Sheriffhales Primary School and Preschool

Behaviour Policy

Amended 27.3.25 and approved 27.3.25 by the Governing Body

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Sheriffhales Behaviour Policy

We believe we promote good behaviour by creating a happy, safe and caring school environment where everyone feels valued and respected. Our policy is based on relationships, high expectations and consistency.

Aims of this behaviour policy

• To promote respect and good manners that will be beneficial for the rest of their lives

• To form positive relationships so every child knows that we care for them.

• To ensure children take responsibility for their own behaviour and own any consequences arising from it.

• To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

• To be proactive and consistent in our approach to behaviour management, including consequences.

The Benefits of Good Social Behaviour

We believe that when staff, pupils and parents value good social behaviour, it enables the following to take place:

Children:

- Learn what good behaviour means
- Learn to care for one another
- Learn the value of friendship
- Develop self confidence
- Do as well as possible in their schoolwork

Staff:

- Teach effectively within a positive atmosphere
- Meet the needs of all pupils
- Make positive contacts with all parents
- Develop personally and professionally

Parents:

- Feel confident that their children are growing personally, socially and academically
- Know their children will receive support when they need it
- Feel welcome in school to discuss their children's progress in a positive atmosphere

What we mean by good behaviour

After discussion, we have agreed that good behaviour means that everyone in school is:

- Respectful, polite and friendly
- Safe, careful and kind
- Ready to work hard
- Helpful to others (inclusive)
- Encouraging and courageous

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times. If, however, any child finds these general aims difficult to understand, as many young children do, we will help them by making our expectations clearer, more specific and more suited to their individual needs. As a school community, we will not tolerate violence or abusive behaviour towards any pupil or member of staff. Our school rules for behaviour relate at all times to our school's expectations for behaviour. These central principles are displayed around school and should be referred to at all times in the school day. We have summarised all of this into a code of behaviour which we will call our STAR code. By following this code, we keep our school a happy and caring place to work and learn.

Our 4 behaviour rules are set out clearly for all staff members and children in our STARS Code of Behaviour. They are as follows:

Strive

Try together

Achieve

Respect

STARS Code of Behaviour: We will be	We encourage and expect **everyone** to consistently
Striving learners Trying together learners Achieving learners Respectful learners	1. Greet each other kindly 2. Move around school safely – we don't run 3. Not shout – unless there is a SEND reason 4. Be polite in word and tone 5. Hold doors open, thank others 6. Remind others of the code 7. No name-calling (sexist, racist or homophobic language must be reported to the head) 8. No rough behaviour – pushing, hitting, grabbing 9. Be fair – don't ignore anyone not following the code 10. Be honest

Stopping Inappropriate Behaviour and Sanctions

Occasionally children may forget our aims for good behaviour and be inconsiderate towards others. We try to prevent this happening by:

▪ Reminding pupils of the STAR Code of Behaviour.

▪ Acknowledging good behaviour as it occurs.

Sometimes this may not be enough. We will try to intervene as soon as possible and to avoid confrontation, listen, establish the facts, judge only when certain and use punishments sparingly. We believe that removal of privileges is one of the most effective strategies. The emphasis is on making children aware of why their behaviour has been inappropriate, its effect on others and to give children the chance to make amends.

We emphasise that it is the behaviour that is unacceptable, not the child.

Classroom problems should be dealt with, wherever possible, within the classroom. If work is not acceptable it must be repeated; if time is wasted it must be made up out of breaks and if equipment is deliberately damaged, parents must be involved and where appropriate invited to replace it.

Quiet, personal, explicit reprimands are preferred to general condemnation of whole groups.

We aim to discourage inappropriate or anti-social behaviour by, for example:

• Discussion with individuals or groups in relation to problem situations.

• Moving the pupil within the class

• Separating the child from the class – by sending him/her to another class or headteacher with work to be completed.

• Referring to a ‘safe adult’ or Headteacher – this may support with enabling the child to calm or to have another perspective on the matter

• Removing privileges, for example playtime, suspending or removing responsibilities

• In heated or difficult situations, giving children some quiet time to calm down and then to talk through the problem with them

• Teachers contacting parents to discuss ways of helping the child to improve his/her behaviour

• Devising a 'positive behaviour plan' which will help the child to learn appropriate social behaviour in school. (This will always be done in conjunction with both the child and the parents). The plan will then be reviewed and adapted as appropriate.

If behaviour is becoming unacceptable, the Headteacher will warn parents in person where possible or in writing if not, of the possibility of suspension or exclusion. Further misconduct will result in fixed term suspension. For any Exclusion the LA and DFE guidance will be followed. These sanctions will only be used as a last resort before consideration of temporary or permanent exclusion.

What does the child experience?

Step 1 – Reminder

A reminder of the rules. eg. ‘You are not being safe. Show me you can walk properly.’ Ask the child to try again and praise when they do it. Wherever possible, this will be done quietly, at the side of the child, not in a public manner.

Step 2 – Reminder and an offer of support

A second reminder of the rules. Ask the child if they are okay and offer to speak to the child at the end of the lesson if they have problems with the rules. Wherever possible, this will be done quietly, at the side of the child, not in a public manner.

Step 3 – Time out

Adults can decide that children miss break (in the classroom to finish work, or standing out at breaktime. The class teacher or TA should inform the break supervisor) or lunch if the behaviour continues. Alternatively, children can be sent to the head and a consequence will be decided eg. missed breaktime or phone call home.

Instant removal for extreme behaviour

Some behaviours such as: hitting, swearing, spitting, refusal to work, damaging property, hate crimes, refusal to follow instructions and rudeness will require instant action. The child will be sent to our Headteacher or the lead teacher (if the headteacher is not available) to determine why the child is behaving as they are, what the consequences will be and what steps are necessary to ensure this behaviour does not happen again. The consequences will be shared with the member of staff who dealt with the situation. Parents will be informed.

The school takes such behaviours very seriously and will consult with other children and staff involved or who have seen /heard the behaviours in order to arrive at a rounded and comprehensive picture of the incident.

This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return afterwards.

Persistent poor behaviour

The class teacher or headteacher will spend time with persistent offenders to teach them how to follow the rules and act appropriately. We will have discussions with parents to ensure we are consistent in our approach.

Persistent poor behaviour may be bullying where it is directed at the same child / children or where the same behaviour is repeated towards another child / children. We do not tolerate bullying: see Bullying, including cyber-bullying and discriminatory bullying below.

Suspension

In serious cases, one of the following sanctions may be necessary:

• removal of play/lunchtime or other privileges

• Lunchtime suspension

• Fixed term suspension

• Permanent suspension

Only the Head teacher can decide to exclude a pupil. This power can be delegated to the lead teacher in the absence of the Head teacher. Further detailed information regarding suspension is available in our Suspension Policy.

Behaviour Logs / monitoring behaviour and sanctions

A robust system is in place for logging any incidents relating to a child's behaviour, whether it be from parents, incidents in the classroom or in the playground, or at school events, or where the school has been informed via another agency. This enables us to keep a trail and address persistent issues. Staff will maintain a log on our safeguarding software CPOMs to track common disruptions and more serious

incidents. This is just for tracking purposes and internal use only. Through internal monitoring we will identify any children with consistent negative behaviour and concerns will be assessed. We will endeavour to understand any potential reasons for the behaviour such as an undiagnosed learning, communication or mental health need. If we feel children would benefit, a multi-agency approach may be employed. However, the focus will remain on early identification and intervention. We will also monitor positive behaviour on our system; this will help us in understanding the impact of our policy. Findings linked to this are reported to the Governing Board through the Headteacher's written report.

Additional Strategies to support inclusion

Positive behaviour plans

These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the class teacher / Sendco, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put in place. The class teacher will also arrange a time to discuss the plan with parents, so that both home and school are working in partnership. Where parents do not participate in the meeting, the school will continue to support the child.

Bullying, including cyber-bullying, prejudice based and discriminatory bullying

We will not tolerate bullying in any form. With young children there must be a distinction between bullying and boisterous play. Boisterous play usually disappears, as children mature, become more self-controlled and learn social skills of negotiation and compromise. If bullying behaviour happens, it will be treated seriously and the problem addressed as soon as possible.

Bullying is defined as being:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

ANTI-BULLYING ALLIANCE

Definition of bullying

It is important that school supports children and families to understand the difference between children 'falling out' over a one-off incident, and bullying.

Incidents involving bullying behaviour must be dealt with promptly. Children are encouraged to tell immediately of any incidence of bullying or intimidation. The action taken will depend upon the severity and the frequency of the incidents. Children are encouraged to report bullying in any form with children throughout the school being given strategies to help. They must tell the 'bully' that they do not like

what they are doing and say ‘Stop it’ in a loud voice. They must try ignoring it or moving away. If this fails, they must ask for help.

In very rare cases it may be necessary to suspend a pupil. Suspension, either at lunchtime or for the whole school day, will only be considered after a serious act of aggression or misbehaviour and only after all other possible avenues have been explored. A warning letter will usually be given to parents first. Very careful arrangements will be made to ensure that any child returning to school after a suspension is helped to behave appropriately. – see Anti Bullying and Hate Policy

Children will receive an explanation of e-safety each term in class and e-safety day yearly. They will all receive and return to school an Acceptable Use code , for KS1 and KS2.

Racism, Hatred and Peer on Peer Abuse

We will not tolerate any form of racism or behaviours motivated by hatred, extremism or peer on peer abuse at our school. Any incident will be treated seriously and the action taken will depend upon the child’s understanding of what they have said or done: depending on the circumstances this could include exclusion.

Harmful Sexual Behaviour

We will foster and support an environment where all pupils feel safe. Sexual harassment, sexual abuse and sexual violence in any form, on-line or off-line, are not accepted. We will determine the appropriate sanctions using age-appropriate guidance, including Brook Traffic Lights and support all relevant pupils. Any incident will be treated seriously and the action taken will depend upon the child’s understanding of what they have said or done: depending on the circumstances this could include exclusion.

Rewards

We would much rather reward positive behaviour than punish negative behaviour. Strategies we will use include:

- STAR certificates – children may be awarded a STAR certificate each week for achievement, maths and writing. These children are read out in Celebration Assembly and rewarded with a certificate.

- External achievements are celebrated each week during Celebration Assembly. Pupils are encouraged to bring into school any certificates they have been awarded externally. They may, if they wish, have these presented during celebration worship.

- SUPERSTARS certificates may be given in Celebration Assembly for exceptional examples of STAR behaviour, in or out of school which has been sustained over a half term. Headteacher gives out these certificates at the end of each term to children who have especially reflected our code of behaviour and parents will be invited in to see this presentation.

• Verbal praise and positive comments about children's behaviour will be given readily. Class and supply teachers, TAs and Lunch / Playground Supervisors are all encouraged to praise good behaviour and to give dojo points for a specific code of behaviour value, as they feel appropriate.

• House Strategies – Each house will be able to win 'STAR house' each week, with the most dojo points. The house with the most weekly wins will receive a whole class /house reward in the summer term. There are also several inter-house competitions and events throughout the year.

Parental Involvement

We like to work in a very close partnership with parents and we will, wherever possible, encourage positive parental involvement. With their support and understanding we will seek to encourage consistency and high standards of behaviour at home and at school. We will offer support to parents as far as possible when an individual child is causing concern and parents can contact the school whenever this may happen – they should not feel that they must wait until the school contacts them.

Parents can help by:

• Encouraging children to realise the importance of the school and taking an interest in their work and behaviour and meeting teachers regularly, so that they know how their child is progressing.

- Parents can acknowledge that all children, including their own, will make mistakes. The school will take great care to listen and understand all those involved – children and staff - so that they have a full picture of a behavioural situation.

• Assisting with activities where appropriate.

• Positively endorsing our aims, the Code of Behaviour, Uniform Guidance and talking about this with their children to help maintain high standards of behaviour at school and at home.

• Discussing any problems promptly with school (with the class teacher in the first instance).

• Supporting the efforts of their children when they receive rewards. If parents add their praise and rewards to those of the school, the effect will be even stronger.

Implementation

In order to best ensure the success of this policy, the following implementation plan has been drawn up:

• All new staff will have this policy communicated to them and particular attention drawn to this implementation plan.

• During the first week of every term, pupils will be reminded of the school's expectations and how this impacts on the Code of Behaviour in their classroom.

• The Stars Code of Behaviour is to be prominently displayed on classroom walls.

• Specific and separate attention must be drawn to the statement on bullying in an appropriate way.

• The Code of Behaviour or elements of it should be included in the curriculum where relevant.

• The section on monitoring and review procedures must be adhered to.

Monitoring and Review Procedures

To ensure the relevance and success of this policy it is imperative that regular reviews take place as follows:

1. At the start of the year, check that the Code of Behaviour has been explained to all the pupils.

2. Review the pupils' actual behaviour via staff discussion, pupil feedback and CPOMS reporting.

3. At staff meetings there is always an agenda item for pastoral issues. This includes any incidence to do with unacceptable behaviour.

4. Review the whole policy every 2 years. This Policy should be read in conjunction with the school's Safeguarding Policy, Anti-Bullying, First Aid, Health and Safety and RSE Policies

Summary of Responsibilities

Parents' responsibilities are:

• To make children aware of appropriate behaviour in all situations including outside of school.

• To encourage independence and self-discipline

• To show an interest in all that their child does in school.

• To foster good relationships with the school.

• To support the school in the implementation of this policy.

• To be aware of and support the school rules and expectations.

• To offer a framework for social education.

Staff responsibilities are:

• To treat all children fairly and with respect.

• To raise children's self-esteem and develop their full potential.

• To provide a challenging, interesting and relevant curriculum.

• To create a safe and pleasant environment, physically and emotionally.

• To use rules and sanctions clearly and consistently.

• To be a good role model.

• To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

• To recognise that each child is an individual and to be aware of their (special) needs.

• To offer a framework for social education.

• To inform senior staff and/or parents of behaviour that causes particular concern.

Children's responsibilities are:

• To work to the best of their abilities and allow others to do the same.

- To represent their school, home and away, with pride and respect.

• To treat other people with respect.

• To listen to and act upon the instructions of the school staff.

• To take care of property and the environment in and out of school.

• To co-operate with other children and adults

SEND code of practice

All children will be taught emotional self-regulation through our PSHE programme which will enable them to use and apply learned skills to become more independent in effectively managing their behaviour. Pupils with more complex needs due to SEND or high incidents of ACEs will have access to more targeted support and may be given alternative sanctions appropriate to their need.

Children with serious or repeated behaviour difficulties may need to have an individual plan in accordance with the Special Needs Code of Practice and the Equality Act 2010. We may ask for an assessment from our Educational Psychologist or with agreement from parents or carer, refer to CAMHS. If assistance is required please consult with our SENDCO.

Transition times/Moving around school

Teachers must be in their classroom at 8.40 in order to receive children when doors open. A member of KS1 staff will be on the main door to welcome and monitor pupils as they arrive. KS2 children will go straight to their classrooms. Children in Breakfast Club should go to class at 8.40. There is no playtime before school from 8.40. The gate opens at 8.40 and is closed at 8.50am. Staff will be on the gate every

morning. The gate will open for pick up at 3.10pm for Preschool / Reception and 3.20pm for the main school and parents/ carers can collect their children when dismissed by staff. Staff will dismiss After School Club children to the ASC supervisor. Parents are asked to keep children with them at dismissal and children are not permitted to use the playground / school grounds for play after 3.20pm. This applies to all children, including visiting ones and younger siblings accompanying at pick up.

Electronic devices

We will not tolerate the posting of harmful comments on social networking sites or via games. This bullying will be discussed with parents and passed on to relevant authorities if necessary. Whilst the school cannot police what children do on devices whilst in parental care, school will pass on to parents any notice they receive of inappropriate online behaviour and will endeavour to work with parents to support positive behaviours.

The power to discipline beyond the school gate (see Appendix 2)

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Head teacher are lawful. Where bad behaviour has been reported, the same procedures apply as with bad behaviour in school, see **Stopping Inappropriate Behaviour and Sanctions, discourage inappropriate or anti-social behaviour** and other approaches outlined in this policy.

Searching and confiscating (see Appendix 3)

The Head teacher and lead teacher have a statutory power to search pupils or their possessions, without consent where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Physical Contact

Physical Contact is a key part of a positive relationship; touching a pupil might be appropriate or necessary when:

• Comforting a distressed pupil

• A pupil is being congratulated or praised

• Holding a hand for support or control when moving around school

• Demonstrating exercises/techniques during, for example music or PE lessons

- To give first aid

Key members of staff have been trained in Safe Handling.

Physical Intervention (see Appendix 1)

The use of physical intervention is very rare and is whenever possible avoided. There may be occasions when the use of physical restraint is appropriate; for example, if a child is hurting his/herself and /or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded and shared with parents.

Responsibilities for the effective delivery of this policy

The Board of Governors is responsible for the effective management of behaviour.

Responsibility of the Governing Body

The Governing Body has:

• Responsibility to ensure that the school complies with this policy

• Delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy

• Delegated powers and responsibilities to the Headteacher to ensure that all visitors to the school are aware of and comply with this policy

• The duty to support the Headteacher and school personnel in maintaining high standards of behaviour

•Responsibility for ensuring this policy and all policies are maintained and updated regularly

• Responsibility for ensuring all policies are made available to parents

• Nominated a link governor to visit the school regularly, to liaise with the Head teacher and the co-ordinator and to report back to the Governing Body

• Responsibility for the effective implementation, monitoring and evaluation of this policy Role of the Headteacher – (Headteacher Justine Keeling-Paglia)

The Headteacher will

• Determine the detail of the standard of behaviour that is acceptable to the school

• Ensure all school personnel, pupils and parents are aware of and comply with this policy

• Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected

• Promote good behaviour by forging sound working relationships with everyone involved with the school. Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils

• Ensure the health, safety and welfare of all pupils in the school

• Work closely with the link Governor for Behaviour and Attitudes

• Provide guidance, support and training for all staff

• Monitor the effectiveness of this policy

• Annually report to the Governing Body on the success and development of this policy

Role of the Governor

The Governors will:

• Work closely with the head teacher

• Ensure this policy and other linked policies are up to date

• Ensure everyone connected to the school is aware of this policy

• Report to the Governing Body every term

• Annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel are expected to:

• Comply with all aspects of this policy

• Encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently

• Promote self-discipline amongst pupils

• Deal appropriately with any unacceptable behaviour

• Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline

• Attend periodic training on behaviour

• Ensure the health and safety of the pupils in their care

• Report all incidents of discrimination to the Head teacher or coordinator Role of Pupils

Pupils are expected to

• To be aware of and comply with this policy

• Be polite and well behaved at all times

• Show consideration to others by listening carefully to them and helping if necessary

• Support Behaviour code to ensure the smooth running of the school

Role of Parent/Carer

Parents/Carers are encouraged to:

• Comply with this policy

• Have a good honest working relationship with school personnel

• Support the school by ensuring their child understands and values the meaning of good behaviour and by reinforcing and standing by the sanctions applied by the school.

Appendix 1

The use of reasonable force

What is reasonable force?

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. ‘Reasonable in the circumstances’ means using no more force than is needed. 4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force.

2. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2. In a school, force is used for two main purposes – to control pupils or to restrain them.

3. The decision on 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.

4. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to: remove disruptive children from the classroom where they have refused to follow an instruction to do so;

• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot: use force as a punishment – It is always unlawful to use force as a punishment

Using force. Staff training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

Telling parents when force has been used on their child All incidents of reasonable force are recorded on CPOMS in order to support the child and staff involved.

What happens if a pupil complains when force is used on them?

• All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

• Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
• When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

• Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with

Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

• Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

• If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

• Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

• As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

• It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

• Examples of where touching a pupil might be proper or necessary: a) Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; b) When comforting a distressed pupil; c) When a pupil is being congratulated or praised; d) To demonstrate how to use a musical instrument; e) To demonstrate exercises or techniques during PE lessons or sports coaching; and f) To give first aid.

Appendix 2 The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. Any bad behaviour when the child is:

• taking part in any school-organised or school-related activity or

• travelling to and from school or

• wearing school uniform or

• in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

• could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into the school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day. Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officer of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Appendix 3

Searching and confiscation

The Head teacher and DDSL have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent School's common law powers to search: School staff can search pupils with their consent for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

2. Items which are banned in school include, mobile phones and smart watches / device with internet and /or photographic capacity, other than for a specific medical necessity and with the prior agreement of the headteacher, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol, vapes, tobacco, firelighters, inappropriate pictures or literature, or stolen items. This list is not exhaustive.

3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty. Searching without consent

What the law says:

What can be searched for?

Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').
Can I search? 2. Yes, if you are the Head teacher, DDSL or senior member of staff. But: You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. • There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search? If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

1. Authorising members of staff
   The Head teacher, DDSL and senior members of staff are authorised to use these powers. 1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious. 2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not

worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves. ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.
Trays/bags Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present. If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.
Use of force Reasonable force may be used by the person conducting the search (see appendix 3).

After the search

The power to seize and confiscate items – general.
What the law allows: Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.
1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they act lawfully. Items found as a result of a ‘without consent’ search

What the law says:
• A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
• Where a person conducting a search finds alcohol, they must retain it for return to the parent.
• Where they find controlled drugs, these must be delivered to the police as soon as possible
• Where they find other substances which are not believed to be controlled drugs. These can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
• Where they find stolen items these must be delivered to the police or returned to the owner, providing it is safe to do so.

• Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
• It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints
Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
1. There is no legal requirement to make or keep a record of a search. However as good practice a record will be completed whenever a search and/or confiscation has taken place
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potential harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Further reading and guidance
http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/useofreasonable-forceadvice-for-school-leaders-staff-and-governing-bodies
http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidan ce-for-governingbodies-on-behaviour-and-discipline
http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachersand-school-staff-on-behaviour-and-discipline
http://www.ico.gov.uk/for organisations/data protection.aspx
http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a 0013105/guidance -on-the-use-of-restrictive-physical-interventions
http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening
http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuringgoodbehaviour-inschools/allegations-of-abuse-against-staff
http://www.homeoffice.gov.uk/publications/police/operationalpolicing/pacecode s/?view=Standard&pubID=810826