

Swalecliffe Community Primary School

Behaviour Policy

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Shared Vision

An exciting school where children are healthy and safe in a caring and supportive environment.
A happy, welcoming and inclusive school where communication is highly valued and everyone has a voice.
A school focused on high expectations of pupils' learning and achievements.

Introduction

Swalecliffe Community Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we follow the rules of being: 'Respectful, Ready, and Safe.'

Aims

At Swalecliffe School, we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments.

Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and guidance including:

- Keeping Children Safe in Education
- Behaviour in Schools: Advice for Headteachers and School Staff
- Suspension and Permanent Exclusion Guidance
- Searching, Screening and Confiscation
- Use of Reasonable Force
- Sharing Nudes and Semi-Nudes: Advice for Education Settings
- The Equality Act 2010
- SEND Code of Practice

Purpose of the Behaviour Policy

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

- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good' choices.

- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms/ in their rooms at the start of each session (after play, etc.)
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

The Executive Head, Head of School, and Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage the use of positive praise, phone calls/notes on the blue school certificates home, certificates during celebration assemblies, awarding house points and raffle tickets.
- Ensure staff training needs are identified and met.
- Training will include behaviour management, safeguarding, online safety, child-on-child abuse, trauma-informed practice and emerging risks including generative artificial intelligence (AI).
- Use behaviour support report cards to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.
- Ensure appropriate filtering, monitoring and cyber security arrangements are effective and that emerging online safety risks, including those associated with generative AI, are considered.
- Routinely engage with pupils, parents/carers and staff to maintain a positive behaviour culture and ensure all members of the school community feel safe and supported.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Remain assertive.
- Demonstrate unconditional care and compassion.
- Co-regulate with children when needed.
- Remain alert to emerging safeguarding risks including online harms, misuse of artificial intelligence (AI), misogynistic or misandrist behaviour and financially motivated sexual extortion (sextortion).

Children want teachers to:

- Give them a 'fresh start' every lesson.
- Help them be ready to learn and help them to be organised.
- Be just and fair and treat them equally.
- Follow the school's system for rewards and sanctions.
  Be kind.

- Be role models.
- Have a sense of humour.
- Get to know them.
- Help them with behaviour reminders during transition (in phases, year groups and lessons).
-

Equal Opportunities and Inclusion Statement

Every member of Swalecliffe's Community will be valued, respected and welcomed equally. Children will be taught to celebrate their differences, understand the cultural diversity and variances within their community; local and global, and all discrimination from any member of the school community to another will be tackled rigorously and recorded.

Behaviour for Learning

Our School Principles and Rules: 'Be Ready, Be Respectful and Be Safe'
We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

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

We also understand that for some children following our behaviour expectations are beyond their developmental level. The school recognises that some pupils with SEND may require additional support to understand online risks and may find it more difficult to distinguish between genuine and AI-generated content.

In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1.Daily meet and greet 2. Persistently catching children doing the right thing 3.Picking up on children who are failing to meet expectations 4.Being in class before the children return at break times 5.Dismissing the children at the door at the end of every day 6.Praising in public; reminding in private. 7.Consistent language	1.Recognition boards (at Swalecliffe, these are our classroom 'Good to be Me' Learning Shields and staff have received training about how to use these) 2.Certificates (Celebration Assembly certificate) 3.Stickers 4.Phone call 5.Verbal praise 6.Notes home (blue note from class teacher) 7.LT praise (visit, stickers, blue note home, etc.) 8.Class Rewards (Golden Time) 9.Show work to another adults

Child-on-Child Abuse

The school recognises that children can abuse other children. This may include bullying, cyberbullying, physical abuse, sexual violence, sexual harassment, abuse in intimate personal relationships, initiation or hazing type violence, sharing of nudes or semi-nudes and behaviour driven by misogyny or misandry. All incidents will be taken seriously and dealt with through the school's safeguarding procedures.

This includes both consensual and non-consensual sharing of nudes and semi-nudes, including content that has been generated or altered using artificial intelligence.

Bullying

Bullying is repeated behaviour which is intended to hurt someone either physically or emotionally. Bullying may be verbal, physical, indirect, online or prejudice-based. Cyberbullying includes behaviour through social networking sites, messaging services, gaming platforms, images, videos, audio recordings and AI-generated content.

The school will not tolerate bullying in any form and all reports will be investigated and addressed appropriately.

Swalecliffe's Expectations & Recognition Boards/ Displays

Here at Swalecliffe, we have 6 class **expectations** that are in place to ensure all pupils achieve the best of their cognitive, moral and spiritual ability. These are consistent from Reception to Year 6 and do incorporate the Learning Policy but are worded differently to reflect age related needs.

It's Good to be Me!

	Principle in terms of Behaviour	Reception, Year 1 Expectation	Years 2,3 & 4	Years 5 & 6 Expectation
Independence	We work hard so that we learn every day.	Who has thought about their learning?	Who has challenged their learning?	Who has challenged their learning and thought independently?
Collaboration	We allow others to work without distraction.	Who has let other children learn?	Who has assisted others with their learning?	Who has facilitated learning for others?

Reflection	We can explain what went well with our learning and give feedback.	Who has taken care with their work?	Who has reflected on what they know to improve their work?	Who has evaluated their learning and improved it?
Resilience	We can make mistakes and not give up.	Who showed bravery to share their ideas?	Who tried a different way of doing things?	Who has chosen a more challenging task when they felt confident about their learning?
Listening	We listen when someone is speaking.	Who has listened actively?	Who has listened actively and responded to the speaker?	Who has listened actively and asked questions to clarify thinking?
Caring	We look after our classroom and the things in it. We are always kind and polite to others.	Who has looked after our classroom and the things in it? Who has been caring to others?	Who has looked after our classroom and the things in it? Who has been respectful and caring?	Who has looked after our classroom and the things in it? Who has been thoughtful, respectful and caring to others?

The six shields for these aspects of the behaviour policy (with the first four being part of our Learning Policy too) are placed prominently in all classes, so that children's positive behaviours are acknowledged and children's names/photos are moved to reflect this (see chart above).

Rewards

When children's behaviour has a positive impact on the safety, wellbeing or learning of any member of the school community rewards are in place. One of the most common and most effective rewards is simply praise. Further reward systems are established and in place, these include raffle tickets (for learning outcomes), house points (for effort, behaviour and 'Good To Be Me') stickers, certificates (class blue ones from the teacher), Star Learner badges, Shining Stars and Golden Time. Golden Time should not exceed 15 minutes and takes place on Fridays. House points are given for effort and behaviour (learning policy, etc.); raffle tickets for work. Every week, the winning house receives 5 minutes of extra play on a Friday. The rewards given are inclusive and proportionate to reflect behavioural ability, maturity, age, what the behaviour was and the frequency of the behaviour. Time is given over to sharing some of these rewards in 'Celebration Assembly' for each key stage.

Protocol and Procedures for Negative Behaviour

Stepped Boundaries <u>(Class Level)</u> - gentle approach, use child's name, child level, eye contact, deliver message. Staff to be mindful of the need to make adaptation for children with SEND.	
1. REMINDER	I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.' Behaviours might include: Low-level disruption of others learning, calling out or making noises, walking around the classroom during input/learning time, running down
2. WARNING	I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again, you will leave me no choice but to ask you to, (work at another table) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.' Behaviours might include: Repetition of behaviours in 1 or straight to number 2 for the following behaviours – minor defacing of school property, lack of

3. TIME OUT (IN CLASS)/ OR WITH A YEAR GROUP LEADER	I noticed you chose to …… (noticed behaviour) You need to… (go to another table, etc.) Playground: You need to (Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc.) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' If the 'time out' is with the year group leader, children should only go to the year group above. In Year 6, to Year 5. **DO NOT** describe child's behaviour to other adult in front of the child We also have 'The Hub' for children who need the opportunity to work away from their peers or self-regulate or reflect – see appendix
4. FOLLOW UP – REPAIR & RESTORE	A. What happened? (neutral, dispassionate language.) b. What were you feeling at the time? c. What have you felt since?

'INTERVENTION'	d. How did this make people feel? e. Who has been affected? What should we do to put things right? How can we do things differently?
Remember it is not the severity of the sanction; it is the certainty that this follow up will take place that is important.	
Removal from class should be used for the following reasons: a) To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) To enable disruptive pupils to be taken to a place where education can be continued in a managed environment, and; c) To allow the pupil to regain calm.	
Beyond this, children to be seen by a member of LT, for behaviours that might include: Inappropriate language towards another person, minor fighting or physical violence, deliberate vandalism, biting, minor premeditated violence, minor bullying or cyber-bullying or the creation or sharing of harmful AI-generated content, stealing The Executive Head/ Head, Head of School or Deputy Head should always be seen in the event of: Racism, fighting/ physical violence not considered minor, premeditated violence, serious or repeated cyberbullying (including malicious communications), bullying where another	

Sanctions:

Sanctions should:

1.Make it clear that unacceptable behaviour affects others and is taken seriously.
2.Not apply to a whole group for the activities of individuals.
3.Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
4.Be mindful of the need to make adaptation for children with SEND.

Sanctions need to be in proportion to the action

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

Possible sanctions include

Breaktime Reflection – This should only be used as a consequence when a child has misbehaved during a breaktime on that day or the day before. This might include not following the rules of OPAL play; not following instructions from adults, being unsafe, hurting a child/children or using poor language.
If staff are in any doubt that their use of breaktime reflection or any other sanction may be disproportionate, or that they are using it in a different way than other teachers, then they should check with LT first. This will ensure fairness and consistency across the school.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
Where staff have concerns that a pupil's behaviour may be linked to a safeguarding concern, appropriate action will be taken in line with the Child Protection and Safeguarding Policy and concerns will be reported to the Designated Safeguarding Lead.

Adult Strategies to Develop Excellent Behaviour

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

Language around Behaviour

At our school, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as ‘kicked off’ or ‘screaming fit’ are unhelpful in these instances; we should remain professional and calm at all times. Conversations should follow a script (training has been given) and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents where Step 3 & 4 from above have happened should be logged on CPOMS.

Behaviour Pathway

Reminder Warning
Time Out – in class or with a year group leader in the year above (Year 6 to Year 5)
Follow up/Reparative Conversation
Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

1. Sent to Phase Leader/Inclusion Lead/ DHT/HoS or Executive Head in that order
2. Parents phoned
3. Parents called to school
4. Seclusion
5. Internal exclusion with a member of LT.

Extreme Behaviours: The Use of Reasonable Force

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children may also have a separate risk assessment which may include a bespoke Positive Handling Plan.
There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and other adults.
Before 'reasonable force' is used, school staff will always give a clear, verbal instruction to "stop". School can use reasonable force to:

- Prevent a child behaving in an unsafe way at a school event or on a trip;
- Prevent a child leaving the classroom or school where allowing the pupil to leave would risk their safety or lead to behaviour that puts others or them at risk of being unsafe;
- Prevent a child attacking a member of staff or another child, or to stop a fight in the playground;
- Positively handle a child who is at risk of hurting themselves;
- Conduct a search for prohibited or banned items if a child resists.

We work on the principle of 'minimum handling' and that this will be the very last resort. Wherever possible or planned, then this will only be carried out by trained staff and LT should be called for when reasonable force is being used or has been used. Where reasonable force has been used, this will be reported to parents on the same day.

Trained staff are:

Ben Cooper (Executive Headteacher)
Leah Garton (HT)
Kate Roy (DHT)
Julie Deeks (Inclusion Lead)
Alberto Nogueira (Phase Lead
Chris Clarke (Phase Lead)

Sam Back (Phase Lead)
Nicole Watson (EYFS Lead)
Tilly Hunt (TA)
Amy Evans (TA)
Sam Howlett (TA)
Eleanor Stevens (TA)
Claire MacAinsh (TA)
Lisa Croft (TA)
Deborah Walkinshaw (TA)
Karen Organ (TA)
Nicola Fortser (OPAL Co-Ordinator/TA)

The school will record all serious behaviour incidents and any occurrences of positive handling/ reasonable force on CPOMS.

Mobile Phones

Mobile phones and smart devices should remain switched off and out of sight during the school day unless permission has been granted by a member of staff for educational, medical or safeguarding reasons. Unauthorised use may result in confiscation in accordance with this policy.
Only Year 5 and 6s have permission to bring phones to school only if they walk to school. They must lock their turned off mobile phones off in the classroom phone lockers until hometime. Mobile phones should then go into bags and are not allowed to be used until they are off site.

Searching and Banned/ Prohibited Items

The LT have the statutory power to search pupils or their possessions, without consent, where they suspect a pupil has certain prohibited items. The items can be searched for under this power are knives, 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 2 for further information and a list of items which are prohibited or banned.

Exclusion or suspension will occur following extreme incidents at the discretion of the Executive Head Teacher or Head of School. An exclusion or suspension will be enforced under these conditions:
The child needs time to reflect on their behaviour

- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the LT, Head of School or Executive Headteacher.
We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Swalecliffe School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a ‘common sense’

approach to keep themselves and the child safe to manage the situation effectively. Staff can use ‘reasonable measures’ to protect themselves and should call for support if needed.
All staff should report incidents directly to the EHT, HoS or DHT (if they are not available) and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of LT.

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

Malicious Allegations

Where a pupil makes an allegation against a member of staff or another pupil that is found to have been deliberately invented or malicious, the school will consider whether disciplinary action is appropriate, while continuing to consider any safeguarding needs of the pupil concerned.

Exclusion or Out of School Transfer

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

- Long-term misbehaviour is not responding to the strategies, and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

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

Online behaviour

The school's behaviour expectations apply online as well as in person. Sanctions may be applied where online behaviour causes harm to another pupil, could have repercussions for the orderly running of the school, poses a threat to members of the school community, or adversely affects the reputation of the school. This includes cyberbullying and the creation, alteration or sharing of harmful content using artificial intelligence (AI).
Sanctions may also be applied where the pupil is identifiable as a member of the school and their behaviour adversely affects another member of the school community or the reputation of the school.

Beyond the School Gate and Out of School Behaviour

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.
Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

As a result of any of negative behaviours reported to school, the Executive Head, Head of School or Deputy Head will collect witness statements from both adults and children who witnessed the event. The parents of the child involved will be contacted and invited to the school to discuss the matter. Sanctions issued will follow those of issued by the school for behaviour in school. Parental support will be sought for sanctions which they are able to administer outside of the school day. Following any incident, the Executive Head or Head of School will consider whether it is appropriate to notify the police or Community Support Officer of the actions taken. If the behaviour is criminal or poses a 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.

Application

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

Appendices and Other Policies Related to Behaviour

Other Policies that support behaviour in our school: Anti-Bullying, SEND, Child Protection and Safeguarding
Appendices: Appendix 1 – The Hub; Appendix 2 – Banned or Prohibited Items, Searching and Confiscating

Appendix 1 - Behaviour Policy

The Hub

(Paul Dix, 'After the Adults Change')

What happens in The Hub?

- It is a no-blame environment.
- Pupils stay for 15 minutes or 1 lesson only (except in exceptional circumstances). •Aim is to repair, restore and return to learn.
- Class teacher follows up when necessary.
- Being removed from class is a consequence, not a punishment (or a playtime).

When a child arrives in The Hub?

- 4 choices available (decided by child or directed by adult): Self-regulating space.
- Talk, support and reset.
- Quiet space to study.
- 'Revolving door' - moment to touch base and return to class.

The Hub is:

- a quiet, comfortable space for children to reset when they're feeling anxious, angry or overwhelmed.
- teaches students calming techniques to decrease agitation, aggressiveness, irritation, sadness, etc.
- gives them the chance to calm themselves before trying to process the cause of their actions. space is for children to process intense feelings.
- a child visits The Hub as healthy self-intervention to pre-empt escalating.
- Class teachers should explain the room's benefits, purpose, coping strategies and rules.

Emotional intelligence varies hugely by age and individuals. Pupils will be supported with how to identify personal warning signs on when to ask permission for the calm space in class and when more is needed: access to The Hub.

How Visits Work:

Ideally, most pupils will visit The Hub for just 5 to 10 minutes, before returning to the classroom. This prevents a pupil from 'escaping' from learning.

- When an issue arises for a pupil, they can ask to move to the calm area in class, if more support is needed, they can be accompanied by their TA to The Hub – with work that they should be completing.
- If Pastoral Staff are available, they will work with the child, setting the time scale (depending on need) and then support their return to class. If they are not available then a child should not be left in The Hub alone.

- To convey that it is okay to have negative emotions, process those feelings, then return to class.
- In the Hub, we use language such as ‘intense feelings’ or big feelings’ rather than ‘negative emotions’ or ‘acting out’.

What The Hub Offers:

- A space that is more private; a space where children know that if you they in that room, they are in a safe place to be yourself, and maybe talk to others openly.
- Reduced stimulation in the room. Low-key visual, auditory and tactile stimuli, art supplies or white boards for doodling, head phones for music.
- Comfortable so that pupils instantly relax into the space to relieve stress. Furniture and overall aesthetics that set that tone.
- Tools and strategies to support pupils regulate their emotions.
- What Science Says: Change Does a Body Good:
  Psychological research supports the benefits of ‘Calm’ rooms.
- For young students, hormonal changes (and much more) can increase aggression and social-emotional skills are still developing. That can affect higher-order thinking, like problem solving and self-control.
- A change in environment, such as going to The Hub, can decrease anxiety and allow the pupil to calm down without feeling isolated from their class.
- How To Furnish a ‘Calm’ Room:
- A calm room provides relief/contrast to class, so physical design – from furniture to soft lighting – is critical.
- It conveys how much a school values its pupils wellbeing.
- Comfortable seating options: pupils feel more empowered if they can control their seating position – height, movement, softness and location.
- Active seating that can rock or sway – wobble cushions?
- Tactile fabrics or surfaces
- Soft, calming colours and no busy patterns
- Tables? a surface for completing work, building Lego, playing with sand, art projects.
- Encourage Life-Long Coping Skills:
- ‘Calm’ rooms can help pupils become better learners and happier by calling on their life-long coping skills – self-awareness, resiliency and self-care.
- They are a safe space for a child to go to when they feel their emotions are running too high and they need to regain their emotional and physical control.
- Posters and signs are displayed to help pupils identify how they’re feeling and find ways to regain their calm.

Appendix 2 – Prohibited or Banned Items, Searching and Confiscations Important - Please note, that where the word 'search' is used then this means the following:

The power to search 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. If a search is conducted by a police officer then a member of staff must be present.

Searching

School staff can search a pupil for any item if the pupil agrees (the ability to give consent may be influenced by the child's age or other factors). The Executive Headteacher, Head or School and LT 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).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR) Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.
Searching without consent –

Schools' common law powers to search: School staff can search pupils with their consent for any item.

Also note:

Schools are not required 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. 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 consequence/ sanction. If a pupil refuses to co-operate when instructed by a member of staff – schools can apply an appropriate discipline.

What the law says:

What can be searched for?

Knives or weapons, alcohol, illegal drugs and stolen items; and
Tobacco and cigarette papers, fireworks and pornographic images; and
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, or damage to property; and
Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

How should a search be conducted?

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 sex as the pupil being searched. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

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

Also note: The law also says what must be done with prohibited items which are seized, following a search.

The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

Searches for items banned by the school rules –

An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.

The school rules must be determined and publicised by the Headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.

Banned items include:

- Chains
- Catapults
- Lighters and matches
- Tools (scissors, hammer, nails, etc.)
- Pepper sprays and gas canisters
- E-cigarettes
- Stink bombs
- Solvents
- Chewing gum
- Energy drinks
- Super Glue
- Needles (syringes if required for medical grounds should be kept in accordance with school protocols)
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
  laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover, etc)
- Aerosol (including deodorant and hair spray)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium)
- Rope, cable ties
- Mobile devices and SMART watches with internet access (although not banned at school, these can be confiscated when reports have been made of children using them inappropriately)

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, for example on school trips in England or in training settings.

During the search

Extent of the search – clothes, possessions and desks/ 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, jumpers, gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, trays 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.

Strip Searches

Any strip search undertaken on school premises will only be carried out by the police in accordance with statutory guidance.

The school will maintain appropriate records of all strip searches and monitor these for any emerging patterns or concerns.

Following any strip search, consideration will be given to any ongoing pastoral, safeguarding or wellbeing support required by the pupil.

Use of force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

After the search

Parents/carers will be informed as soon as reasonably practicable following any search for a prohibited item unless doing so presents a safeguarding risk. Where safeguarding concerns are identified, the Designated Safeguarding Lead (DSL) will be informed.

Following any search, the school will consider whether the pupil requires additional safeguarding, pastoral or wellbeing support.

The power to seize and confiscate items – general - What the law allows: Schools' general power to discipline, as circumscribed by 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.

Also note:
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 reasonably suspected to be an offensive 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 or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.

Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

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. This would include, for example, so called ‘legal highs’. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.

Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of. Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

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