



FENISCOWLES PRIMARY SCHOOL
'STRIVING FOR EXCELLENCE'



BEHAVIOUR POLICY

SEPTEMBER 2022

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Revisions

Written by: R. Andrew

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Review date: September 2023

Revision 1:

Context

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [It is also based on the special educational needs and disability \(SEND\) code of practice](#)
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

THIS POLICY IS ALSO WRITTEN FOLLOWING THE STATEMENT OF PRINCIPLES SET OUT BY THE SCHOOL'S GOVERNING BODY.

Significant research, and bespoke consultancy, has taken place before creating this policy:

[We have utilised the independent review conducted by Tom Bennett.](#)

Consultation with Educational Psychologists regarding children with additional needs.

Research and guidance provided through industry experts such as Paul Dix. Copies of the book 'When Adults Change, Everything Changes' can be borrowed from school to support your understanding of our policy and practice.

In addition, we have engaged in substantial training and development from consultant Jason Bangbala.

Our Vision and Values

All schools have their own distinctive culture and ethos, which makes each one unique. We believe that our distinctive culture is rooted in a shared understanding of 'The Feniscowles Way'. An approach that drives our actions, decisions and aspirations. An approach shared and understood by governors, staff, children and parents alike. To that end, we keep our vision to the least possible words.

It starts with a simple statement of intent:

To be a highly effective school that 'Strives for Excellence' in all it does. A school where academic ambition meets exceptional character education, allowing 'The Feniscowles Child' to live life in its fullest.

Supported by values that define our culture and ethos, shaping the 'Feniscowles Child':

Endeavour Integrity Respect Inclusion Compassion Forgiveness

Underpinned by our motto:

'Striving for Excellence'

Philosophy

We believe that positive behaviour within school is a non-negotiable aspects of school life. An aspect that allows everyone to flourish at Feniscowles Primary School, becoming a **'Feniscowles Child'** and meeting the aspirations set out within our curriculum intent.

There are 4 key elements that underpin our approach:

- Vision and Values
- Character Education (PHSE, RE, Geography, History and Enrichment)
- Behaviour Systems, Structures and Routines
- Professional Development for staff

Aims

This policy aims to uphold the behaviour principles agreed by the governing body and:

- Provide a consistent approach to behaviour management in our school;
- Define what we consider to be unacceptable behaviour, including bullying;
- Outline how pupils are expected to behave;
- Foster the belief that there are no 'bad children', just 'bad choices';
- Encourage children to make 'good choices';
- Promote self esteem and self-discipline;

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions;
- Detail restorative practices used within school;
- This policy is designed to support the way in which all members of the school community can work together to create an environment where everyone has high expectations of the children, and all feel:

Respected, Valued, Safe and Secure

Definitions

Misbehaviour is defined as:	Serious mis-behaviour is defined as:
Disruption in lessons, in corridors between lessons, and at break and lunchtimes Non-completion of classwork or homework Poor attitude Disrespectful conduct towards peers or adults Unsafe choices	Repeated breaches of the school rules Any form of bullying, including online. Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation Vandalism Theft Fighting Smoking Racist, sexist, homophobic or discriminatory behaviour Possession of any prohibited items. These are: Knives or weapons, alcohol, illegal drugs, Stolen items, Tobacco and cigarette papers, Fireworks, Pornographic images

Safeguarding

At Feniscowles Primary School, we recognise that our approach to behaviour management helps safeguard all children. We also recognise that children demonstrating ‘behaviour that challenges’ may have unmet needs in their life or be victims of abuse. This will be considered at all stages of managing ‘behaviour that challenges’ . We also understand that behaviour in school can be impacted by Adverse Childhood Experiences. In such circumstances, staff will use their professional judgement in managing situations as they arise. The core behaviour policy of our school may not be appropriate. The Designated Safeguarding Officer will review approaches as necessary.

Roles and Responsibilities

All staff must:

Meet and greet pupils at the start of the day with a smile and a warm welcome

Treat all children equally, fairly and with respect.

To use the RIP (reprimand in private) and PIP (praise in public) principles where possible

To use positive language when talking about children's learning and behaviour, both in front of and away from the child.

To inform children how successful they are in achieving learning outcomes and in relation to social skills

To provide a challenging, interesting and relevant curriculum

To create a safe and pleasant environment, both physically and emotionally

To model good organisation e.g. how staff manage the transition around school

Wonderful walking (Slowly, silently, single file) and legendary lining up (Facing the front, silent, ready for instruction). Celebrated as necessary.

To use the Code of Conduct and sanctions consistently in relation to children's needs

To recognise each child as an individual

To record incidents of poor behaviour on CPOMS

To recognise times of good behaviour and reward in line with this policy

Proactively focus upon children who are failing to meet expectations

Always redirect children by referring to the school rules and underpinning values.

Headteacher and The Senior Leadership Team must:

Be a visible presence around the school

Regularly celebrate children whose efforts go above and beyond expectations through weekly celebration assembly.

Ensure staff training needs are identified and met

Use behaviour records to target and assess interventions (CPOMS/ Arbor)

Support teachers in managing children with more complex or challenging behaviours

Report to governors on a termly basis: Exclusions, racist incidents and bullying

Members of staff who manage behaviour well:

Deliberately and persistently catch children doing the right thing and praise them in front of others (catch them in vs catch them out)

Know their classes well and develop positive relationships with all children

Relentlessly work to build mutual respect

Remain calm and project positive emotions and attitudes even in challenging and confrontational situations

Demonstrate unconditional care and compassion

Consistently use an agreed language and script, including restorative practices

Consistently apply positive strategies which develop excellent behaviour:

1. IDENTIFY the behaviour we expect

2. Explicitly TEACH behaviour

3. MODEL the behaviour we expect
4. PRACTISE behaviour
5. NOTICE excellent behaviour
6. CREATE conditions for excellent behaviour

Children want teachers to:

Give them a 'fresh start' every lesson

Help them learn and feel confident

Value them as an individual

Be just and fair

Have a sense of humour

To not shout

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.

Feniscowles Primary School has 3 simple rules: 'Be Ready, Be Respectful and Be Resilient'

These rules 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 is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour.

Behaviour Code of Conduct for Children and Staff

What does good behaviour look like?

In lessons:

- All children listening, learning and on task
- Silent transitions to maximise learning time
- 1,2,3 instructions (1 = stand, 2 = move, 3 = sit)
- Children taking responsibility for themselves and their learning
- Hands up unless a no-hands session
- Responding to teacher signal to stop , put things down, eyes on the teacher
- Effective, focused partner talk about learning

- Hands empty, body still, eyes looking, ears listening
- Helping tidy and being tidy
- Staying in seats during lessons
- Quiet learning focused conversations while doing independent work.

Walking around the school

To ensure respectful conduct, we teach our children to value our 3 Ss: smartly, silently, single file.

We also promote collective responsibility by:

- Staying in line order
- Picking up litter/coats/ book bags
- Respecting displays
- Respecting the learning time of other classes.

At playtime and lunchtime:

- Engaged in play
- Respectful to staff and peers
- Inclusive
- Friendly
- Good language
- Good table manners
- Eating quietly
- Flushing the toilet/lifting the seat (boys)

On trips:

- Listening to adults
- Representing Feniscowles Primary School
- Staying in pairs
- Being mindful of the public and respectful towards others
- Sensible and smart
- Enthusiastic

- Polite
- Quiet voices

In assembly:

- Enter, sit down, stand up and leave in silence
- Respectful (listening not talking or fidgeting)

Our Behaviour Management Framework

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour and recognise this in a highly engaging and motivating way. We also believe that coaching for positive choices and reflection has greater impact than punitive measures. We expect our teachers to use specific descriptive praise as their primary method of promoting good behaviour. E.g. *I'm so pleased that you are **ready** to learn by **having your book open and sat waiting**.*

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes . There are 'good choices' and 'bad choices'
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded
- Restorative processes help create a change in behaviour that is long lasting

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines
- Seamless inclusion of parents in their child's school behaviour.

We operate a reflection system throughout school. Through dialogue children are coached to understand the choices they are making and promote better choices.

Consequences of poor choices.

Verbal reminder explaining what 'poor choice' is being made, and explaining what a 'good choice' would look like. We will follow this by celebrating a time the child made a 'good choice' previously, so that relationships and interactions are kept positive. This conversation should be linked to our three core rules. This should be in a calm tone of voice with positive facial gestures. Where possible this should be conducted on a 1:1 basis not in front of the whole class.

E.g. You are making a poor choice by shouting out as it does not respect the learning of other children. A good choice would be to put your hand up. You did this brilliantly this morning in maths, which was a fantastic choice.

If poor choices are continued to be made, a warning will be given in a calm manner.

E.g. You are still making poor choices by shouting out, which is not being respectful I know you can make good choices, by putting your hand up. If you can't now make this choice we will have to discuss this during a reflection time at playtime.

If poor choices are continued to be made, the teacher will confirm that the child will need to attend a reflection time at play/lunchtime. This will still be managed in a calm manner, although disappointment should be felt.

E.g. I'm disappointed to see that you are still making poor choices by shouting out. This does not respect the learning of other children. We will need to discuss this further during a reflection time at playtime as you have not been able to make good choices despite my reminders and warnings. Your choices now have a consequence. I will 'check in' on your choices in 5 minutes to see if you are making good choices. I know you can make good choices.. I know you can do it and I will be very proud of you for making those choices, which we can celebrate during reflection time.

Reflection time should match the requirement of the bad choice. 5 or 10 minutes would be the typical option. This is defined as a stage 1 sanction.

This will take place in the next available playtime. This behavior will be recorded as appropriate, although this will depend on the level of misbehaviour. If appropriate parents will be informed. If a child continues to make poor choices, it is clear that they are negatively impacting on the conduct within class and on the learning taking place, without any sign of improvement. This should trigger a stage 2 sanction.

At this stage, children may be asked to work in isolation within their classroom, in their parallel class or in the classroom of the phase leader. It will also involve the headteacher. This will allow time for children to appropriately reflect on their choices.

A reflection form will be completed is supportive of the process, which is based on restorative practice/questions. This will depend on the individual child's circumstances.

- Parents will be informed.

- This behavior will be logged on CPOMS/ Arbor.
- The child will return to class.
- A restorative conversation will take place privately between the child and the teacher to reset relationships. This will focus on looking forward and follow the agreed conversation path.
- Certain choices will result in a direct removal from class, as outlined in the 'serious misbehaviour' list earlier in this policy.
- If behavior does not improve, a family conference will occur with a targeted behavior plan created and reviewed every 4 weeks.

Celebration of good choices

The Feniscowles Child Award : 'Striving for Excellence in our lives'

Each week, every class will nominate two children that have shown a special commitment to the school values, rules and motto. These children will be added to our Feniscowles Child book and celebrated in our weekly celebration assembly. They will be held as role models within school and awarded a certificate.

Achievement Book : 'Striving for Excellence' in our education

Each week, every class will nominate two children that have made great progress in an area of their education. This will follow a school development priority. E.g Reading . These children will be added to our achievement book, and will be recognised during our weekly celebration assembly.

Dojo points: 'Striving for Excellence' in our school day

Dojo points are awarded to recognise positive choices in either conduct or work. This is a chance for a teacher to formally recognise how great children's choices are throughout the day. When a Dojo point is awarded, teachers will articulate what the point has been awarded for. This should largely focus on our three core rules and school values. Points will be used to create a positive classroom culture.

If a child earns 10 Dojo points in a week, they will earn a raffle ticket. Children can earn multiple raffle tickets if they earn multiples of 10 points. On a Thursday there will be a class raffle draw, where children have the chance to win a prize from the class 'sparkly box'.

House system: 'Striving for Excellence' as a team

Dojo points will be used to facilitate a house system. All children are assigned to a house and will earn points for their respective house.

- Points are collected weekly.
- Each half term, the winning house will be allowed to have a non uniform reward day.
- House competitions will take place throughout the year
- Sports day will allow competition between houses.

- House captains will be chosen each year (Y6), with children applying for the role.
- House captains will organise house events and will support celebration assembly each week. They will be ambassadors for our school's values and rules, offering peer coaching where appropriate.

Conflict Resolution

At Fenisowles Primary School we believe in a restorative approach to managing significant incidents within school, or resolving conflict. This would typically be used for children who has been asked to be removed from their class or is highly disruptive at playtime.

The Restorative Approach

Incidences of negative behaviour that require a formal or informal restorative conversation are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process.

All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties. We will ask the following five questions:

1) What happened?

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage, the objective is for the pupil to feel understood and heard.

Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)

Ask questions if necessary

Check if you understand properly (do you mean...?)

If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.

If what the pupil is saying isn't an accurate reflection of the truth ask inquisitive questions and check understanding: 'are you saying that this happened?'

2) How were you feeling at the time?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. A Feelings and needs card can be really helpful for this. –

Suggest feelings and needs if necessary

Respond with empathetic body language and facial expressions.

3) What have been your thoughts / feelings since the incident?

Through the conversation so far, the pupil may have had a shift in attitude that should be explored further. Coaching children at this stage will help them understand that their choices may have been poor, but they have learnt from it.

Listen

Use needs and feelings card if needed

Ask questions to further the conversation, without signs of judgement or opinion.

Positive body language as a child explains a change of thought/feeling

4) Who else has been affected? How do you think they might be feeling?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

Listen

Use needs and feelings card if necessary

Ask questions

Make suggestions if necessary

5) How can we repair the situation so that we can look forward?

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. This is not about 'landing a punishment' on the child

We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they have ownership, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. This may not be in the form of an apology and we will not demand this.

Language to use during the Restorative Conversation:

Encouraging: Tell me some more about that?

Clarification: Can you help me understand that more...

Checking: So did I hear you say.... Am I right in thinking..... Reflecting: So you..... (Repeating back last few words)

Summarising: So there seem to be several things bothering you? And earlier you said....

Empathy: It's understandable that you are worried / upset about/ this; sounds tough;

Affirmation: Thanks for telling me that; I appreciate you talking about this with me

The Restorative Approach and the use of Consequences

When using consequences at Feniscowles Primary School, the child(ren) should always be involved in a restorative conversation and be an active part of deciding upon any consequences. Staff ensure that these conversations are constructive and enable the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of a punishment being done 'to' them. We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour. Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with

Differentiation within a restorative approach / SEND considerations

At Feniscowles Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the restorative approach always underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to

support the pupils' understanding and development of empathy. This approach is also adapted for other pupils throughout the school wherever required.

Pupils with low levels of emotional maturity or those with SEND can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the restorative approach using tailored resources, lessons and at their own pace and level. Visual prompts and social stories are used to support this teaching.

Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and in-depth knowledge of the child/ren involved to determine how best to implement this approach and who to involve.

Physical Intervention / Use of Reasonable Force

What is physical intervention / Use of Reasonable Force?

From the DfE document 'Reasonable Force' July 2013:

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

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

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

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

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

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

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

The decision whether or not to physically intervene is down to the professional judgement of the staff member(s) concerned and always depends on the individual circumstances. Staff will always endeavour to deescalate situations and only use force where no other option is appropriate.

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

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

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

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

Reasonable force is not used as a punishment. This is unlawful. Reasonable force can be used when searching for prohibited items listed later in this policy (Searching pupils guidance)

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

We will make reasonable adjustments for children with special educational need/disabilities.

Schools do not require parental consent to use physical intervention. However, whenever physical intervention is used, the child's parent/carers will be informed. Also, where a child is believed to be at high risk of needing physical intervention, a behaviour plan or positive handling plan will be written by school. This will be discussed with parents/carers.

Written records of all incidents of restrictive physical intervention will be made on the day, or as soon as is reasonably practicable, using CPOMS software and tagged as 'Positive Handling Intervention'.

This will include:

- Reason(s) for use of physical intervention.
- Member(s) of staff using physical intervention.
- Names of any adults (and children if appropriate) who witnessed the physical intervention.
- Description and approximate duration of physical intervention used.
- Location(s) of incident.
- Confirmation of first aid check
- When/how parent/carer was informed.
- Any reflection/follow up/consequences regarding the child (this is important to help reduce the use of physical intervention over time).
- Any post-incident discussion & reflection with staff (this may be added later as a second record depending on when post-incident discussion/reflection is able to happen).

The Headteacher will ensure that the level of staff training (e.g. Team Teach training) is appropriate for the level of need in our school.

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

All complaints about the use of force should be thoroughly, speedily and appropriately investigated by the headteacher, or by the Chair of Governors if the complaint is against the headteacher

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

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

Discipline beyond the school gate

From time to time, schools are made aware of matters that happen outside school, for example on the way to/from school. Schools do have the authority to use rewards or sanctions for children's behaviour outside of the school premises, as long as this is reasonable. We follow guidance from the Department of Education (Behaviour and Discipline in Schools: Advice for Headteachers and School Staff, 2016). This outlines that teachers may provide rewards/sanctions to pupils for: Behaviour when the pupil is:

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

in some other way identifiable as a pupil at the school. or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school."

Searching Pupils

The use of legal search powers is uncommon in primary schools. Nevertheless, the Department for Education ask that all schools outline their approach to searching. Our school policy follows with Department for Education guidance:

"School staff can search a pupil for any item if the pupil agrees"

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- stolen items
- tobacco and cigarette papers, illegal drugs, fireworks
- inappropriate sexual 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)."

Headteachers and authorised staff can also search for any banned item, provided we have explained in the rules that this banned item might be searched for. Any use of search powers will be recorded on CPOMS, including the

reason for the search and who was present. Parents/carers will be informed if a child has needed to be searched.
The reasons for searching the child will be explained, as well as any outcome