

Behaviour Policy

Our Lady and St George's Catholic Primary and
Nursery School



Reviewed on: November 2019

Approved by: FGB

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“Caritas Christi Urget Nos”

Our expectations are underpinned by Gospel values, in keeping with our Mission Statement:

**‘With Jesus We Join Together
to Love,
Listen,
Respect,
Learn and
Enjoy.’**

As a Catholic School, Jesus is our model and his teachings should be the basis for all our actions. The purpose of our Behaviour Policy is to provide a safe, happy and secure environment in which all children can thrive.

This policy operates in conjunction with the following school policies:

- ***Anti-Bullying Policy***
- ***Exclusion Policy***
- ***Special Educational Needs Policy***
- ***Equality and Diversity Policy***
- ***Attendance Policy***
- ***Safeguarding policy***
- ***E-Safety Policy***

Aims & Expectations

At Our Lady and St George’s Primary School, we aim to provide a safe, happy, secure, caring and Christian environment in which the true love of God is present. The success of the policy calls for commitment from all involved: staff, pupils, parents, carers and governors. We acknowledge the role that parents and carers have in helping their children to behave well and in supporting the work of the school.

To this end:

- The environment we create for learning, teaching and play will be nurturing, happy, purposeful and secure, fostering care and mirroring Christ’s love underpinned by Gospel values
- We will develop a culture that encourages positive self-worth and self-esteem
- We will foster behaviour and relationships founded on respect, support, cooperation, caring and tolerance

Behaviour Policy Principles

Our Lady and St George’s Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We have decided on 3 rules: 1. Be ready, 2. Be respectful, 3. Be safe.

Aim of the behaviour policy

- Fulfil the governors' duty of care to pupils and staff, enabling them to feel safe, respected and valued
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To provide a safe, comfortable and caring environment
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To support pupils to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour.
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and to use restorative approaches instead of punishments
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.
- To support pupils who find it difficult to manage their behaviour and consider the causes i.e. adverse childhood experiences/ early childhood trauma, etc.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome pupils at the start of the day
- Have a **Board of Recognition**¹ board in their classroom, to include certificates, Team Points chart, Aim for the Stars chart, and any special activities individual children have taken part in outside of school.
- Use **Aim for the Stars chart**² consistently throughout the school
- Use **Team points**³ consistently throughout the school
- Use personal, sincere praise all day. Give 5 positives to one negative
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/beads
- Always redirect pupils by referring to 'Be Ready, Be Respectful and Be Safe'

The Head teacher and the Senior Leadership Team must:

- Meet and Greet, walk around and be a visible presence around the school
- Be visible at lesson changeovers and social times/lunch times

¹ **Board of Recognition** - Certificate and photo of child who has had exceptional behaviour. The certificate is given in assembly on Friday, placed on the board until the following Friday when it is replaced by another child's **certificate**. The child then takes the certificate home.

² Every classroom will have the **Aim for the Stars chart**. It will have a star at the top, green, yellow and red card with each child's name on it. Every child starts the day on 'Green'. If the child has done something exceptional s/he may be placed on the Star. One child who has been consistently on the Star on several occasions throughout the week may be chosen to receive a certificate at the end of the week

³ **Team points** are given for excellent teamwork - amazing play skills, Excellent Eating and table manners at lunchtime, encouraging others to play well, be kind to others, Wonderful Walking, Lovely Lines (lining up after play, lunchtime) Team points are placed on the Team Points Chart. Team Captain for each house meets to discuss how to achieve Team Points. At the end of each term the winning house can choose a prize - Trip to the Park, Cinema afternoon, Additional Playtime, etc.

- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Carry out regular learning walks to support and coach and model expectations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Model positive behaviour on a daily basis
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion (are aware of Adverse Childhood Experiences (ACE) / Early Childhood Trauma (ECT))⁴
- Involve parents early if their child is displaying challenging behaviour

Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Make every lesson special (well planned, engaging, interactive)
- Have a sense of humour

Behaviour for Learning

Some of the strategies we use to establish readiness for learning and maintain a positive climate are:

- meeting and greeting
- high staff visibility at playtimes/lunch time
- using a space within the classroom to allow a pupil to have "**thinking time**"⁵
- being assertive.

Being assertive is being able to communicate your needs in a way that is:

- being in control
- being clear
- being decisive with clear conviction
- being direct
- being polite and fair

⁴ Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including

- domestic violence
- parental abandonment through separation or divorce
- a parent with a mental health condition
- being the victim of abuse (physical, sexual and/or emotional)
- being the victim of neglect (physical and emotional)
- a member of the household being in prison
- growing up in a household in which there are adults experiencing alcohol and drug use problems.

⁵ Have a **Thinking Time space** in your classroom - a chair or table and chair where a child may be placed for a short time (1 minute for every year of their life + 1 minute) to reflect on their behaviour.

Our Lady and St George’s principles: ‘Be Ready, Be Respectful and Be Safe’

We recognise that a clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules ‘**Be Ready, Be Respectful and Be Safe**’ which can be applied to a variety of situations and are taught and modelled explicitly.

Our Rules	Visible Consistencies	Over & Above Recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Lovely Lines 3. Wonderful Walking 4. Excellent Eating 5. Positive Playing	1. Stickers 2. Dojo points 3. Team points 4. Certificate / Achievement Tree 5. Home contact 6. HT/SLT praise 7. PTA Award

Focus: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Wonderful Walking Around School	Consistent Language TIME IN not TIME OUT
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Rewards:

We expect our pupils to behave well and the majority of the pupils throughout our school do so. Some pupils need a little encouragement. Rewards should be given to pupils who are behaving in an exceptional manner, i.e. over and above the behaviour that we expect. (see above)

Adult Behaviours

“When the adults change, everything changes” (Pivotal Education)

At Our Lady & St George’s Catholic Primary School, we have agreed that **we expect to see from all of our staff, governors, trustees and visitors** the following adult behaviours:

- Calmness, humour, empathy, consistency, reflective practice, catches pupils being positive, recognise and praise good conduct publicly, confident with a smile, staff aiming for “win/win situations, de-escalation...
- Adult behaviours **we don’t expect to see** are: Aggression, shouting, negativity, “losing it”, adults creating “power struggles”, humiliation...

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke **Positive Behaviour Plans**⁶ which may include rewards to reinforce positive behaviour.

⁶ **Positive Behaviour Plan** - This is necessary if the pupil is not responding to the class-based behaviour strategies. A meeting will be called with the parents, teacher and Assistant Heads to create a bespoke Behaviour Plan and to set up daily communication between the parents and teacher. This is then reviewed after 4 weeks. If there is improvement the child is removed from the Behaviour Plan. If not, it is escalated to the head teacher.

De-Escalation

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate staff should use a range of strategies to support that pupil to get back on track without giving attention to the negative behaviour.

If a range of strategies, such as those described above, have been implemented and have not had the required impact staff should get alongside the pupil and deliver a “script”. Staff will create a script that they feel comfortable with. An example of this could be:

- 1) *I've noticed that* (you are not ready to learn), reference previous good behaviour
- 2) *I need you to ...* (give pupils choices, phrase the choices so that whatever the choice the student makes it will be the right choice)
- 3) *I know you can do this/..you are better than this/* /thank you for listening

This should be no more than a 30-second intervention. The shorter the intervention the less likely a member of staff is to “improvise”.

Staff will then walk away and give pupils time to think and act positively.

Stepped Boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message - refer to our rules - Be Ready, Be Respectful, Be safe	Consequence
<p>1. REMINDER: I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>	<p>If the pupil is given time to change his/her behaviour and has continued with the inappropriate behaviour after the Verbal Reminder move to Warning.</p>
<p>2. WARNING: I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking chair/table..... (learner's name), Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>	<p>Move pupil's name to Amber/Yellow</p> <p>Walk children to the playground but child returns to class to speak about behaviour, and catch up on work not completed.</p> <p>If the adult is on duty, speak to the child, then the pupil must complete their work with you at lunchtime. (Notify lunchtime staff that the child will be coming to lunch later) Behaviour Reflection 1 (Appendix A)</p>
<p>3. CALMING TIME: I noticed you chose to (noticed behaviour) Classroom: You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with other class 3. Go to sit in a parallel classroom (with Reflection Sheet 1 or work to complete) 4. Go to HT's office (depending on the severity of the incident) Playground: You need to: 1. Stand by other staff member 2. Stand against the wall 3. Go to HT's office I will come and speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' TIME IN not TIME OUT that counts. *DO NOT describe child's behaviour to other adult in front of the child*</p>	<p>(If behaviour is repeated after warning) Depending on the severity of the unacceptable behaviour ..</p> <ol style="list-style-type: none"> 1. Class working, speak to the child just outside the classroom door. 2. Send child to Thinking Area/ Chair/Table 3. Go to parallel class with work (log on Behaviour Log) 4. Teacher to inform parents as soon as possible and inform SLT.
<p>4. FOLLOW UP, REPAIR AND RESTORE</p> <ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently? – Agree strategies, goals, targets for the future 6. Ask the pupil if there's anything they want to say.. An apology is of no value if it is not meant. Forcing a pupil to apologise is not going to change the situation. 7. Pupil to complete Reflection Sheet 2 	<p>Reflection sheet to be completed</p> <p>Repair relationship New start</p>

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Sanctions:

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Apply to the activities of individuals. not the whole group (if they did not participate in the unacceptable behaviour)
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Our Lady & St George's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and **not be personal to the child**.

Incidents are logged on our Behaviour Log as outlined on stepped boundaries.

Low Level Disruption – Possible strategies

- Expectations displayed and communicated clearly
- Provide all needed equipment and highlight good sharing and teamwork
- Have clear routines for transitions during lessons.
- Provide opportunities to improve skills (listening, communication, social and self-management skills)
- Reward positive behaviour
- Highlight good role models
- Refer to class rules /Rule reminders
- Be consistent with responses
- Position pupils thoughtfully during all lesson activities
- Use of Brain Breaks during longer study/research sessions (5 a Day and Go Noodle)
- Provide more one to one support or mentoring
- Ensure Circle Time and Ten Ten mindfulness activities occur regularly in the classroom for pupils to report concerns
- Allow some reflection time (5-10 minutes)

Behaviour Pathway

1. Reminder
2. Warning
3. Time-In/Calm Time (in class/parallel class/ Thinking Chair or table/against wall)
4. Follow up/Reparative Conversation
5. Parents Phoned

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

6. Sent to SLT/AHT/HT
7. Parents Called To School
8. Behaviour Plan/ Behaviour Report for 4 weeks to communicate behaviour daily
9. Isolation
10. Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences (ACE/ECT) and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans' that can be found in Appendix B.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by trained staff only. Appendix C.

Trained staff are:

- Mr Mascall (TA)
- Mrs Rodwell (TA)
- Mrs Huba (TA)

The school will record all serious behaviour incidents on the Behaviour Log and any restraints using a Serious Incident Report (SIR form). This can be found in Appendix D.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day isolation (in another building i.e. Upper or Lower Site) with a member of the SLT.

We understand that throughout this process, it is imperative that we arrange meetings to explain what is happening and why it is happening and next steps to parents/carers.

Physical Attacks on Adults

At Our Lady & St George's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Head teacher or Assistant head teacher who will then record on the Behaviour log for that site. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the SLT has a duty of care to ensure provision is put in place to support the needs of the affected member of staff.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil may have Special Educational Needs which the school is unable to support according to the procedures for meeting those needs as set out in our SEN policy

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Behaviour Reflection 1

Name _____

Class _____

Date _____

Be Ready

Be Respectful

Be Safe

Which part of our rules was not followed today?

What happened?

Why did it happen?

How will I show in the future, that I have learned from this experience?

Teacher comments:

Head teacher/ Assistant Head comment:

Parent Comment:

Date: _____

Behaviour Reflection 2

Name _____ Class _____ Date _____

With Jesus we join together to

Love, Listen, Respect, Learn and Enjoy.

Which part of our Mission Statement was not followed today?
What happened?
Why did it happen?
How will I show in the future that I have learned from this experience?
Teacher comments:
Head teacher/ Assistant Head comment:
Parent Comment:

Date _____

Appendix B

POSITIVE HANDLING PLAN

Child's Name: **Date of Plan:**

Review Date of Plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers?

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De-escalation skills

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Transfer adult			
Removing audience			
Supportive touch			
Success reminded			
Listening			
Others			

Diversions and distractions

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Any medical conditions to be taken into account before using Physical interventions?

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Preferred method Physical intervention?

Intermediate	Try	Avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

How should we record incidents and who should we inform?

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Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Please fill in a SERIOUS INCIDENT REPORT.

Child: School: Parent/Carer:

	Print name	Signature
Teacher:		
Parent/Carer:		
Student:		
Educational Psychologist:		
Social Service (if applicable):		
Head teacher:		
Date:		

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. DEFINITIONS

- **Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to
- prevent pupils from hurting themselves or others, damaging property, or causing disorder
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent
- violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm
- out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying pupils on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
 - from disrupting a school event, trip or visit
 - from leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on Behaviour Report Form and any restraints using a Serious Incident Report (SIR form). This can be found in Appendix C.

Appendix D
SERIOUS INCIDENT REPORT

Seen by head:	Date seen by head:	Log number:
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Section A

Name of child:	Year group:
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Date of incident:	Time:	Location:
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Name of staff involved:	Names of witnesses:
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Reason for intervention

Danger to self		Danger to others	
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Severe damage to property		Committing an offence	
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Describe lead up to incident:

De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)

Verbal advice and support		Supportive touch	
Giving space		Success reminded	
Reassurance		Listening	
Controlled choices		Others, Please specify	
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Transfer adult			
Removing audience			

Details of incident:

Section B (Only to be completed if Physical controls were used)

Positive handling strategies used & effectiveness rating (1=Not Effective 10=Very Effective)				
Caring C Guide		Friendly hold		Single elbow
Double elbow		Other		

Breathing Monitored		Number of staff involved	
Duration of physical intervention			

Section C Medical intervention (Please mark every box **YES** or **NO**)

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:
Injury suffered by others		Please specify:
Treatment required		Please specify:

Section D Follow up

What happened from the child's point of view?
How did the child feel?
What will the child do differently next time they feel that way?
Review of pupil's Positive Handling Plan as a result of this incident:

Witness signatures				
Signed:		Date:		Independent advisor:

Reported to parent () comments:

Appendix E

SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS

Key Points Searching

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - Mobile phones
 - devices capable of making, sharing and storing images
 - any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

Who can search?

Any teacher who works at the school, and any other person who has the authority of the head teacher can conduct a search.

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all 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 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.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

Screening

It is not the policy of the school to routinely screen pupils without identified cause.

Further advice for staff can be found at this link:

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

Appendix F

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all circumstances the head teacher will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority 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 should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.