



Behaviour and Discipline Policy

"If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be."
Goethe.

Approved by governors June 2017

To be reviewed by June 2018

Information Page

These policies are referred to in the document

Code of Conduct

Teaching, Learning and Assessment Policy

Marking and Feedback Policy

Nurture Group Policy

Attendance Policy

Safeguarding Policy

Anti-bullying Policy

Equal Opportunities Policy

Other related documents

E-Awareness Policy

Social Networking Policy

Section 11 Audit

Induction Policy

Speak Up Policy

Our School Vision for citizenship now and in the future

We believe that **children's wellbeing** is at the centre of our life in school and **the key to raising academic success**. This is supported by **high expectations for every child** and by developing personal awareness, creativity and social understanding.

We place a strong emphasis on trust, honesty, respect and tolerance through **a close partnership** between children, staff, governors and parents as an extension to family life. We care about the whole person.

We believe that we make a difference by **creating a safe, healthy and stimulating environment of quality provision** where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

Our aim is to raise children's aspirations and to widen their horizons through a **context rich curriculum** that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the local, British and global community. We see excellence in teaching and enjoyment in learning as the foundation for success in life. Learning is strongest when those involved with learning commit energy, focus on **a real goal, do not give up and work hard** to overcome obstacles.

Above all, we aim to develop **positive, confident, reflective children** who

- take part in decision making within the classroom and school so that they have **sound knowledge of their own value and purpose**
- Understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong
- are able to think **creatively and independently** in order to have aspirations for the future
- are proud to be part of British society

Underpinning our Vision are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

Respect- for self, each other and the communities we live in

Honesty- in our thoughts, words and actions

Reflection- to understand ourselves, each other, to learn and develop

Co-operation- that learning and working together are social experiences

Resilience- the strength to overcome challenges and grow strong

Patience- knowing that some goals will take some time to achieve

These values mean that pupils and adults work actively in partnership to enable all members of our school community to realise their potential to enhance their own lives and the lives of others

Aims of the policy

- To create a welcoming and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school which all pupils know and understand.

- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.
- Pupils take on ownership for their own learning with pride in their work

At William Reynolds Primary School and Nursery, we want to help pupils grow up with a clear view of what is right and wrong and an appreciation of the needs of others and society around them.

We, as adults, are the role models for the pupils and take this responsibility very seriously in that we endeavour, at all times, to treat each other and the children as we, ourselves, would wish to be treated.

Organisation of the Behaviour and Discipline Policy

This policy includes the following aspects

Day to day expectations of behaviour

Rewards and sanctions

Support for children presenting challenging behaviour

Behaviour beyond the school gates and school day

Searching and Confiscation

The use of reasonable force

Expectations of staff

We expect all staff to recognise:

- **Good behaviour** is an essential condition for effective teaching and learning to take place
- **Effective teaching, learning and assessment** supports good behaviour
- **High self-esteem** promotes good behaviour, effective learning and positive relationships.
- **Independence and self-discipline** is promoted so that each pupil learns to accept responsibility for their own behaviour.
- There must be a clear **consistent positive approach** to behaviour throughout the school on a daily basis
- **Clear codes of expected behaviour** and positive feedback when pupils are behaving well must be communicated.
- **Respect** for their own and each other's belongings and taking pride in our environment should be promoted at all times.
- Every pupil should be made to **feel valued** regardless of any disability, nationality, ethnicity, culture, gender or sexuality.

All staff have the responsibility of ensuring that these key features are promoted throughout the school day. (*See Staff Code of Conduct*).

Behaviour for learning

Pupils need to know where they are in their learning what they need to do to improve their learning. The *Teaching, Learning and Assessment Policy* and *Marking and Feedback Policy* set out how adults involve pupils in their learning through self and peer assessment and closing the gap marking that guided pupils in returning to and improving their work. Feedback is given outlining next steps for pupils. Pupil Voice is used as part of lesson observations and Individual Provision Maps.

In literacy, mathematics and science subject mats have been developed for each year group so that pupils can see how that day's learning helps them to work towards achieving National Standard.

Pupils take great pride in their work and their books are well cared for.

British Values

William Reynolds Primary & Nursery School is committed to serving its community. As a school we are already incorporating these values through the planned taught curriculum as part of their links with Spiritual, Moral, Social and Cultural aspects of learning.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are discussed with pupils through assemblies and within class.

Golden rules

At William Reynolds Primary and Nursery we have developed with the pupils and staff a set of Golden Rules designed for everyone to follow. Our Golden Rules help everyone to understand what is expected in terms of behaviour. They set the boundaries for acceptable behaviour, which if crossed mean there will be consequences.

Agreed School Golden Rules

To make school a fun, happy and safe place to learn.

- Be kind
- Be honest
- Think about how other people feel
- Respect everyone and their belongings
- Respect our school building and equipment
- Take care and pride in your work

In partnership with parents/carers

- Parents/carers have a vital role in promoting and supporting good behaviour and so effective home/school liaison is very important.
- It is important that staff work alongside parents/carers to manage appropriate behaviour and attitudes to learning as documented in the Home/School Agreement. (see appendix A)

- We ask parents/carers to sign and return the Home/School agreement to demonstrate their support.
- We expect parents/carers to support the actions of the school when consequences are imposed to give a consistent message to pupils.
- As a minimum we expect every pupil to have an attendance of 96% and to be in school on time (see Attendance Policy).

Expectations of pupils

We expect all pupils in our school to;

- follow the school's Golden Rules as well as their own class agreed rules;
- have high expectations of behaviour;
- be involved in their own learning;
- learn to understand that they are responsible for their own actions;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- learn to sort out disagreements and frustrations sensibly and constructively;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times;
- respect the school's environment and belongings;
- take care of their belongings and those of other children;
- show respect to each other;
- act with equal respect to all staff.

Promoting Good Behaviour

Good behaviour is helped when everyone remembers to do what is expected of him/herself. We encourage good patterns of behaviour by;

- as a school communicating clearly to pupils what is expected of them;
- praising children when we see good behaviour (this can be done using non-verbal signals, positive verbal comments or positive written comments);
- focussing on the positive behaviour taking place;
- giving pupils responsibility e.g Lunch-time Buddies, Ambassadors for subject areas, School Council, House Captains
- referring to and consistently applying school and classroom rules;
- matching expectations and activities to individual children's age, needs and development;
- recognising achievements with certificates in achievement assemblies;
- regularly informing pupils' parents/carers of good behaviour or achievement ;
- encouraging pupils to think about others through whole school assemblies;
- teaching the skills of resourcefulness, resilience and reflectiveness through '**The Secrets of Success**' (see appendix B) this offers a focus on teaching pupils to be successful and reflective learners.

Rewards

We believe that good behaviour should be consistently rewarded in the following ways:

- Staff may give **small privileges** to pupils who behave consistently well and to pupils who otherwise have made a special effort to do so. These may include a pupil doing something first; being given a task to do that the pupils enjoys doing; showing their work to other members of staff; being asked to represent their class.

- Staff will reward good behaviour or achievement through the use of **Golden Time**.
- Where possible **pupils are involved** in determining who is rewarded.
- When appropriate, staff will reward a whole group for their **co-operative support** of individuals or each other, for good behaviour or achievement.
- Exemplary behaviour or achievement will be acknowledged with an entry into the **'Golden Book'**.
- Pupils are mentioned in the **Celebration Assembly** and a Certificate of Achievement (Gold Book Award) is sent home to celebrate success with parents/carers.
- Pupils' parents/carers will also receive a **postcard** home outlining their child's praiseworthy actions.
- Each term staff and pupils focus on 2 aspects of our Secrets of Success. 4 pupils from each base are identified as having worked hard to develop these aspects. These pupils are invited to a **celebration lunch** at the end of the term.

Golden Time

Golden time is planned on a Friday afternoon in all year groups. The sessions lasts for about 25 to 30 minutes and starts from between 2.20 and 2.30pm.

Pupils earn their golden time by:

- Completing their homework
- A comment/signature from their parent/carer on the home reading log
- Good behaviour during the week

If the above is not achieved the pupil will lose some of their golden time and will to complete their homework/reflect on their behaviour.

Pupils can select from a range of activities selected by the teacher. These will depend upon the year group. The activities are carried out in a calm and way so that all pupils are safeguarded and enjoy the session.

These activities can include

- Art and craft (including playdough)
- Construction
- Role play and small world
- Computers and ipads (Pupils using computers and ipads can only use agreed websites and pupils using ipads need to be seated at a table.)
- Board games
- Colouring, drawing and writing activities

Pupils in Y6 may be given different options to younger year groups.

Unacceptable Behaviour

Our behaviour expectations demonstrate that we will not accept:

Refusal of requests by adults

Dishonesty, including stealing

Bullying of any kind including name-calling, hurting others, cyberbullying, threats and intimidation. (*see Anti-bullying Policy*)

Racism, homophobia or sexism including name calling and any type of harassment

Verbal or physical aggression

Anything inappropriate items being brought into school

Abusive or foul language to anyone

Damage to property, including graffiti

Sanctions

'**Negative consequence sanctions**' (see appendix C) are used fairly and consistently when a child displays inappropriate behaviour:

- 1st verbal warning - reminder of rules and expectations.
- 2nd verbal warning - explaining consequences of further poor behaviour. Choices given.

If the poor behaviour continues one or more of the following will happen:

- Moved to another table within the classroom.
- Moved to another classroom with work for a fixed amount of time - as a school we operate a teacher 'Buddy system'.
- Loss of Golden Time
- Loss of privilege
- Referral to a member of the Senior Leadership Team
- Phone call to parents/carers after school to discuss behaviour and/ or attitude to work
- Phone to parents/carers to ask for them to come into school to support the ongoing situation (this decision can be made by any member of the Senior Leadership Team).

Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable amends.

We believe that most unacceptable behaviour should be dealt with by the pupil's own class teacher using the strategies listed above. However with persistent or extreme behaviour the pupil should be referred to a member of the Senior Leadership Team (SLT) who will provide immediate additional support. **A termly Behaviour Log** is kept of pupils who have needed to be sent to the SLT. This also sets out the support given to the pupil.

Lunchtimes and playtimes

The school's Behaviour Policy is based on positive behaviour management and it is important that our pupils perceive the management of rules, rewards and sanctions to be fair and consistent. Lunchtime Supervisors and Teaching Assistants play an important part in managing pupils' behaviour and can make a big difference to a pupil's day. Pupils should be rewarded for behaving appropriately.

Positive consequences from lunch time staff include:

- Verbal praise
- A red or blue token for their class for the Best Base Award
- A raffle ticket to win a prize in Friday's Celebration Assembly
- A lunchtime/playtime responsibility post
- Name in the Golden Book

Negative consequences may include:

- Warning (rule reminder)
- 2nd warning (choices given)
- Loss of privilege
- Time out of activity

Pupils are expected to abide by the school agreed Playground Rules (see appendix D). Lunchtime Supervisors and Teaching Assistants are responsible for dealing with any negative playground behaviour in a fair and consistent manner. Any very serious incident may be passed on to the teacher or senior leader on duty.

Support and monitoring

(The works alongside the school Safeguarding Policy)

We work with a range of strategies for promoting good behaviour for all pupils. We discourage inappropriate patterns of behaviour by;

- focussing on the positive behaviour taking place;
- non-verbal signals
- verbal warnings reminding the children of aims and expectations providing an alternative to their unacceptable behaviour
- discussions with the pupil about why the behaviour is unacceptable and explaining the consequences of further poor behaviour, giving choices.

At their weekly meeting, lunchtime supervisors can identify pupils who have had difficulties on the playground in the previous week. These pupils join the **lunchtime nurture group** for a number of days or up to a week. This gives them the opportunity to consider their feelings and actions and discuss these with an adult.

Agreed targets and **rewards charts** developed with class teachers or members of the SLT

If appropriate a behaviour **home/book** may be used, which involves the parents/carers in supporting school to modify their child's behaviour. The pupil will agree to specific, achievable behaviour targets over a limited period of time (usually 2-3 weeks). Their behaviour for each day is logged in the behaviour book and sent home daily to keep parents/carers informed. If appropriate, a reward may be agreed upon the successful achievement of the targets. After the agreed period the pupil's behaviour is reviewed.

One to one or Friendship or playtime session support with one of **the Learning Mentors**

If further support is needed a **behaviour plan** will be drawn up to support the pupil to improve their behaviour. The child's parents/carers may be asked to contribute active support to the plan. This plan will be reviewed at agreed times.

Additional interventions will be considered including:

- Extra adult support
- Sparklers Nurture Group (see Nurture Group Policy)
- Completing a Common Assessment Form
- Advice from the Behaviour Support team or other external agencies (e.g. LSAT or Educational Psychologist)

Formal meetings, with parents/carers and other agencies when appropriate will be arranged by the Head teacher to consider the best ways forward.

Consideration of a request for a statutory assessment on the basis of social and emotional support.

Referral to Fair Access Panel for advice and support this may lead to;

- Modified timetable with the support from outside agencies
- Managed move
- Referral to Pupil Referral Unit

Exclusion

A fixed or permanent exclusion is the last resort after a range of measures have been tried to improve a pupil's behaviour. A decision to exclude a pupil for a fixed period may be taken in response to breaches of the school's Behaviour Policy, including persistent disruptive behaviour. If this occurs parents/carers may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Headteacher or the Deputy Head teacher.

Where exclusion is used the school conforms to the Local Authority and DfE Guidance. If a child is excluded for a period of less than 5 days the school will provide work - it is the parent's/carers responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if their child is found in a public place during an exclusion). From Day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the Local Authority will contact parents/carers with details of the Day 6 provision.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal 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 (see appendix E).

Searching and confiscation

The Headteacher, Deputy Headteacher and Assistant Headteachers 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 (see appendix F).

The use of reasonable force

The use of physical intervention is rare and wherever possible is avoided. However, there may be occasions where the use of reasonable force or physical restraint is appropriate; for example if a pupil is hurting him/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. The Senior Leadership Team members have had Nonviolent Crisis Intervention training (see appendix G for guidance).

Equal Opportunities (see Equal Opportunities Policy)

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual

orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

Assessment and reporting

Following any incident where a pupil is aggressive, violent towards another child or a member of staff, a violent/aggressive behaviour incident form (see appendix H) will be completed and passed to the Headteacher or Deputy Headteacher.

Further reading and guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachers-and-school-staff-on-behaviour-and-discipline>

http://ico.org.uk/for_organisations/data_protection

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening,-searching-and-confiscation>

Appendices

Appendix A - Home School Agreement

Appendix B - The Secrets of Success

Appendix C - Negative Consequences

Appendix D - Playground Expectations

Appendix E - The power to discipline beyond the school gate

Appendix F - Searching and confiscation

Appendix G - The use of reasonable force

Appendix H - Recording of Violent/ Aggressive incidents form



This is the Agreement between
Parents, Pupils and School

for



Our Commitment

We demonstrate our commitment to working as a caring school in a learning community by striving to:

- Offer the entitlement education time for children in Key Stage 1 - 21 hours and for children in Key Stage 2 - 23.5 hours
- Encourage children to do their best at all times
- Ensure your child's physical and social well-being at all times, and to foster feelings of confidence, self-worth and belonging.
- Providing the best possible learning environment that is safe, attractive and caring
- Deliver a balanced and carefully planned curriculum which meets the needs of your individual child.
- Provide a range of after school extracurricular activities designed to enrich your child's experience.
- Ensure that all homework tasks are given regularly on an agreed day, and that they reflect your child's learning needs.
- To actively welcome parents/carers into the life of the school and to ensure that teaching staff are always available, by mutual arrangement, to discuss any concerns you might have about your child's progress or general welfare.
- Keep you informed about the school's policies and guidelines on behaviour and equal opportunities, other general school matters and about your child's progress in particular
- Ensure that all teaching staff keep up to date on important educational developments and initiatives which might affect your child, and to inform you of these at given meetings where appropriate.

Signed..... Head Teacher Date.....

Parents' / Carers' Commitment

I/We undertake to:

- Ensure that my child attends school regularly and that absences are properly notified.
- Ensure that my child wears their school uniform
- Ensure that my child arrives and where appropriate is collected promptly at the beginning and end of the school day.
- Support the school's policies and guidelines on behaviour and equal opportunities.
- Support my child in his/her homework and wherever possible promote opportunities for home learning.
- Ensure that my child goes to bed at a reasonable time on weekdays.
- Attend Parent/ teacher consultation meetings to discuss my child's progress at school.
- Ensure that my child has suitable PE kit for PE lessons
- Give permission for my child to use the internet at school during ICT lessons sign and return the E-Awareness Policy

Signed..... parent/carer Date.....

Signed..... parent/carer Date.....



Child's Commitment

To make the most of my time at William Reynolds Primary and Nursery School, I will make sure that I will:

- Always try to do my best in my lessons.
- Always try to remember to be polite and thoughtful towards others.
- Come to school regularly and be on time.
- Keep to the school behaviour expectations.
- Do my homework on time and bring it back to school.
- Bring all the equipment I need every day.
- Wear my school uniform and represent my school well.
- Talk to an adult in school if I have any worries or concerns.

Signed (child) Date



The 8 Secrets of Success

Don't give up



Try new things



Work hard



Understand others



Concentrate



Improve



Imagine



Push yourself





Negative Consequences Sanctions

If you are not behaving well in class:

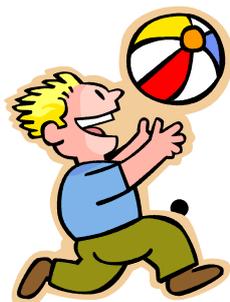
1st verbal warning - Reminder of rules and expectations.

2nd verbal warning - Explaining consequences of further poor behaviour. Choices given.

If the poor behaviour continues one or more of
the following will happen:

- Moved to another table within the classroom.
- Moved to another classroom with work for a fixed amount of time.
- Loss of golden time
- Loss of privilege
- Phone call to parents after school to discuss your behaviour and/ or attitude to work.

Playground Expectations



- Be kind and respectful to **everyone**
- Share and take turns
- Use good manners
- Be respectful of other play areas
- Stay where an adult can see you
- Look after the playground equipment by using it appropriately and safely
- Keep our playground tidy by using the bins provided
- Stand still when the whistle blows
- Line up quietly and sensibly



The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal 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 or 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 information from both adults and children who have witnessed the event. The parents/carers of the child involved will be contacted and invited into 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 Officers on Woodside, 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.

Behaviour and discipline government guidance for governors

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

Behaviour and discipline government guidance for headteachers and school staff

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachers-and-school-staff-on-behaviour-and-discipline>

Searching and confiscation

The Headteacher, Deputy Headteacher and Assistant Headteachers 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

Schools' 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, 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 or stolen items.
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 stay in a detention or 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?

1. 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 Headteacher, Deputy headteacher or a senior member of staff. But:
 - a. you must be the same sex as the pupil being searched; and
 - b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher, Deputy Headteacher and two 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

1. 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.

2. 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

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 G).

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 acted 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/carer.
- 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/carers and dealing with complaints

Schools are not required to inform parents/carers 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 the sheet below 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 potentially 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.

Screening, searching and confiscation government guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>



Name of child:

(Male/Female)

Class:

Search and confiscation Record

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

- 1.
- 2.

Items found

Other agencies involved - please list with name and title

Parents/carers contacted

Date:

Time:

Sanctions/Next steps

Meeting with parents/carers and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

The use of reasonable force (see Restraint Policy)**What is reasonable force?**

- (i) 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.
- (ii) Force is usually used either to control or restrain (see restraint policy). 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) 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.
- (v) 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.
- (vi) 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.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force
- (ii) 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.

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes - to control pupils or to restrain them.
- (iii) 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.
- (iv) 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 pupils 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

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

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. Whenever possible, should a child need restraining it should be carried out by a member of the SLT who have received nonviolent crisis intervention training.

Telling parents/carers when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved (see sheet below).

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.

For details of what happens if a pupil complains when force is used on them please refer to grievance policy.

Use of reasonable force government guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Use of restrictive physical interventions government guidance

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>



Name of child:

(Male/Female)

Class:

Use of Reasonable Force Record

Reason for the use of reasonable force

Witnessing adults:

Names of staff using reasonable force

- 1.
- 2.

Parents/Carers contacted

Date:

Time:

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:
Date:



Recording of Violent/ Aggressive incidents

Name of child:

Class:

Date:

Location:

Time:

Adult reporting incident:

Witnessing adults:

Adult dealing with incident:

Details of incident

Sanctions/Next steps

Meeting with parents/carers and child following the incident

Any further intervention or agency involvement required

Signed:

Date: