing; and
- the search will be carried out in a private and appropriate place.

The limited exceptions to these arrangements will only apply where there is an immediate risk of serious harm and it is not reasonably practicable to follow the usual arrangements.

Any item found during a search that is prohibited, presents a risk to safety or may be evidence of an offence may be confiscated in accordance with the school's procedures. Where an item may be evidence of an offence, staff should avoid unnecessary handling and seek advice from the Police where appropriate.

Parents/carers will be informed where a search for a prohibited item has taken place and advised of the outcome, in accordance with the school's procedures.

All searches and confiscations relating to weapons or suspected weapons will be recorded appropriately and followed up through the school's safeguarding and behaviour procedures.

### **Recording and follow-up**

All incidents involving weapons or suspected weapons will be recorded promptly on the school's appropriate systems, including CPOMS, SIMS and Datix where applicable.

Relevant parent/carer, Police and agency contacts will be recorded and linked to the incident where appropriate.

A Catch22 Near Miss form and Catch22 Risk Assessment will be completed where required.

Where appropriate, referrals or additional support will be arranged for the pupil following the incident. This may include safeguarding support, external agency involvement or counselling.

Following a significant incident, the Headteacher, safeguarding lead and relevant senior staff will review the incident, actions taken and any lessons learned. Risk assessments and this policy will be reviewed where necessary.

### **Subsequent action**

The Headteacher will determine the appropriate response in accordance with the Behaviour Policy, Safeguarding Policy and other relevant procedures. The response will take account of the individual circumstances and needs of the pupil, the nature and seriousness of the incident, and any risks identified.

The school will focus on supporting the pupil to understand the impact of their actions, reduce the risk of recurrence and promote their safety and wellbeing. This may include restorative approaches, individualised support, risk management and involvement from appropriate external agencies.

Where Police involvement is required, the school will cooperate with the Police and provide relevant information and witness accounts where requested.

### **Lockdown**

Where there is an immediate or significant threat to the safety of pupils or staff involving a weapon or firearm, the school may initiate its Lockdown Procedure.

The decision to initiate a lockdown will be based on the circumstances and level of risk at the time. Staff must follow the Lockdown Procedure and any instructions given by the Headteacher or senior staff.

## 4. Definitions

For the purposes of this policy:

### **Bladed article**

An article which has a blade or is sharply pointed. This may include knives, razor blades, axes and other items with a blade or sharp point.

### **Firearm**

A lethal barrelled weapon which can, or can be converted to, discharge a shot, bullet or other missile.

### **Offensive weapon**

An article made or adapted for use for causing injury to a person, or an article intended by the person possessing it to be used to cause injury.

### **Weapon**

For the purposes of this policy, the term weapon is used broadly to include firearms, offensive weapons, bladed articles and other items that may be used to cause injury or harm.

## 5. Related policies

This policy should be read alongside the following school policies and procedures:

- Behaviour Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Exclusion Policy
- Physical Intervention Policy
- Medical Conditions Policy, where relevant

## 6. Appendices

N.A

# Annex 1: Equality Impact Assessment

## 1. Summary

|                                |                     |
|--------------------------------|---------------------|
| <b>This EIA is for:</b>        | Weapons             |
| <b>EIA completed by:</b>       | Executive Assistant |
| <b>Date of assessment:</b>     | July 2021           |
| <b>Assessment approved by:</b> | Education SLT       |

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment, and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices, or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIAs under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral, or negative impact for people who it applies to and who share one or more of the nine protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

### Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

## 2. Potential Impacts, positive and negative

| Equality Area                                                                                                                                                                                                             | Positive                 | Neutral                             | Negative                 | Please give details including any mitigation for negative impacts                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Age</b><br>Does this policy impact on any particular age groups or people of a certain age?                                                                                                                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.                               |
| <b>Disability</b><br>Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out? normal day to day activities? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.               |
| <b>Gender reassignment (transsexual, transgender, trans)</b><br>Does this policy impact on? people who are transitioning from one gender to another (at any stage)                                                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender. |
| <b>Marriage and civil partnership</b><br>Does this policy impact on people who are legally married or in a civil partnership?                                                                                             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.         |

|                                                                                                                                                                                                                                                                                                |                          |                                     |                          |                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pregnancy and maternity</b><br><b>(in work this is linked to</b><br><b>maternity leave, nonwork</b><br><b>this is for 26 weeks after</b><br><b>giving birth)</b><br><br>Does this policy impact on people who are pregnant or in their maternity period following the birth of their child? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.                                                                                                                                                |
| <b>Race</b><br><br>Does this policy impact on people as defined by their race, colour, and nationality (including citizenship) ethnic or national origins                                                                                                                                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of their race, origin, colour, or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.                    |
| <b>Religion and belief</b><br><br>Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?                                                                                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.                                           |
| <b>Sex</b><br><br>Does this policy impact on people because they are male or female?                                                                                                                                                                                                           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.                    |
| <b>Sexual orientation</b><br><br>Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?                                                                                                                                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation. |