

BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

Legal Status:

- Complies with The Independent School Standards Regulations (September 2021)
- *Behaviour and Discipline in Schools, Advice for Head Teachers and College Staff* (DfE2016)
- www.gov.uk/government/publications/behaviour-and-discipline-in-schools
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- *Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.
- *Equality Act 2010* (HM Government: 2010)

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the breakfast club, the afterschool clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the school.

Related Documents:

- Appendix A: EYFS Managing and Modifying Behaviour through Positive Language
- Appendix B: Managing and Modifying Children's Behaviour
- Anti-bullying Policy and Procedures, Safeguarding and Child Protection Policy, Exclusions Policy, Physical Intervention–Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic Education (PSHEE) and Supervision of Children Policy.

Availability

- This policy is made available to parents, staff and pupils via The Gower School (TGS) website, and on request a copy may be obtained from the office
- The Principal is responsible for the behaviour management of the whole school.
- The Head of Nursery and Deputy Head of Nursery are responsible for the behaviour management of children in the EYFS.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Principal will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than April 2025, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Miss Emma Gowers
Principal and Proprietor

Date reviewed: April 2024

Date of next review: April 2025

Behaviour Management including Discipline and Sanctions Policy

Statement of Intent

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. TGS behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy includes details of:

- how we promote good behaviour amongst pupils including rewards and
- the sanctions we adopt in the event of pupil misbehaviour.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We encourage all members of TGS to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements. Our school fulfils its duties under the Equality Act 2010, including issues related to pupils with Special Educational Needs and Disabilities (SEND), and how reasonable adjustments are made for these pupils. Our school provides support systems for pupils and liaises with parents and other agencies. Our school manages pupils' transition and disciplinary action is taken against pupils who are found to have made malicious accusations against staff.

As part of our Behaviour Policy, our school believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment. That may include cyber-bullying and prejudice-based bullying related to SEND, sexual orientation, sex, race, religion and belief, or gender reassignment. (as defined in the Equality Act 2010), also the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. In accordance with legislative requirements, we have a whole school approach to online safety. This includes annual update training for staff regarding online safety. The school also organises annually an awareness session for parents concerning online safety. We expect all pupils to adhere to the safe use of the internet as detailed in our IT Acceptable Use Policy. Also, please see our online safety policy.

Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where necessary. This policy reflects TGS's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms and in planners. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers.

Inherent in the ethos of the school is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is preferable to negative responses to bad.

Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere.

The purpose of this policy is to:

- Create an environment that is conducive to achieving the aims of TGS;
- Provide clearly defined limits that are easily understood by children, staff and parents;
- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

Aims

Our aim is that through this policy we motivate children to:

- work hard;
- behave well;
- obey the school rules;
- treat all members of the community with respect;
- show self-respect.

In formulating our Behaviour Policy, we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

The Gower School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules, we hope to ensure the health and safety of the children while providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

TGS aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

It is a primary aim of TGS that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

School Ethos

TGS is expected to be a place where:

- all individuals are respected and their individuality valued;
- pupils are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated;
- early intervention is the norm;
- there is an emphasis on self-discipline.

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour. TGS behaviour policy is available to all staff via our website and in the Staff Handbook.

Implementation

The Principal has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. TGS in compliance with DfE *Behaviour and discipline in Schools* (2016):

- fulfils its duties under the Equality Act 2010; including issues related to pupils with SEND and provides reasonable adjustments for these pupils;
- has a consistent approach to behaviour management;
- ensures a strong school leadership;
- supports teachers with classroom management;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides staff development and support;
- ensures support systems are in place for pupils;
- liaises with parents and other agencies;
- manages pupils' transition;
- has clear, well organised working practices along with maintaining its facilities to a high standard and
- takes disciplinary action against pupils who are found to have made malicious accusations against staff.

The Role of the Principal

The Principal's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Principal has overall responsibility for supporting children's personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Principal who is expected to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying pupils;
- ensure that the standard of behaviour is acceptable;
- regulate the conduct of pupils;
- makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- understand current legislation, research and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.
- the Senior Leadership Team (SLT) supports staff when dealing with pupils displaying poor behaviour and that there is consistency in managing children's behaviour.

The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management.

At TGS, we have high expectations for children's behaviour. In the classroom, both teachers and children are expected to work calmly and quietly and use quiet voices. To assist with this all classrooms are equipped with a 'Super Star' behaviour chart (see below).

Super Star
Role Model
Great Choices
Ready to Learn
Make a Change
Think About It
Adult Discussion

All children start the day with their names on 'Ready to Learn'. Those who display exceptional behaviour may be asked to move their names up the chart status to 'Great Choices', then 'Role Model' and finally 'Super Star'. Equally disruptive behaviour may see a child being asked to move their name to 'Make a Change' or if the behaviour continues to, 'Think About It'. There is one verbal warning given for each level below 'Ready to Learn'. Children can work their way up and down the ladder but regardless of where they finished the previous day, each child starts the next day on 'Ready to Learn'. Children who achieve a given number of 'Super Stars' over given weeks will earn a behaviour badge. There are three to collect each year – Bronze, Silver and Gold.

Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work in books, 'a note from your teacher' cards, stickers/stars, sending children with their work to other teachers/Principal and a house points/ house system as well as weekly Special Mentions at assembly and appearing on the Stars of TGS board. School reports are also seen as a means of constructive praise.

At nursery:

We use eye contact when we are speaking to and listening to children. We always aim to get down to the child's level before starting talking, as eye contact is easier when you are at child height. We use eye contact with and amongst staff members working in the same room. Communication is a two-way process with a speaker and a listener, so we must ensure that we have engaged a 'listener'.

We use our body language as well as our words. We are aware of personal body language and the impression that it gives the children. Crossing of arms makes a practitioner appear unapproachable and cuts them off from spontaneous interactions with the children. We move towards the child or any other person when communicating with them, and remember to respect the other person and child and move so that any communications occur in the same space, not across the room or table.

We use praise which is positive and quantitative rather than vague. For example, instead of saying "good boy Alex" to a child who is sitting well, we would say "good sitting Alex." This highlights to the child and their peers the aspect of positive behaviour which is being rewarded, thus reinforcing the positive behaviour.

We ignore negative or attention seeking behaviour. A child craves attention, especially when it has been so freely given in the first few years of life. A child does not discriminate between attention – it can be gained in a positive as well as a negative way. As much as possible we ignore the negative behaviour, whilst observing and praising for all the behaviour that we wish to see repeated. As long as other children are not at risk, ignoring negative behaviour is a valid method by which to discourage it.

The Role of All Staff

All staff are expected to encourage good behaviour and respect for others and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed consistently and fairly. Well planned, interesting and demanding lessons and/or activities make a major contribution to good discipline. TGS has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management (See

Managing and Changing Children's Behaviour Document). Staff need to recognise that codes for interacting with other people vary between cultures and staff need to be aware of and respect those used by members of the school. All staff need to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. In order to show consistency of approach, all employees will ensure that:

- They follow set procedures as laid out in this policy.
- They never use any form of physical punishment or rough handling of children
- They do not show anger or frustration in front of the pupils.
- They never shout at a pupil (unless it is to protect the individual from immediate danger).
- They are never patronising.
- They do not use sarcastic or disparaging nicknames or language.
- They show surprise when a child behaves inappropriately and take the time to explain to the pupil/s why this behaviour is not acceptable.
- They do not give whole-class punishments.
- They listen to all sides impartially when resolving issues related to behaviour or a pupil dispute.
- They start afresh after any incident.
- They admit mistakes when they make them and apologise for them.
- They value the individual character and spirit of each and every child.
- They never exclude a pupil from a teaching area.

The Role of Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

The Role of Parents

TGS strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside school. We try to build a supportive dialogue between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

Other Agencies

TGS has access to Counselling facilities, educational psychologists and the educational welfare service via the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Standards of Behaviour

Our school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons but behaviour, which does not allow constructive teaching and learning, is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

The School Environment

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school then we must make sure that this is reflected in the appearance of the school.

The care and sensitivity with which children's work is displayed both in the classroom and throughout TGS will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to do likewise so that they feel they personally have a responsibility for keeping their environment clean, tidy and attractive. Children showing pride in their own classroom and cloakroom is the first step towards this.

We wish to promote a school environment where:

- all pupils have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- pupils should move from lesson to lesson quickly, but calmly so that they are punctual;
- children should have all necessary equipment and books to benefit fully from lessons;
- positive self-esteem is encouraged along with concern for the well-being of others;
- school rules, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE), Personal Social and Emotional Development (PSED) and Citizenship lessons permeate the day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all children have a right to attend TGS without the fear of being bullied;
- praise rather than blame, is the norm;
- pupils should put all litter in bins;
- pupils should leave classrooms clean and tidy;
- they should also adhere to the school uniform/dress code;
- pupils should refrain from using make-up, nail varnish and unnatural hair colours.

Pupils should confine items of jewellery worn at school to a watch and, in the case of girls, one pair of stud earrings to be worn in the earlobe only. These items must be removed for P.E. (Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school). Boys are not allowed to wear an earring in school – even if it is covered with a dressing.

Expectations.

These are:

- to promote the well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All pupils in the school have the right to the best possible education. All staff and parents of children in the TGS have a right to be treated equally. Children should be encouraged to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour, which does not enhance learning opportunities, will not be tolerated. In such cases of unacceptable behaviour during lessons, the Principal is to be informed.

Unacceptable behaviour is:

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. TGS rules should be well known to all and reinforced consistently. There is no place in this independent fee-paying school for malicious accusations against staff. Whilst these would be considered on an individual basis, the response of TGS could be that of a fixed term or if necessary permanent exclusion.

Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of TGS to conform to the following code of conduct.

- All pupils of the TGS should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they meet.
- TGS will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the school.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Principal or outside agencies.
- We expect all members of our school to refrain from physical contact with one another.
- In particular, no items of monetary or sentimental value should be taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses.
- Intentional damage to TGS or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

Rewards

Throughout TGS, good behaviour is promoted at all times. We believe that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise children and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly-behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

House Points

At TGS (Primary), we also use house points as a way to encourage, motivate, support and congratulate hard work. The children are divided up into three different houses. Children can receive house points for displaying any of the 'Golden Rules' and for demonstrating excellence in work e.g. during spelling tests, at swimming/sports, yoga and so on. Children record their house points in the form of a tally next to their individual names. They can visually see how many points they have but also how they have contributed to their house. House points can be gained for positive individual efforts both inside and outside the classroom. When awarding a house point it should be remembered that what may be a miniscule achievement for one child, is a big step forward for another, and the reward should be appropriate to the child's individual effort. House points can be awarded for excellent academic achievement or improved effort, for acts of kindness or service to others or notable endeavour in any aspect of school life. House point totals are collected and recorded weekly for each child and an overall total is recorded for each house. Children are informed of overall weekly totals each week at the Friday Awards Assembly.

At the Friday Awards Assembly children are selected from each class for a Special Mention as a Star of TGS. A special certificate, detailing the award is awarded to the child. This can be for academic endeavour, behaviour, kindness or service to others, or as Scientist, Linguist, Musician or Sports Stars. The list of children is included in the Principal's weekly newsletter to parents each Friday, and the photos of all Stars of TGS are displayed in the school reception area.

The Peace Table and Peace Tree

The Peace Table and Peace Tree are used as a way to acknowledge and encourage positive behaviour in the classroom. When children are in a challenging or conflicting situation they are encouraged to learn positive ways of dealing with conflict at the Peace Table. The Peace Table is set up with books, resources and prompt cards to give children a structure and language to enable them to manage their emotions and relationships with others. When the children are seen to be 'Peaceful', again linking back to the 'Golden Rules' for example, working on task, being kind to others, using a quiet voice, tidying away their things when they are finished, then they can put a 'Peace Dove' on the tree. This is a visual reminder in the classroom of our friends who have been peaceful. Peace activities are highlighted in assemblies and through our participation in International Peace Week.

We have a 'Value of the Week' where during class and outside we focus on a specific value, such as kindness. This is displayed in the reception area, discussed in assembly and class. And included in the Principal's weekly newsletter.

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. House points are awarded for good effort, work, conduct, art, music, sport etc.
- Teachers complete 'Teachers Cards' and send them home with the children.
- Each term most children are awarded the Principals' Good Behaviour Certificate and five House Points (if their name has not appeared in the Red Book)
- Prizes awarded for academic success and extra-curricular achievements on the End of Term Assembly.
- Recognition of personal qualities by peer group through the election of Head Girl and Boy, Sports Captains, House Captains, School Council Members etc.
- A special card from the Principal of appreciation and congratulation: sent by the Principal to children for outstanding service to TGS, with parents emailed with the details.
- Staff are encouraged to send outstanding pieces of work and children with their work to the Principal.
- Children visit their sister class or the next year group up to share their good work.
- Displaying good work around the school.
- Children are chosen to share good work with visitors.
- Children are given Special Helper roles throughout the school and encouraged to take pride in their role, and are praised for this.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in School Assemblies.

Sanctions

The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. If a child is disruptive in class, the teacher verbally reprimands him or her.
- If a child misbehaves repeatedly, we may remove the child for the remainder of the lesson and isolate the child from the rest of the class until they calm down, and are in a position to work sensibly again with others.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. We also use daily and weekly reports.
- If appropriate a letter of apology or explanations for behaviour is required from the child.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our school, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour.

- Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Children may miss minutes or all of their lunchtime play.
- Children are encouraged to show positive attitudes to all aspects of school life. Negative attitudes are not acceptable.
- In the EYFS, a child will normally be gently redirected. If unacceptable behaviour persists, he or she will be withdrawn from the group for a short period, and if necessary, taken to another room to calm down.
- Amongst older children, normal sanctions include verbal reprimands, loss of rewards such as 'Golden Time', favoured activities, playtimes, etc.
- The Principal deals with major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc.) firmly.

Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone calls are made to parents and parents may be asked to temporarily or permanently withdraw their child, if the child's behaviour is placing either the child or other children at risk.

Early Years Foundation Stage (EYFS)

At TGS we recognise that behaviour management techniques must be adapted to consider the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at TGS will use and promote positive language with children where possible. Our behaviour management strategies are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual
9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action.

For a more detailed explanation of how each of these principles works in the EYFS, please see the Policy 'Managing and modifying behaviour through positive language in the EYFS'.

Exclusion

The Gower School applies its behaviour policies in a consistent, rigorous and non-discriminatory way. There are two main types of exclusion – fixed period and permanent. Neither sanction is used lightly. Only the Principal has the power to exclude a child from school. If the Principal excludes a child, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the

parents that they can, if they wish, appeal against the decision. The school informs the parents how to make any such appeal.

Fixed term exclusion means that a pupil is excluded from school for a fixed number of days. This can last anything from one school day to five school days depending on the severity of the incident, and a date is set for a return to school. No more than 15 days of exclusion can be given in one academic term. During the exclusion, pupils are not allowed on the school premises. Parents are responsible for their child's supervision during the first five days of a fixed period exclusion. The Gower School will provide work to be completed during this time.

Permanent exclusion means that the pupil cannot return to the school unless reinstated by the Principal/Proprietor. In coming to a decision on permanent exclusion, the Principal/Proprietor must consider whether there has been a serious breach or persistent breaches of The Gower School behaviour and discipline policy and allowing the pupil to remain at school would seriously harm the education or welfare of the pupil or others in the school.

The Gower School may also operate a system of 'internal exclusion'. Despite the term, internal exclusion is not registered as a formal exclusion as the pupil is not sent home from school. Internal exclusion is a sanction to accommodate those students who have been removed from a lesson at short notice for poor behaviour and/or conduct so that other students may continue their learning uninterrupted. Staff will supervise the student.

The main types of behaviour that may result in one of the above sanctions are as follows:

- Breach of school rules
- Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking and/or vaping, intimidation, racism, bullying, including cyber bullying
- Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Possession or use of unauthorised firearms or other weapons
- Damage to property, vandalism, and computer hacking
- Malicious accusations against a member of staff
- Use of discriminatory language
- Cheating, including plagiarism
- Sexual harassment or Harmful Sexual Behaviour
- Sexist, racist, homophobic, or transphobic abuse
- Supply, possession, or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco
- Other serious misconduct toward a member of The Gower School or which brings the school into disrepute, on or off the school premises including, among others, on social media or any other means such as the publication of, or participation in the publication of, defamatory press articles.

The above is not an exhaustive list and there may be other situations where the Principal/Proprietor makes the judgement that exclusion is an appropriate action.

Appeals

If parents or guardians wish to appeal the exclusion then they must do so in writing to the Principal/Proprietor, in writing, within one week of the letter notifying the parents or guardians of the exclusion. The Principal/Proprietor will establish an Appeal Panel to consider the appeal.

The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. All letters and documents relied on by the Principal, shall be made available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Principal or may raise any relevant matter for the consideration

of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Principal, who is the Proprietor. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

However, the final decision will always rest with the Principal/Proprietor, who may or may not accept the recommendations of the panel.

The recommendation shall be communicated to the parents or guardian and the Principal. Every child has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If The Gower School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Principal will write again to the parents with the reasons for this decision.

Further suggested strategies:

All adults working directly with children at TGS can be effective discipline managers by planning for discipline just as carefully as they prepare their lessons or activities. This area cannot be left to chance, as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on behaviour and will ensure that everyone’s rights are maintained.

- When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule e.g. “Simon, you know our rule for... Please use it.”
- Direct the child to appropriate behaviour.
- If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.
- Remain calm and use appropriate assertion. Arguing and anger do not convince. Having a plan for discipline before you start is enormously helpful.
- In general, speak quietly. Becoming louder than a noisy group of children can be a recipe for disaster.
- Focus clearly on the behaviour which is affecting due rights.
- Expect children to comply.
- Focus clearly on the relevant rule or right.
- Avoid asking “Why?” questions. (Save these for discussion away from the group). Use “What?” questions instead. Ask ‘What happened?’ ‘I am curious to know...’. If a child says they don’t know ask them ‘I know you don’t know, but if you did, what happened?’
- Address the behaviour and avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)
- If behaviour continues to be disruptive after reasonable tactics outlined above have failed, then further action, as detailed in Step Four, may become necessary.

LUNCHTIME BEHAVIOUR EXPECTATIONS AND CONSEQUENCES

<i>Time and place</i>	<i>Expected behaviour</i>	<i>Possible negative behaviour</i>	<i>Consequences</i>
Eating lunch and lining up to go to park	Sensible eating and table manners; calm movement around	Being rude or silly with food; rude language; swearing;	1 1st warning 2 2 nd warning

	dining hall; lining up when asked; listening well	waving hands about; not respecting others' personal space; using too loud a voice; talking across a table; arguing; moving carelessly in hall; continued talking; not using eyes and ears when listening	3 5 mins time out at park, recorded in Incident Book
Walking to park	Walking either clearly with a partner, or clearly in single file; talking quietly if with a partner; maintaining a sensible gap when moving in a line	Not respecting the formation when walking; being too loud in a public space; lagging behind, or bumping into, the people in front; running	1 1st warning 2 2 nd warning 3 5 mins time out at park, recorded in Incident Book
At the park	Enjoying park time: looking after self and others Participating in a team game cheerfully with enthusiasm	Playing too roughly; twisting swings or the red seats; being over-competitive; arguing about the make-up of teams; arguing about who won or lost	1 1 st warning 2 2 nd warning 3 5 mins time out at park, same or following day, recorded in Incident Book
Leaving park and returning to school	Being ready, quickly and efficiently, when asked to line up; walking and behaving as listed above in "walking to park".	Unnecessary delay and keeping others waiting; continuing to argue; walking and behaving as listed above in "walking to park".	1 1 st warning 2 2 nd warning 3 5 mins time out at park on following day, recorded in Incident Book

Pupil Support Systems

TGS places considerable emphasis on the pastoral support for all children. Additionally, support systems are put in place to help children modify their behaviour.

Anti-Bullying

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurred of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

Pupils with special educational needs and disabled pupils (SEND)

Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school must take account of any special educational needs when considering whether to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

Managing Pupil Transition

We carefully manage the transition of the children, not only from EYFS through to key stage one and to key stage two but also in preparing children for their senior school placement in year seven. A particular strength at TGS is the relationship staff develop with the children and families. Children always have transition sessions with their new group, and we hold handover transition meetings at every move to enable clear communication for staff working with children. As our staff team are in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school

to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We hold a bespoke transition meeting involving parents, outside agencies and current and future teachers before their move. We are continually building relationships with senior schools so that children's new teachers visit them at our school before they move.

Educational Visits

The Principal may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the pupil being sent home at the parents' expense.

Incident and Sanction Books

Any serious incident, that is very aggressive or uncontrolled behaviour that has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Principal and entered in the Behavioural Incidents Book. Parents should be informed by the Principal and appropriate action taken will be recorded in the Behavioural Incidents Book.

The school keeps a record of incidents of misbehaviour, friendship issues or bullying that occur at break, lunchtimes or in the classroom. Teachers complete the incident forms and file them in the Behaviour/Bullying/Friendship folder kept in the school office. The Principal keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)

Pupil's behaviour outside school, on school on educational visits and sports fixtures is subject to the school's behaviour policy. Inappropriate behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits, which acknowledge; in cases of serious poor behaviour they will collect their child from the venue.

Corporal Punishment

Corporal punishment is prohibited in all schools and nurseries and is a criminal offence. TGS policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used. The following sanctions/punishments will *never* be used: -

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation).
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Principal immediately.

Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996 and *Use of reasonable Force: Advice for Head teachers, Staff and Governors 2013* DfE. Under no circumstances will teachers hit, push or slap children. Staff only intervene physically to restrain

children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and recorded in the child's personal file. The child's parents are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is permitted. See 'Physical intervention policy' for more information.

Involvement of Pupils

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

Support systems for pupils, parents and other agencies

At TGS we have set procedures for supporting children with their behaviour. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. TGS also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Malicious accusations

If an allegation against a member of staff is determined to be unfounded, the school will refer the matter to the Local Authority Designated Officer (LADO) at Islington Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Principal will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. TGS takes disciplinary action against pupils who are found to have made malicious accusations against staff that if necessary, may include exclusions.

Recording

A copy of all discipline letters are kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Concerns about the welfare of colleagues or children should be communicated to the Principal immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Care for ourselves and the environment

In these areas, the school's goals are achieved when pupils: -

- listen to and obey all safety instructions given by adults in school;

- put all litter in bins, leave classrooms clean and tidy;
- adhere to the school uniform/dress code;
- refrain from using make-up, nail varnish and unnatural hair colours;
- confine items of jewellery worn at school to a watch and in the case of girls, one pair of stud earrings to be worn in the earlobe only;
- these items must be removed for P.E. (Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school). Boys are not allowed to wear an earring in school – even if it is covered with a dressing;
- be very careful crossing roads outside the school grounds; and
- do not run or play around behind coaches as the drivers may not be able to see you. Do not run out between coaches.

Members of the school must not:

- bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into school or on school journeys;
- damage property or write graffiti on school property. If damage is caused, because a pupil has disobeyed instructions, a charge may be levied;
- smoke or bring /consume alcohol into the school or on school trips/journeys;
- bring or consume chewing gum in the school;
- bring any drugs (other than medication) into the school or on school journeys.

TGS is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

Screening, Searching and Confiscation: Key Points

- School staff can search a pupil for any item banned under the school rules, if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they 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 which they consider harmful or detrimental to school discipline.

Any and all searches will be conducted in such a manner as to minimise embarrassment or distress. For further guidance staff should refer to Screening, Searching & Confiscation: Advice for Head Teachers, Staff & Governing Bodies (DFE 2018)

Pupils' Conduct Outside the School Gates

Any pupil found to show misbehaviour or bullying outside the school gates (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified, such as through an email etc.) If it is witnessed by a staff member or is reported to the Principal, will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

Behaviour of Parents on/off the school premises

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school and/or nursery premises. Parents must on arrival, ring the buzzer and report immediately to the office, unless they are collecting their child from a club. They may not wander around the school and/or nursery premises unaccompanied, unless permission has been sought e.g. to collect an item of uniform. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints will be handled in according with TGS Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. A note must be written if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The pupil is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Parents should not use the Class Email System/Qwil Messenger to vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/pupils/staff. Any email/ message that is to be circulated publicly to parents other than for normal class business should be approved by the Principal first.

Searching and confiscation

This appendix applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. Our School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Care and consideration will be given to the age of the child when following the guidance in this policy.

This policy has been written using advice taken from Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2018. The school acknowledges its legal duty to make reasonable adjustments for children with SEND. Equality Act 2010

Search with Consent

- School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent.
- 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 or locker and for the pupil to agree. They do not need written consent from the child.
- The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned. 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 sanction 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 sanction.

Search Without Consent

- The Principal and staff authorised by the Principal have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- 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.
- School staff can view CCTV footage, if available in order to make a decision as to whether to conduct a search for an item.
- 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, for example on school trips in England or in training settings.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2018

Dealing with Electronic Devices (statutory guidance)

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school's Behaviour Policy.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Guidance for Carrying Out A Search 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 desks, lockers and bags.
- A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note: The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks: Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present. If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of reasonable force (Please refer to our Physical Restraint and Use of Reasonable Force Policy)

Informing Parents

- There is no requirement for the school to inform parents before a search
- Parents may be informed as part of the school behaviour policy and procedures.
- Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the school.
- If a parent makes a complaint then the normal procedures for dealing with a complaint should be followed.

Record Keeping: Although there is no legal requirement for the school to keep records of searches or confiscation. However, as part of our normal procedures any such event will be recorded.