

OUR BLESSED SAINTS FEDERATION



**ST LUKE'S CATHOLIC PRIMARY  
POSITIVE BEHAVIOUR POLICY**

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St. Luke's Catholic Primary is committed to creating an environment where excellent behaviour is at the heart of productive learning, and children feel safe and valued. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Through our values based on the Gospel, we aim for our children to become kind, compassionate, responsible citizens.

We Acknowledge our legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **Aims**

- To create a welcoming and safe learning environment in which everyone can be successful.
- To create a culture of positivity and love, refusing to give importance and attention to poor conduct.
- To develop a consistent approach across the school, which all children know and understand.
- To nurture the belief that children can improve their behaviour by making better choices, and they are responsible for the consequences of their actions.
- To build a community which values kindness, compassion, forgiveness, dignity, humility, peace and integrity.

### **Purpose**

- To provide simple, practical procedures for staff and children that:
- Encourage children to recognize behaviour that is expected and why;
- Positively reinforces these behavioural expectations through positive intervention;
- Promote self-esteem and self-discipline;
- Ensures positivity far outweighs negativity.

### **Rights and Responsibilities**

#### **Rights of Pupils**

- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by adults in school
- To know what is expected and appropriate behaviour
- To feel safe and happy and to be treated fairly

#### **Rights of Staff**

- To be treated with respect and consideration by pupils, parents and colleagues and spoken to in an appropriate manner
- To be able to teach without unnecessary interruption
- To feel safe and happy and to be treated fairly

#### **Rights of Parents**

- To know that their children are safe and happy

- To be sure their children are treated fairly and with respect
- To be able to raise concerns in an appropriate way with staff and to be told about successes as well as when there are difficulties.

### **Responsibilities of Pupils**

- To treat others and the school environment with consideration and respect
- To listen when it is others' turn to talk
- To do what we are asked to do by all staff
- To sort out difficulties without making matters worse
- To ask for help if we need it and to do our best to let others learn
- To demonstrate appropriate behaviour as guided by the Gospel values

### **Responsibilities of Staff**

- To set the best example to the children
- To create a safe and stimulating environment in which the pupils can learn
- To treat all pupils with consistency and respect
- To communicate regularly with parents
- To work as a supportive team to ensure the best for our pupils

### **Responsibilities of Parents**

- To set the best example for your children
- To bring children to school on time, ready to work
- To treat other people's children with respect and tell school if there are concerns
- To talk to your children about the things they learn in school
- To tell school about anything that may affect your child's learning or behaviour
- To support school in reinforcing what is expected and appropriate
- To be understanding and to realise that there will always be reasons for behaviour – you won't know the background or private difficulties someone else's child may be experiencing and this will not be disclosed to you

### **Responsibilities of Governors**

- To set the best example to the children, when visiting the school
- To ensure our school provides a safe and stimulating environment by taking an active interest in the life of our school
- To be mindful of our overarching role, amongst our various stakeholders, thus ensuring the best for our pupil

## Golden Rules

These simple rules are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in. They are based on the Gospel values:



## Consistency in excellent behaviour management

To develop a truly successful, sustainable culture, each member of staff needs the determination and drive to hold firm. It cannot be simply a toolkit of strategies and instant solutions. Consistency lies in the behaviour of adults and the hard work put in to building relationships, being relentlessly positive, resetting expectations when they have been broken, and not giving energy to negative behavior.

### All staff must:

- Take time to welcome children and parents at the start of the day;
- Be at the door of their teaching rooms at the beginning and end of each lesson;
- Never walk past or ignore children who are behaving badly;
- Model positive behaviours and build relationships
- Always redirect children by referring them to Listen, Be Kind and Respectful.
- Be a daily visible presence around the school;
- Be relentlessly positive: Praise the behaviour you want to see
- Not leave behaviour for senior leaders to deal with as this undermines their own authority and respect

### Middle and senior leaders must:

- Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Be a visible presence around the school site;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage use of positive praise, phone calls and notes;
- Ensure staff training needs are identified and targeted;
- Use behaviour information to target and assess interventions;
- Support teachers in managing children with more complex or entrenched negative behaviours.

### Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others (if they are comfortable with this);
- Know their classes well and develop relationships with all children;
- Sustain a passion for their subjects to break through the limiting self-belief of some children;
- Relentlessly work to build mutual respect;
- Demonstrate unconditional care and compassion.

### Children want teachers to:

- Give them a 'fresh start' every lesson;
- Help them learn and feel confident;
- Be just and fair;
- Have a sense of humour.
- Care

The way children feel about themselves and their abilities is very much affected by teachers' evaluation of their worth. These feelings influence the way they perceive the authority of the school. Where children feel

they are valued, they respect adults and accept their authority.

### **Promoting Good Behaviour – Rewards and Sanctions**

Good behaviour is helped when everyone remembers to do what is expected of him/her:

- Staff praise children when they see good behaviour.
- Staff focus on the positive behaviour they see
- Staff tell children clearly what is expected of them
- Children remember what is expected of them
- School and classroom rules are consistent and fair
- Rules are regularly reviewed with staff and children together
- Coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development
- Staff regularly inform children's parents of good behaviour or achievement through 'Stars and Citizens', lunchtime awards, breakfast and after school club awards
- When children have worked hard on a task and produced excellent work this is displayed as an example
- In P.S.H.E. and R.E. lessons children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities
- We promote Christian and Modern British Values
- In assemblies children are encouraged to think about and pray for others
- In all subjects' children are taught the skills of resourcefulness, reciprocity, resilience and reflectiveness.

### **Rewards**

We believe that good behaviour should be consistently rewarded:

- Staff will praise a child immediately for their good behaviour and say why they are pleased with the child
- All staff and children know and understand the house points system, and house points are given to the children who display good behaviour/behaviour for learning
- When possible, children to choose who is rewarded
- When appropriate, staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement
- Exemplary behaviour or achievement will be commended by staff and will be given special mentions

### **Unacceptable Behaviour**

We hope our strategies for promoting good behaviour will be successful for all children.

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

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a sanction.

Categories include:

- disrupting other children's learning
- violent behaviour or hurting others
- deliberate offensive language (including racial and homophobic abuse) deliberate rudeness
- name calling
- vandalism
- disregard for school rules and procedures
- theft
- bullying (see anti-bullying policy)
- sexual harassment
- drug related behaviour
- carrying a weapon

### Behaviour for Learning: School Staff

As staff, we are proud of being part of a successful team. We support this policy by:

- Modelling the behaviour we want to instill in our children
- Deliberately and persistently praising children for doing the right thing – especially effort;
- Never dwelling on small negatives, but looking for the good in a child
- Knowing our classes well and developing positive relationships with all children;
- Working to build mutual trust even when trust is broken;
- Refusing to give up on any child;
- Demonstrating unconditional care and compassion;
- Adopting the appropriate tone and language when dealing with children' behaviour.
- Ensuring we start lessons punctually;
- Greeting children at the door to our rooms at the beginning of all lessons
- Ensuring children enter the room with the correct uniform and equipment;
- Ensuring we follow the five-step process in managing children's behaviour: Reminder – Warning – Last chance – Sanction – Reparation.
- Helping children to persist with and overcome challenges, and providing the resources to do this;
- Encouraging children to always give 100% effort
- Giving time for children improve their learning from feedback and marking;
- Celebrating the success of a child's learning;
- Creating a classroom climate that respects all children;
- Promoting self-esteem and self-discipline among children;
- Teaching appropriate behaviour through positive interventions with children.

### Practical steps in managing and modifying unwanted behaviour

As we approach a child to intervene in their poor behaviour, think about the 3 As

#### **Audience**

How might the audience affect the interaction? How could they be affected by it? Consider moving to a quieter space or having the conversation away from the group.

#### **Acceleration**

We should make every effort to stop the situation accelerating. Which deceleration/ de-escalation



techniques work with this child?

### Anger

How are we managing our own feelings/anger and the anger/emotion of the child? Our bodylanguage and tone of voice can make all the difference. We need to give them time to calm down, think or consider their choices.

As we aim for a child-centred approach to learning as one size doesn't fit all, so we must think about the child-centred approach to discipline. What works for one child, may not work for another. For example, the loss of a break time or temporary time out to a different class may be a sanction for one child, yet exactly what another child is misbehaving for, to achieve.

Engagement with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of lessons is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not focus on negative behaviour. All children must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Stage	Actions
Praise and reminders	Always keep praising the behaviours and effort you want to see. Generic reminders of the expectations wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Reset	A clear verbal caution to 'reset' delivered privately wherever possible, making the child aware of their behaviour. Provide no other communication or attention for a short while, but as soon as they show some compliance, praise that. Give only the positive behaviour the attention. If low level behavior continues, speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
Sanction	Appropriate and proportionate sanction in place, ranging from 5 minutes to full breaktime loss (if this is suitable for the child in

	question. An alternative sanction needs to be sought if not.) This is supervised by the class teacher. The child will miss part or all their break time or lunchtime, excluded from other children and missing their playtime. Children need to complete their time respectfully, otherwise the child will need to repeat the sanction.
Internal referral	A further offence results in the child being sent to another class to work in isolation. (Teachers should make arrangements with each other about where these children are to be sent). Teachers provide work so no lesson time is lost.
Contact of parents	At this stage, the parents of these children will be informed of their poor behaviour by telephone. This call will be made by the classteacher. The Headteacher will need to be informed.

<i>All stages:</i>	
Making amends	Making amends, saying sorry and showing forgiveness is an important part of restoring relationships. Where necessary, briefly acknowledge disappointment in choice of behaviour, but quickly praise their effort in turning things around, however small.

### **Severe Discipline Procedure**

When a child's behaviour continues to be a concern a behavioural contract will be completed between the child, the class teacher and the parent and carer. This should identify behavioural targets as well as rewards and sanctions that are personalised to the individual. The Headteacher must be made aware of any behaviour contract made.

### **Methods for recording breaches of behaviour**

All class teachers will record in CPOMS (secure safeguarding and child protection programme for schools) serious incidents: including aggressive/violent incidents, bullying or racist/homophobic incidents. Less serious incidents will be recorded on CPOMS if they are causing concern.

The Headteacher will keep a record of all actions taken regarding serious breaches of the behaviour code, and analyse the behavioural incidents, reporting the statistics to governors.

### **Lunchtime Arrangements**

Children are encouraged to play nicely at lunchtimes, with staff and children trained in promoting good behaviour and play leading. The PE co-ordinator will encourage organised games and sport. Good behaviour is always praised and rewarded using stickers (for the younger children) and certificates specifically for lunchtimes.

Should a pupil behave inappropriately at playtime/lunchtime i.e., not following instructions from an adult

on duty, then the same disciplinary sanction stages will be applied as in class. If frequent or resulting in Stage 3 or above, this will then be then passed on to the class teacher to follow up.

If behaviour is unacceptable at play/lunchtime, and this will include any form of physical contact that is part of rough play, deliberate and calculated to cause hurt or upset, or any form of verbal abuse, the designated Lunchtime supervisor on duty will discuss actions with the pupil and offer alternative choices, following the above sanctions. If the behaviour persists the Headteacher or a senior member of staff will meet with the child to discuss behaviour and options. The Lunchtime Supervisor dealing with the incident should inform the class teacher at the end of the session if this is an extreme or repeated incident or the child is being monitored.

If a pupil behaves unacceptably on 3 occasions at lunchtime over any two week period, parents will be contacted by the class teacher, informing them of the situation, warning them that continued unacceptable behaviour may result in exclusion at lunchtime. Parents may be invited to come and discuss ways of moving forward – this may involve the parent supervising their child at lunchtime play or may (in very severe cases) exclude that child from the premises at lunchtimes.

### Severe Behaviour Incidents

In the event of any of the following, parents will be contacted immediately.

Depending on the seriousness, they may be requested to remove their child from the school premises if any of the following occur:

- Actual physical violence towards any member of the school community.
- Taking themselves off site
- Repeated, targeted verbal or physical abuse (bullying)
- Biting another child or adult (See 'Biting' section pg. 15)
- Deliberate offensive language (including racial/homophobic abuse);
- Vandalism;
- Theft;
- Sexual harassment;
- Drug related behaviour;
- Carrying a weapon

If the parent is requested to remove their child from the premises, this will be recorded as a fixed-term exclusion. Sending pupils home would be an absolute last resort. This is when pupils are refusing to cooperate after having had cool off time, causing harm to others or school property, and are a danger to themselves or others. This can only be decided by the Headteacher. On returning from fixed term exclusion, the child and parents will attend a reintegration meeting with the Headteacher to establish actions to avoid a recurrence.

*Please note:*

*Only a head teacher has the power to exclude a pupil. The decision to exclude a pupil must be lawful, reasonable, and fair. Schools have a statutory duty not to discriminate against pupils based on protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to exclusion.*

### **All children have a right to education.**

Disruptive behaviour can be an indication of unmet needs. When St Luke's Catholic Primary School has concerns about a pupil's behaviour, we will try to identify whether there are any causal factors and intervene early to reduce the need for a subsequent exclusion. In this situation, St Luke's will consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required. The Behaviour Support Team will be informed and an Early Help Assessment completed if concerns deem it necessary to provide multi agency support. Consideration will be also be given for referral to the Educational Psychologist.

Where the pupil is demonstrating increasingly volatile behaviour which is likely to result in further fixed term exclusion, advise and support will be sought through the Fair Access Panel and a Pastoral Support Plan (PSP) written.

If a child continues to demonstrate severe behaviours, as previously listed, the pupil will be at risk of permanent exclusion. Permanent exclusion is always a last resort.

Parents will be contacted by phone and the Headteacher's decision to exclude will be confirmed in writing within 1 working day. This letter will explain the appeals procedure. The Chair of Governors will be contacted and asked to inform the Discipline Committee, ensuring no prejudicial information is given. The formal Permanent Exclusion procedure will then begin as described in Telford and Wrekin LA 'Guidance on Permanent Exclusion'.

In cases of bullying, we will follow the procedures as laid down in Our Anti Bullying Policy.

### **Racist incidents**

St. Luke's Catholic Primary School takes a zero tolerance view to racism. All incidents are recorded, reported, and investigated according to the school's Racist Incidents Recording, reporting and Investigating Procedures.

The school will record racist behaviour and the LA will be informed as part of our Racial Equality Policy.

### **Peer on Peer Abuse**

At St Luke's Catholic Primary School we recognise that children may be harmful to each other in several ways which would be classified as peer-on-peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, shaking, biting, hair pulling or otherwise causing physical harm.
- Sexual violence
- Sexual Harassment
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting
- Initiation/hazing type violence and rituals.
- In cases of peer on peer abuse we will follow the procedures as laid down in Peer-On-Peer Abuse

Policy.

### **Guidelines on intervening in fights/disputes**

Through the implementation of this policy, we expect fighting to be an extremely rare occurrence. St. Luke's Catholic Primary has a no play fighting rule to support these events occurring.

However, if a child does lose his / her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent any harm to any pupil
- We need to set an example to pupils as to how to handle difficult situations
- We will always listen to children
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Verbally move other children away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the fight
- 

It is school policy to intervene and physically prevent a pupil from hurting him/herself or anyone else (see the school's Positive Handling policy)

Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story

The incident will be recorded in CPOMS, and if the incident is considered serious enough, the pupils will be sent to either the Headteacher or a senior member of staff. The Headteacher will always be informed.

### **Leaving the Classroom or School Grounds**

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. The police will be informed that a pupil has left school and is at risk. Sanctions for this will be decided by the Headteacher, depending upon circumstances.

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful. (See appendix 3)

### **Searching and confiscation**

The Headteacher and Deputy Headteacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff

can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline. (See appendix 4)

### **Physical Intervention**

The use of physical intervention is very rare and is wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example, if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. (See appendix 5 for guidance)

### **Pastoral care for school staff**

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Biting Incidents**

#### **Reception**

If biting occurs in the Reception classes a more sympathetic approach will be taken due to the developing physical, emotional and social aspects. If a child bites another child the incident will be recorded on CPOMS with some strategies to cope and learn how to deal with their emotions in a more positive/constructive manner. The parent/parents will be called and a copy of the incident form with targets should be sent home for a parental signature.

#### **Key Stage 1 – Year 1 and 2**

If biting does occur in this Key Stage it will be up to the teacher's discretion whether the incident was serious enough without other reasons or causes for the child to be sent home for the rest of the day. The incident will be recorded on CPOMS with some strategies to cope and learn how to deal with their emotions in a more positive/constructive manner. The parent/parents will be called and a copy of the incident form with targets should be sent home for a parental signature.

#### **Key Stage 2 – Years 3 – 6**

The child may be subject to a fixed term exclusion. The incident will be recorded in CPOMS with some strategies to cope and learn how to deal with their emotions in a more positive/constructive manner. The parent/parents will be called and a copy of the incident form with targets should be sent home for a parental signature.

### **Success Criteria**

Indications that this behaviour code is succeeding could include:

- A reduction in the number of incidents recorded in the behaviour logs.
- A reduction in the number of incidents referred to the Head Teacher.
- Positive feedback from teachers, support staff, parents and pupils.

- Observation of positive behaviour in class rooms, corridors and outside areas. An action plan will be drawn up to reduce incidents if necessary.

### **Fair Access Protocol**

Fair Access Protocol: A copy of this can be provided by School.

### **Home-School Agreement**

This document is a contract between pupil, parent and school that ensures that each party is aware of their rights and responsibilities regarding being educated at St. Luke's Catholic Primary School. This is signed by all parties when a pupil enters the school.

### **APPENDIX**

Serious Incident Report (for scanning into CPOMS)

The power to discipline beyond the school gate

Searching and confiscation

The use of reasonable force

Search and Confiscation Record

Reasonable Force Record



Serious Incident Report

Child's name: Date:

Year Group: Name of adult:

Incident:

Targets

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Adult with the child signature: \_\_\_\_\_ Headteacher's signature: \_\_\_\_\_

Parent/career's signature:



## Appendix 2 - The power to discipline beyond the school gate

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

Any bad behaviour when the child is:  
taking part in any school-organised or school-related activity or  
travelling to or from school or  
wearing school uniform or  
in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:  
could have repercussions for the orderly running of the school or  
poses a threat to another pupil or member of the public or  
could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

## Appendix 3 - Searching and confiscation

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

### Searching with consent

Schools' common law powers to search:

School staff can search pupils with their consent for any item which is banned by the school rules.

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

Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.

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

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### Searching without consent

What the law says:

#### *What can be searched for?*

Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

#### *Can I search?*

Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff. But:

you must be the same sex as the pupil being searched; and

there must be a witness (also a staff member) and, if possible, they should be the same gender as the pupil being searched.

### *When can I search?*

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

#### Authorising members of staff

The Headteacher and Deputy Headteacher are authorised to use these powers.

Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

#### Location of a search

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

The powers only apply in England.

#### During the search

Extent of the search – clothes, possessions and trays

#### What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

#### Trays

Under common law powers, schools can search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search, then it is possible to conduct a search without consent, but only for the "prohibited items" listed above.

## Use of force

Reasonable force may be used by the person conducting the search (see appendix 3).

## After the search

### The power to seize and confiscate items

#### What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### Items found as a result of a 'without consent' search

#### What the law says:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they must retain it for return to the parent.

Where they find controlled drugs, these must be delivered to the police as soon as possible.

Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.

Where they find stolen items, these must be delivered to the police or returned to the owner, providing it is safe to do so.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

### Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.

The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

Complaints about screening or searching will be dealt with through the normal school complaints procedure.

## Appendix 5 - The use of reasonable force

### What is reasonable force?

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

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

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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

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

### Who can use reasonable force?

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

### When can reasonable force be used?

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

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

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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

Schools can use reasonable force as a last resort to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the

playground; and restrain a pupil at risk of harming themselves through physical outbursts.

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

#### Staff training

MAPA training is provided for particular staff so that they can support staff across the school. A senior member of staff will always support other staff across the school.

#### Telling parents when force has been used on their child

All incidents of reasonable force are recorded to support the child and staff involved.

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

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

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

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

#### What about other physical contact with pupils?

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

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;

- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Search and Confiscation Record

Child's name: Date: Year Group: Name of adult1:Name of adult2:
Reason for the search
Items found
Other agencies involved – please list with name, title and contact details
Parent contacted:Date: Time:
Meeting with parent and child minutes including sanctions / next steps
Parent/career's signature: ____ Head Teachers signature: _____ Date: _



## Reasonable Force Record

Child's name: Date:  Year Group:                      Name of adult1:Name of adult2:
Reason for the reasonable force
Details of incident
Other agencies involved – please list with name, title and contact details
Parent contacted:Date: Time:
Meeting with parent and child minutes including sanctions / next steps
Parent/career's signature: ____  Head Teachers signature: _____ Date: _

