



Behaviour and Discipline Policy

April 2024

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1 Aims

- 1.1 This is the behaviour and discipline policy of Yateley Manor (**School**).
- 1.2 The aims of this policy are as follows:
 - 1.2.1 To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
 - 1.2.2 Establish a whole-school approach to maintaining high standards of behaviour that reflect the core values of the school.;
 - 1.2.3 Outline the expectations and consequences of behaviour;
 - 1.2.4 Provide a consistent approach to behaviour management that is applied equally to all pupils;
 - 1.2.5 Define what we consider to be unacceptable behaviour, including bullying and discrimination;
 - 1.2.6 To actively promote and safeguard the welfare of pupils at the school;
 - 1.2.7 To ensure, so far as possible, that every pupil in the school is able to benefit from and make his / her full contribution to the life of the school, consistent always with the needs of the school community;
 - 1.2.8 To encourage pupils to accept responsibility for their behaviour;
 - 1.2.9 To set out the sanctions adopted by the school in the event of pupil misbehaviour.

2 Scope and application

This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

- 2.1 This policy (together with the school rules and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:
 - 2.1.1. In or at School;
 - 2.1.2. Representing the school or wearing School uniform;
 - 2.1.3. Travelling to or from School;
 - 2.1.4. On School-organised trips;
 - 2.1.5. In any other way identifiable as a pupil of our school
- 2.2 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

- 2.1.6. Affect the health, safety or well-being of a member of the School community or a member of the public;
- 2.1.7. Have repercussions for the orderly running of the School; or
- 2.1.8. Bring the School into disrepute.
 - 2.1.8.1. Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2023);
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Childcare Act 2006;
 - 3.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 3.1.6 Equality Act 2010
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 Behaviour in schools (DfE, September 2022);
 - 3.2.2 Use of reasonable force (DfE, July 2013);
 - 3.2.3 Searching, screening and confiscation: advice for schools (DfE, January 2018);
 - 3.2.4 Keeping children safe in education (DfE, September 2023) (KCSIE).
 - 3.2.5 Behaviour and discipline in schools: advice for Head teachers and school staff, 2016
- 3.3 Supporting pupils with medical conditions at school ,it is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
- 3.4 The following School policies, procedures and resource materials are relevant to this policy:
 - 3.4.1. Acceptable use policy for pupils;
 - 3.4.2. Anti-bullying policy;
 - 3.4.3. Policy on smoking, alcohol and the misuse of drugs and substances;
 - 3.4.4. Safeguarding and child protection policy and procedures;
 - 3.4.5. Risk assessment policy for pupil welfare;
 - 3.4.6. Policy on special educational needs and learning difficulties;
 - 3.4.7. Expulsion and removal: review procedure;
 - 3.4.8. Disability policy

3.4.9. Online safety policy

4 Publication and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the school office during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.
 - 5.1.2 References to the **Head** may include deputies.
 - 5.1.3 References to **Parent** or **Parents** includes one or both of the parents, a legal guardian or education guardian.
 - 5.1.4 References to the **Review** are to the review by the panel of the Head's decision in accordance with the expulsion and removal: review procedure.

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Head	As required, and at least annually
Formal review	Proprietor	As required, and at least once every two years

7 Promoting good behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE programme and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.
- 7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 1.
- 7.3 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

8 School Behaviour Definitions

- 8.1 Yateley Manor's six core values: Happiness, Reflectiveness, Community, Resilience, Teamwork and Relationships run like a vein through the community. They help guide behaviour and actions so that they are in alignment with the school's beliefs.
- 8.2 Misbehaviour is defined as (this is not an exhaustive list):
- 8.2.1 Disruption in lessons, in corridors between lessons, and at break and lunchtimes
 - 8.2.2 Non-completion of classwork or homework
 - 8.2.3 Poor attitude
 - 8.2.4 Late arrival to lessons
 - 8.2.5 Incorrect uniform
- 8.3 Serious misbehaviour is defined as:
- 8.3.1 Repeated breaches of the school rules
 - 8.3.2 Any form of bullying
 - 8.3.3 Violent conduct
 - 8.3.4 Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - 8.3.5 Sexual comments
 - 8.3.6 Sexual jokes or taunting
 - 8.3.7 Physical behaviour like interfering with clothes
 - 8.3.8 Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- 8.4 Vandalism
- 8.4.1 Theft
 - 8.4.2 Fighting
 - 8.4.3 Racist, sexist, homophobic or discriminatory behaviour
 - 8.4.4 Possession of any prohibited items.
- 8.5 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
- 8.6 Bullying is, therefore:
- 8.6.1 Deliberately hurtful
 - 8.6.2 Repeated, often over a period of time
 - 8.6.3 Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

9 School Behaviour Curriculum

- 9.1 Pupils are expected to:
- 9.2 Show respect to members of staff and each other
- 9.3 In class, make it possible for all pupils to learn
- 9.4 Move respectfully around the school
- 9.5 Treat the school buildings and school property with respect
- 9.6 Treat others' property with respect
- 9.7 Wear the correct uniform at all times
- 9.8 Accept sanctions when given
- 9.9 Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.
- 9.10 Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. This includes age, stage, SEND, and safeguarding.

10 Mobile phones

- 10.1 Mobile phones are not permitted in school.
- 10.2 If a pupil is commuting to school via public transport or the school mini bus, they are permitted to carry a mobile device during travel. This device must be handed to Main Reception upon arrival at school and collected at the end of the school day.

11 Classroom Management

- 11.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.
- 11.2 They will:
- 11.3 Create and maintain a stimulating environment that encourages pupils to be engaged
- 11.4 Display the behaviour curriculum or their own classroom rules
- 11.5 Develop a positive relationship with pupils, which may include:
- 11.6 Greeting pupils in the morning/at the start of lessons
- 11.7 Establishing clear routines
- 11.8 Communicating expectations of behaviour in ways other than verbally
- 11.9 Highlighting and promoting good behaviour

- 11.10 Concluding the day positively and starting the next day afresh
- 11.11 Having a plan for dealing with low-level disruption
- 11.12 Using positive reinforcement
- 11.13 Model the expected behaviour themselves at all times

12 Recognising the impact of SEND on behaviour

- 12.1 The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).
- 12.2 When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- 12.3 When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will consider their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
 - 12.4 Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
 - 12.5 Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
 - 12.6 If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
 - 12.7 As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
 - 12.8 Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

13 Adapting sanctions for pupils with SEND

- 13.1 When considering a behavioural sanction for a pupil with SEND, the school will take into account:
 - 13.1.1 Whether the pupil was unable to understand the rule or instruction?
 - 13.1.2 Whether the pupil was unable to act differently at the time as a result of their SEND?
 - 13.1.3 Whether the pupil is likely to behave aggressively due to their particular SEND?
- 13.2 If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
- 13.3 The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

14 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

- 14.1 The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met
- 14.2 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 14.3 When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.

15 Pupils with an Education, Health and Care (EHC) plan

- 15.1 The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
- 15.2 If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

16 Safeguarding

- 16.1 The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- 16.2 We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- 16.3 Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- 16.4 Please refer to our child protection and safeguarding policy for more information.

17 Responding to Positive Behaviour (Rewards)

- 17.1 When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
- 17.2 Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
- 17.3 Positive behaviour will be rewarded with:
 - 17.3.1 Verbal praise
 - 17.3.2 Awarding of House points in line with our six core values: Happiness, Reflectiveness, Community, Resilience, Teamwork and Relationships
 - 17.3.3 Communicating praise to parents via a phone call or written correspondence
 - 17.3.4 Certificates, prize ceremonies or special assemblies
 - 17.3.5 Positions of responsibility, such as ambassador status or being entrusted with a particular decision or project
 - 17.3.6 Whole-class, year group or House rewards, such as a popular activity

18 Responding to Misbehaviour (Sanctions)

- 18.1 When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.
- 18.2 Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.
- 18.3 All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
- 18.4 When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.
- 18.5 The school may use one or more of the following sanctions in response to unacceptable behaviour:
 - 18.5.1 A verbal reprimand and reminder of the expectations of behaviour
 - 18.5.2 Setting of written tasks such as an account of their behaviour
 - 18.5.3 Expecting work to be completed at home, or at break or lunchtime
 - 18.5.4 Loss of break or lunchtime
 - 18.5.5 Loss of privileges – for instance, the loss of a prized responsibility
 - 18.5.6 Referring the pupil to a senior member of staff
 - 18.5.7 Letter or phone call home to parents

- 18.5.8 Agreeing a behaviour contract
- 18.5.9 Putting a pupil 'on report'
- 18.5.10 Removal of the pupil from the classroom
- 18.5.11 Fixed term exclusions
- 18.5.12 Permanent exclusions, in the most serious of circumstances

19 Steps taken in response to misbehaviour (low level disruption) in the classroom and around school.

Step	Context	Sanction/Outcome
1. Warning	Pupils will be warned by staff when their behaviour is not in line with expectations.	Pupils will be given the opportunity to amend their behaviour. (Logged on SIMs for information only.)
2. Behaviour logged	If behaviour is not amended or further disruptive behaviours arise, it will be documented on the school's behaviour log.	<p>Pupils may be kept behind for reflection at the end of a lesson, asked to return at break time or lunchtime, be given a short time out, or sent away from a play activity. (Logged on SIMs as misbehaviour/low level disruption.)</p> <p>Parents MAY be informed if considered necessary by the teacher.</p>
3. Removal	If disruptive behaviour persists pupils will be removed from the classroom or sent in from breaktimes and lunchtimes.	<p>Pupils will be removed from the lesson or playground and sent to work or sit elsewhere. (HoD, HoY, SLT)</p> <p>IF necessary: Class teacher will inform parents of misbehaviour in lesson.</p> <p>Form Teacher/Tutor will inform parents of misbehaviour outside the classroom.</p> <p>Sanctions may be applied from the above list.</p>
<p>Tutors and Heads of Year will monitor the behaviour log and persistent misbehaviour will be addressed at this level.</p> <p>2-3 incidents in a week to be addressed by Tutor</p> <p>3+ incidents to be addressed by HoY</p>		
<p>Repeated incidences of misbehaviour at stage 2 or 3 will be escalated to serious misbehaviour and referred to the Senior Leadership Team.</p>		

- 19.1 Personal circumstances and development of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

20 Supporting pupils following a sanction

- 20.1 Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.
- 20.2 This could include measures like:
- 20.3 Reintegration or readmission meetings
- 20.4 Daily contact with the pastoral lead or Head of Year
- 20.5 A report card with personalised behaviour goals

21 Pupil Transition

- 21.1 Inducting incoming pupils
- 21.1.1 The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.
- 21.1.2 Preparing outgoing pupils for transition
- 21.1.3 To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- 21.1.4 To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.
- 21.1.5 Pastoral meetings with Heads of Year are held regularly throughout the term.

22 Minor Breaches of Discipline

- 22.1 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline.
- 22.2 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal interviews with the pupils involved. Low level sanctions may be given (see Appendix 1 for details of possible sanctions).
- 22.3 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

23 Serious Breaches of Discipline

- 23.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Head.
- 23.2 The main categories of misconduct which are considered to be serious breaches of discipline include but are not limited to:
- 23.2.1 supply / possession / use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco;
 - 23.2.2 theft, blackmail, physical violence, intimidation, racism or persistent bullying;
 - 23.2.3 physical or emotional abuse;
 - 23.2.4 harmful sexual behaviour including sexual violence and sexual harassment;
 - 23.2.5 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
 - 23.2.6 supply or possession of pornography;
 - 23.2.7 possession or use of unauthorised firearms or other weapons;
 - 23.2.8 vandalism or computer hacking;
 - 23.2.9 persistent attitudes or behaviour which are inconsistent with the School's ethos;
 - 23.2.10 other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises;
 - 23.2.11 other misconduct specifically provided for in the School's parent contract and School rules.

24 Sanctions

The range of sanctions for serious breaches of discipline include:

24.1 Internal Exclusion

- 24.1.1.1. In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.
- 24.1.1.2. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.
- 24.1.1.3. Internal exclusion is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.
- 24.1.1.4. Pupils who have been removed from the classroom are supervised by a member of SLT for an agreed fixed period.
- 24.1.1.5. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

- 24.2 Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.
- 24.3 Parents will be informed on the same day that their child is removed from the classroom.
- 24.4 The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:
- 24.4.1 Referral to Head of Year for pastoral and behavioural support
 - 24.4.2 Use of teaching assistants
 - 24.4.3 Short term behaviour report cards
 - 24.4.4 Long term behaviour plans
 - 24.4.5 Referral to Learning Support department
- 24.5 Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.
- 24.6 **Suspension:** a pupil may be sent or released home for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or pending a Review.
- 24.7 **Removal:** the parents may be required to remove a pupil from the School if, after consultation with the Parents and if appropriate the pupil, the Head is of the opinion that:
- 24.7.1 the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction; or
 - 24.7.2 by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or
 - 24.7.3 the Parents have treated the School or members of its staff or any member of the School community unreasonably.
- In these circumstances, and at the sole discretion of the Head, the Parents may be permitted to withdraw the pupil as an alternative to removal being required.
- 24.8 **Expulsion:** a pupil may be expelled from the School for a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.
- 24.9 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 3.
- 24.10 If the findings of the investigation support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in Appendix 4.
- 24.11 The Head is required to act fairly and in accordance with the principles of natural justice.
- 24.12 If a pupil is withdrawn from the School before the conclusion of these disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the

pupil and the Parents if necessary, and to make a finding. The School reserves the right to refer to such disciplinary action in references provided for the pupil.

25 Parent Involvement

- 25.1 The School seeks to work in partnership with Parents over matters of discipline, and it is part of the Parents' obligations to the School to support the School rules.
- 25.2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.
- 25.3 Parents will also be notified of disciplinary sanctions for minor breaches of discipline and may be contacted to discuss the matter if it is considered appropriate to do so.

26 Additional Needs

- 26.1 The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Staff should seek advice from the Head if they are unsure about how to manage a pupil's behaviour where this is related to a disability.
- 26.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head and/or SENCO and further action in accordance with the School's policy on special educational needs and learning difficulties will be considered.
- 26.3 Where Expulsion or Removal needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

27 Safeguarding

- 27.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via child on child abuse. This includes, but is not limited to:
 - 27.1.1 bullying (including cyber-bullying);
 - 27.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - 27.1.3 sexual violence and sexual harassment;
 - 27.1.4 sexting (also known as youth produced sexual imagery); and
 - 27.1.5 initiation / hazing type violence and rituals.
- 27.2 The School's policy and procedures with regard to child on child abuse are set out in the School's safeguarding and child protection policy and procedures. If behaviour and discipline matters give rise to a safeguarding concern, the procedures in the safeguarding and child protection policy and procedures will be followed.

28 Malicious Allegations Against Staff

- 28.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

- 28.2 Where a Parent has made a deliberately invented or malicious allegation the Head will consider whether to require that Parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 28.3 The School will consider whether the police should be asked to consider if action might be appropriate against the person responsible for the allegation.
- 28.4 The School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- 28.5 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 28.6 The school will also consider the pastoral needs of staff and pupils accused of misconduct.
- 28.7 Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

29 Use of Reasonable Force

- 29.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 5. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.
- 29.2 Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force if safe to do so, in the following circumstances, to prevent a pupil from:
 - 29.2.1 Causing disorder
 - 29.2.2 Hurting themselves or others
 - 29.2.3 Damaging property
 - 29.2.4 Committing an offence
- 29.3 Incidents of reasonable force must:
 - 29.3.1 Always be used as a last resort
 - 29.3.2 Be applied using the minimum amount of force and for the minimum amount of time possible
 - 29.3.3 Be used in a way that maintains the safety and dignity of all concerned
 - 29.3.4 Never be used as a form of punishment
- 29.4 The use of reasonable force should be recorded and reported to parents. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

29.5 Corporal punishment is not used at the School and force is never used as a form of punishment. Corporal punishment by school staff is illegal in all circumstances.

30 Searching Pupils

30.1 **Informed consent:** school staff may search a pupil or their possessions or accommodation with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

30.2 **Searches without consent:** in relation to prohibited items, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see Appendix 6 for the School's policy on searching and confiscation.

31 Training

31.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

31.2 The level and frequency of training depends on role of the individual member of staff.

31.3 The School maintains written records of all staff training.

32 Risk Assessment

32.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

32.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

32.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

32.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Head or SENCO who have been properly trained in, and tasked with, carrying out the particular assessment.

33 Training

- 33.1 As part of their induction process, staff are provided with regular training on managing behaviour, including training on:
 - 33.1.1 Safeguarding and Child Protection
 - 33.1.2 Responding to behaviour incidents
 - 33.1.3 The needs of the pupils at the school
 - 33.1.4 How SEND and mental health needs impact behaviour
- 33.2 Behaviour management also forms part of continuing professional development.

34 Record Keeping

- 34.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 34.2 A record is kept of sanctions imposed for serious misbehaviour. The record includes:
 - 34.2.1 the name and year group of the pupil concerned;
 - 34.2.2 the nature and date of the offence;
 - 34.2.3 the sanction imposed and reason for it; and
 - 34.2.4 the name of the person imposing the sanction.
- 34.3 This record is reviewed regularly by the SLT so that patterns in behaviour can be identified and managed appropriately.
- 34.4 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

35 Monitoring Arrangements

- 35.1 The school will collect data on the following:
 - 35.1.1 Behavioural incidents, including removal from the classroom
 - 35.1.2 Attendance, permanent and fixed term exclusion
 - 35.1.3 Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- 35.2 The data will be analysed from a variety of perspectives including:
 - 35.2.1 At school level
 - 35.2.2 By age group
- 35.3 At the level of individual members of staff

35.4 By time of day/week/term

35.5 By protected characteristic (i.e EAL, SEND)

35.5.1 The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

36 Version Control

Date of adoption of this policy	April 2024
Date of last review of this policy	April 2024
Date for next review of this policy	April 2026
Policy owner (SLT)	Assistant Head Upper School/ Head
Policy owner (Proprietor)	ILG

Appendix 1 Day to day operation of this policy. Including but not limited to.

Task	Allocated to	When / frequency of review
<p>Headmaster and Leadership Team</p> <ul style="list-style-type: none"> ▪ Ensuring that the school environment encourages positive behaviour ▪ Ensuring that staff deal effectively with poor behaviour ▪ Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils ▪ Ensuring that all staff understand the behavioural expectations and the importance of maintaining them ▪ Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils so they can fulfil their duties set out in this policy ▪ Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy 	Head and SLT	As required
<p>Teachers and Staff Members</p> <ul style="list-style-type: none"> ▪ Creating a calm and safe environment for pupils ▪ Establishing and maintaining clear boundaries of acceptable pupil behaviour ▪ Implementing the behaviour policy consistently ▪ Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils ▪ Modelling expected behaviour and positive relationships 	All Staff Members	As required

<ul style="list-style-type: none"> ▪ Providing a personalised approach to the specific behavioural needs of particular pupils ▪ Considering their own behaviour in relation to the school culture and how they uphold school rules and expectations ▪ Recording behaviour incidents promptly (recorded on SIMs) ▪ Challenging pupils to meet the school’s expectations <p>The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.</p>		
<p>Parents and carers</p> <p>Parents and carers, where possible, should:</p> <ul style="list-style-type: none"> ▪ Get to know the school’s behaviour policy and reinforce it at home where appropriate ▪ Support their child in adhering to the school’s behaviour policy ▪ Inform the school of any changes in circumstances that may affect their child’s behaviour ▪ Discuss any behavioural concerns with the class teacher promptly ▪ Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions) ▪ Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school ▪ Take part in the life of the school and its culture. <p>The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy and working in collaboration with them to tackle behavioural issues.</p>	<p>Parents & Carers</p>	<p>As required</p>

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Appendix 2 Rewards and sanctions

1 Rewards

1.1 Rewards and examples of behaviours that will attract a reward are as follows:

1.1.1 **Verbal praise:** Kindness to others, improvement in behaviour, positive contributions to class

1.1.2 **House points:** Work that shows good effort, achievement and/or progress, being a role-model, co-operative behaviour, selfless behaviour, contribution to classroom and school community

1.1.3 **Headteachers Commendation Award:** Exceptional work, effort, achievement or progress

1.1.4 **Public whole school recognition (e.g. assembly or newsletter):** Weekly celebration of winning house, recipients of Head Teacher Awards, special mentions for extracurricular achievements, parent notified

Awards presented at end of year Prize Giving ceremony (on a per class basis): Annual recognition for academic achievement, academic progress and citizenship

1.2 In addition to the above rewards we also have positions of responsibilities that are either evenly distributed (e.g. class assistants) or chosen by the staff on the basis of agreed criteria (e.g. Captain of School).

2 Sanctions

2.1 In addition to the particular sanctions set out in this Appendix 1, the Head may prescribe and authorise the use of such other sanctions as comply with good education practice and promote good behaviour and compliance with the School rules.

2.2 Sanctions may include:

2.2.1 verbal reprimand;

2.2.2 pupil's name on the whiteboard;

2.2.3 a tick placed on the whiteboard next to the pupil's name;

2.2.4 time deduction from next break time, during which the pupil will be directed to self-reflect.

Once Parents have been formally contacted twice about the pupil's behaviour, Parents will be invited to meet with the Head.

The Behaviour Plan will be reviewed. Failure to meet the Behaviour Plan will be considered a serious breach of discipline.

Appendix 3 Investigations into serious breaches of discipline

- 1 The Head will appoint a senior member of staff to carry out an investigation.
- 2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.
- 3 An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 4 A pupil may be suspended from the School while a complaint is being investigated or while an investigation is on hold (see paragraph 7 below). Should a suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be offered a segregated regime on School premises.
- 5 A pupil's space or belongings may be searched during the course of the investigation. See Appendix 6 of this policy for the School's policy on searching and confiscation.
- 6 If the pupil is to be interviewed as part of the investigation, arrangements will be made for him / her to be accompanied by a member of staff of his / her choice and /or by a Parent (if available at the relevant time). A minute of the interview will be recorded in writing by the interviewing member of staff. The pupil may be asked to confirm any statement made or minute taken to be true and accurate.
- 7 It may be necessary to delay an investigation or put it on hold, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils affected by the allegations under investigation.
- 8 The outcome of the investigation will be reported to the Head. If the findings of the investigation appears to support the allegation, complaint or rumour, a disciplinary meeting will be held in accordance with the procedures in Appendix 4 of this policy.

Appendix 4 Disciplinary meeting with the Head

- 1 Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appears to support the allegation, complaint or rumour, a disciplinary meeting with the Head will take place.
- 2 **Attendance**
 - 2.1 The pupil and his / her Parents (if available) will be asked to attend the disciplinary meeting with the Head. The pupil may also be accompanied by a member of staff of his / her choice. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be expected to attend the meeting and this procedure applies to the Parents only.
 - 2.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint and his / her investigation and an additional member of staff will be present to minute the meeting.
 - 2.3 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head so that appropriate arrangements can be made.
 - 2.4 If a Parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the Parent can be involved, remotely, if necessary, with the disciplinary process and their child's education.
- 3 **Meeting**
 - 3.1 Documents available at the disciplinary meeting with the Head may include:
 - 3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents;
 - 3.1.2 written statements and notes of the evidence supporting the allegations, and any relevant correspondence;
 - 3.1.3 the investigation report;
 - 3.1.4 the pupil's school file and (if separate) conduct record;
 - 3.1.5 the relevant School policies and procedures.

- 3.2 The Head will consider the allegations and the evidence, including statements made by and / or on behalf of the pupil or, where applicable, the Parents.
- 3.3 The pupil and his / her Parents will have an opportunity to state their side of the case.
- 3.4 The Head will inform the pupil and his / her Parents of the range of disciplinary sanctions which the Head considers are open to him / her if the allegation, complaint or rumour is sufficiently proved.
- 3.5 Unless the Head considers that further investigation is needed, he / she will close the meeting and inform the pupil and the Parents that they will be notified of his / her decision in writing.

4 **Decision**

- 4.1 The Head will consider whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities. The pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil.
- 4.2 The Head may expel or remove a pupil or impose any other sanction he / she considers to be appropriate in accordance with this policy.
- 4.3 The Head will notify the Parents of his / her decision in writing, with reasons, within three working days of the disciplinary meeting.
- 4.4 A decision to expel or remove a pupil shall take effect five working days of the date of the Head's letter confirming his / her decision. Until then, the pupil shall remain suspended and away from School premises.

5 **Review**

- 5.1 The Parents or the pupil may request a Review of the Head's decision to expel or remove a pupil from the School, or where the pupil is suspended from the School for 11 working days or more or where a suspension would result in the pupil missing a public examination. The request must be made within five working days of the date of the Head's letter confirming his / her decision.
- 5.2 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.
- 5.3 See the expulsion and removal: review procedure for further information about requesting a Review and the detail of the procedure.

6 Leaving status

- 6.1 If a pupil is expelled or removed, his / her leaving status will be one of the following: expelled, removed or, if the offer is made by the Head and accepted by the Parents, withdrawn by parents.
- 6.2 Additional points of leaving status may include:
 - 6.2.1 the form of letter which will be written to the Parents and the form of announcement in the School;
 - 6.2.2 the form of reference which will be supplied for the pupil;
 - 6.2.3 the entry which will be made on the School record and the pupil's status as a leaver;
 - 6.2.4 arrangements for transfer of any course and project work to the pupil, his / her Parents or another school;
 - 6.2.5 whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;
 - 6.2.6 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
 - 6.2.7 whether the pupil will be entitled to leavers' privileges;
 - 6.2.8 the conditions under which the pupil may re-enter School premises in the future; and
 - 6.2.9 **financial aspects:** payment of any outstanding fees and extras; whether the deposit will be returned or credited; refunded of prepaid fees.

Appendix 5 Use of reasonable force

- 1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance [Use of reasonable force \(DfE, July 2013\)](#).
- 2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - 2.1 committing a criminal offence;
 - 2.2 injuring themselves or others;
 - 2.3 causing damage to property, including their own;
 - 2.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- 4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 below).
- 5 In these circumstances, 'reasonable' means using no more force than is needed.
- 6 In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 7 Incidents of reasonable force must:
 - 7.1 Always be used as a last resort
 - 7.2 Be applied using the minimum amount of force and for the minimum amount of time possible
 - 7.3 Be used in a way that maintains the safety and dignity of all concerned
 - 7.4 Never be used as a form of punishment

- 7.5 The use of reasonable force should be recorded and reported to parents. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
- 7.6 Where reasonable force is used by a member of staff, the Head must be informed of the incident, and it will be recorded in writing. The pupil's Parents will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's Parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.

Appendix 6 Searching, screening and confiscation

- 1 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 2 The School's policy on searching and confiscation has regard to the DfE guidance [Searching, screening and confiscation: advice for schools \(DfE, July 2022\)](#).
- 3 **Prohibited items**
 - 3.1 The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012/951):
 - 3.1.1 knives or weapons, alcohol, illegal drugs and stolen items;
 - 3.1.2 tobacco and cigarette papers, fireworks and pornographic images;
 - 3.1.3 any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (a) to commit an offence; or
 - (b) to cause personal injury to, or damage to the property of, any person (including the pupil); and
 - 3.1.4 any item banned by the School rules that are identified as being items which may be searched for.
 - 3.2 The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School (for example on an educational visit).
- 4 **Searching with consent**
 - 4.1 Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.
 - 4.2 The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 3 above. The consent of the pupil must be sought even if he / she is not at the School at the time. If a member of staff suspects that a pupil has an item that is banned by the School they can instruct the pupil to turn out his / her pockets or bag.
 - 4.3 If the pupil refuses to provide consent disciplinary action may be taken in accordance with the School's behaviour and discipline policy.

5 Searching for prohibited items

- 5.1 Where the Head or an authorised member of staff has reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force if necessary (such force may not be used in searches for items included in 3.1.43.1.3(b) above).
- 5.2 Searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.
- 5.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 - 5.3.1 a search of outer clothing; and / or
 - 5.3.2 a search of School property (e.g. pupils' lockers or desks, bed studies or dormitories); and / or
 - 5.3.3 a search of personal property (e.g. bag or pencil case).
- 5.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same sex as the pupil.
- 5.5 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.
- 5.6 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

6 Confiscation

- 6.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 6.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

7 Searching electronic devices

- 7.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.
- 7.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break School rules.
- 7.3 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.
- 7.4 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the School's policy on sexting as set out in Appendix 1 of the Safeguarding and Child Protection Policy and Procedures.

8 Disposal of confiscated items

- 8.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 8.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 8.3 **Other substances:** substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- 8.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
- 8.5 **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.

- 8.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff which may include donation to an appropriate charity.
- 8.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.
- 8.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 8.9 **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- 8.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 8.11 **An item banned under School rules:** such items may, at the discretion of the School or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile electronic device that has been used in breach of School rules to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the Head considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 8.12 below. If a pupil persists in using a mobile electronic device in breach of School rules, the device will be confiscated and must be collected by a Parent.
- 8.12 **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break School rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

9 Communication with Parents

- 9.1 There is no legal requirement for the School to inform Parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. In appropriate cases we will inform Parents on how the School will dispose of certain items.

- 9.2 We will keep a record of all searches carried out, including whether the search is with or without the consent of the pupil. The record will include details of any disposal of items confiscated.
- 9.3 Complaints about searching or confiscation will be dealt with through the School's parental complaints policy and procedures.
- 9.4 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.