



POLICY AND PROCEDURE:

BEHAVIOUR, REWARDS AND SANCTIONS

Preparatory and Pre-Preparatory and Nursery School

1. INTRODUCTION

Goodness underpins this school. Teachers, staff, pupils and their families are expected to support and extend the atmosphere of respect, courtesy, the love of learning and the value of friendship that is held dear at Claremont Fan Court School. The heads of school at Claremont Fan Court believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The heads of school seek to create a caring and learning environment in the school.

Claremont Fan Court School recognises that good behaviour happens within a context, and in particular looks for reasons why there might be a pattern of poor behaviour relating to one or more pupils.

Whilst we accept that as children, our pupils will make mistakes, the premise behind this policy and our behaviour management procedures is that we all learn from our mistakes and with appropriate intervention we move forward positively together.

1.1 Expectations with regard to pupils

Pupils will be expected to:

- conduct themselves around the site in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- report any incidents of disruption, bullying or any form of harassment
- understand and adhere to the culture of zero tolerance, including by standing, to any form of discriminatory behaviour
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment and follow the school rules.

1.2 Expectations with regard to staff

Staff will be expected to:

- communicate in a calm, constructive and polite way at all times
- to arrive on time to their lessons
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom
- actively encourage pupils to fulfil their potential.
- uphold and model the professional teaching standards and expectations of this policy at all times

It is essential that all staff accept their responsibility for the maintenance of good order and discipline both in their lessons and in and around the school. Pupils will inevitably interpret non-intervention by a member of staff as tacit approval of a misdemeanour and it is therefore very important that a member of staff should challenge inappropriate behaviour whenever they see it.

1.3 Expectations with regard to parents/guardians

Parents and guardians are expected to:

- work in partnership with staff to ensure pupils understand and strive to uphold the expectations of this policy
- Ensure that children arrive on time
- accept and understand that behaviour, like academic learning, is a journey and that any child may make mistakes.
- inform staff of any concerns
- respond constructively to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work
- avoid discussing matters relating to pupils or sharing photos on social media platforms, or similar.
- Adhere to the expectations of parental conduct as set out in the parent contract.

The heads of schools decide the standard of behaviour expected of pupils at Claremont Fan Court School. They also determine the school rules and any disciplinary penalties for breaking the rules. The heads and their deputies are responsible for the implementation and day-to-day management of this policy and procedure.

The heads and staff will ensure there is no differential application of the policy on the grounds of; ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. When applying rules, there is an expectation that the application will reflect the given needs of a child and their unique context, particularly to reflect the Equality Act 2010, which seeks to understand the needs of a child.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. In accordance with ISSR regulations (School Standards and Framework Act 1998), the use of corporal punishment is not permitted at this school.

The standard of behaviour expected of all pupils is included in the school's admissions contract which parents sign following their child's admission to this school.

The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of this policy.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

2. REWARDS AND PRIZES

A school ethos of encouragement is central to the promotion of good behaviour. It is important that achievement and good behaviour are recognised and rewarded. All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, courtesy and good humour. Excellence is recognised most commonly with positive verbal comments to a pupil from the teachers and pastoral staff who work closely with them in the form of personal conversations, progress reviews, and public recognition in front of other pupils.

Other forms of reward may include:

- written comments on pupils' work
- displays of exceptional work
- house points
- public recognition in assembly
- Character Quality certificates
- Signing the book of excellence (Prep)
- informing parents of a pupil's excellence by individual letter or postcard
- achievements published on the school website or newsletter
- awarding of sports colours
- promotion of pupils to positions of responsibility
- PPN – House of the week, term and year are celebrated, with a trophy presented
- PPN – recognition of positive use of golden rules
- PPN – Rainbow and pot of gold

2.1 Pre-Prep and Nursery

The Pre-Prep and Nursery will use their golden rules to frame discussions around behaviour whether it be to celebrate or challenge a child's choices and actions.

I show:

- Kindness to others: I use kind word and actions with others (I am kind)
- Respect for myself: I work hard and try my best in everything. (I work hard)
- Love for my environment: I look after my school, possessions and the world around me. (I take care)

Following these rules will be rewarded and recognised by all staff who use explicit language to reinforce how a choice displayed the golden rules and the positive impact this had for the child and others.

Rewards are received through house points, head teacher awards, celebration assembly, house certificates, and *star of the week* board. Children receive a certificate during celebration assembly

which is displayed on the *star of the week* board or the house board. Pupils in EYFS and Years 1 and 2 are awarded house points for good behaviour as well as achieving high standards.

Year 2 house captains count house points each half term and the cup is awarded to the winning house and displayed on the house board.

2.2 Preparatory School

In the Preparatory School, the following reward and sanction systems support the acquisition of moral standards and of developing awareness of our individual responsibility to each other and our world.

The 3 key or golden rules of the Pre-Prep are developed into:

- Respect; I respect myself, others and the school (PPN - I am kind)
- Responsibility; I take responsibility for my actions and words (PPN – I take care)
- Reliability; I am trustworthy and prepared (PPN – I work hard)

Class level reward system

Class recognition for good work and good behaviour are given by class teachers in the form of stickers, house points and weekly recognition in assemblies. Class teachers may also establish with their classes a reward system, personalised within the class when discussing class rules, at the beginning of the academic year. Children throughout the school are elected to varying positions of responsibility, such as form captain, classroom monitor and school council. Year 6 children can apply for, and be chosen to serve as, school and house captain.

School level reward system

House points are awarded to children for demonstrating and achieving high standards of behaviour, effort and quality of work. House points should be awarded generously to children for good work showing the development of such qualities as thoroughness, perseverance, concentration, application of thought and accuracy. They should also be given for consistent effort and improvement. House points are awarded for kind behaviour expressing qualities of unselfishness, awareness of others' needs, thoughtfulness and willingness. These are to be awarded on 'Track it' which will be monitored by the pastoral assistant head. Certificates for milestones, 50, 100, 200 will be awarded in assembly and earn points for the child's portfolio.

These are judged relative to each individual child. Usually one or two house points will be awarded at any one time but more may be given for lengthy pieces of work or exceptional kindness for the whole community.

Character quality awards are presented to two children from each class by each class teacher at the end of every period of character quality study. These are for pupils who have been seen to particularly represent the character quality of the month.

Excellent examples of children's work are displayed on the celebration boards in the corridors and time is made in each weekly assembly to recognise and celebrate endeavour and achievement in all areas. When a pupil produces a piece of outstanding work or achieves well beyond expectation, he or she can be nominated for the book of excellence.

All Year 6 pupils receive a prize to celebrate their talents and contributions during their time at the Prep School. Qualities recognised include: academic excellence, progress and citizenship; the Barker, Fraser and Scott awards which recognise children who have best demonstrated commitment to the

school's special ethos during their time in the Prep School and outstanding achievements within the different Prep School Portfolio sections. The positions of school captains are filled by children who act as excellent role models for their younger peers; these pupils speak on behalf of the prep community at special events throughout the year.

3. PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

3.1 -Pre-Prep and Nursery

When working with younger children, it is essential to remain child-centred when acknowledging and dealing with poor behaviour. At this age, children need adults to listen to and understand their behaviour and what it is trying to communicate.

Addressing negative behaviour is important and the behaviour that is undesirable is described as so, but is separate from the child. A child is not naughty or bad, but has made a poor choice. The choices and behaviour need to be addressed. (If this is a one-off mistake or a repeated piece of behaviour then the resulting actions of the adult will differ accordingly, as well as taking into account the context and needs of the given child.)

Staff use descriptive language when addressing particular behaviours, to help to explain and reinforce expectations clearly. More serious behaviour will result in a visit to the head's office and parents may be contacted. This must always be recorded on CPOMS as a record of the incident and the actions taken.

Incidents of poor behaviour are treated immediately with children at this age group. Time is made to discuss incidents and regular feedback is given to parents, in almost every case this is done on the day of a given incident. (any process for children of this age is intended to be constructive and an opportunity to learn from mistakes. Often behaviours occur within groups of children and circle time or assemblies are used to discuss ways to improve choices.

For individuals that repeatedly show poor behaviour a personalised plan will be agreed upon by the class teacher, pastoral assistant head and the parents. Relevant and constructive interventions are applied and reviewed regularly. Staff are informed through regular meetings of personal targets for children so support is consistent through the school. In the rare event of extreme and or dangerous behaviour, a child will be asked to spend some time away from peers to calm down and reflect on their behaviour. If deemed necessary by the head or assistant head pastoral, the child may be asked to go home for the rest of the day to achieve this. A parent or guardian will be informed immediately and asked to collect their child as soon as possible. In this rare occurrence, a meeting will be held with either the head or assistant head before returning to school to review the behaviour. This may also result in a risk assessment for that child that will need to be agreed upon by parents and the school.

The staff in the Pre-Prep are all regularly involved in the behaviour management of all children and we strive for consistency in our approach. The following chart indicates the typical responses taken to deal with our most common behaviour challenges. Although this is used for guidance and therefore applied in the majority of cases, there is careful consideration given to individual circumstances and needs

Severity	Action	Consequence	Staff
STEP 1 (Low)	<ul style="list-style-type: none"> fiddling with resources silly noises/actions out of their seat unnecessarily pushing in line disturbing others interrupting other pupils <p>With all of these behaviours, this is low level if it is not happening regularly or directed towards or between certain other children disproportionately.</p>	<ul style="list-style-type: none"> praising others close by, articulating why you are praising them eye contact – stern stare, raised eye brow assertive body language/gesture physical proximity and/or whispering a firm reminder of expectations rule reminder direct back to chair/back of line 	Staff present
STEP 2 (Medium)	<ul style="list-style-type: none"> repeated low level behaviours disrespectful behaviour (ignoring direct instructions) rude language including swearing continued interrupting of the lesson/teacher Overly rough physical or controlling play that impacts the well-being of peers 	<ul style="list-style-type: none"> time out (thinking time - supervised) spend time completing work in the other classroom in the year or stay in for a few minutes to finish. class teacher has informal meeting with parents. Adults work together to reinforce the expectations and model / teach these skills. (Social stories / small social skills group, ELSA) <p>Discuss in pupil concerns and seek support from HV, JP, or LMc to investigate any other potential needs.</p>	TA Specialist Class teacher PE, HV, JP, LMc
STEP 3 (High)	<ul style="list-style-type: none"> deliberate hurting of others (unprovoked and or disproportionate reaction) damaging school property/property/another student's property refusal to follow instructions, wilful defiance bullying (deliberate, persistent and unbalanced) antisocial behaviour including: / theft / undermining of any protected characteristic Repeated level 2 behaviours that do not improve after interventions. 	<ul style="list-style-type: none"> immediate recording on CPOMS send to MW, HV or PE letter and or formal meeting with parents potential behaviour plan or target card lunch/playtime exclusion with MW/HV/PE 	MW, PE, HV
STEP 4 (Severe)	<ul style="list-style-type: none"> unsafe behaviour that is likely to cause significant harm leaving the class/school without permission threatening and or violent behaviour abusive behaviour 	<ul style="list-style-type: none"> send to the Head or Assistant Head Parents asked to collect child and meet with Head or Assistant Head Risk assessment in place and reintegration plan if deemed necessary. 	MW HV PE

3.2 Preparatory School

It is intended that children do not feel like they are bad or naughty, but it may well be the case that they have made mistakes that they need to learn from and that this is a normal part of developing an understanding of one's own moral compass. Addressing negative behaviour is important and the behaviour that is undesirable is described as so. The choices and behaviour need to be addressed and children deserve the opportunity for this to be a constructive experience in which they learn and improve their understanding of how their actions impact others. If this is a one-off mistake or a

repeated piece of behaviour then the resulting actions of the adult will differ accordingly, as well as taking into account the context and needs of the given child.

It is the responsibility of all staff to approach challenging behaviour with this approach in mind. Staff need to be; calm, controlled, patient and model, polite and constructive communication. In the vast majority of cases, children deserve the chance to quickly move on from a mistake and not have it held against them.

The majority of behaviour should be managed in class or by the first member of staff available, usually using the following systems.

In class: 'Track It' is used to notify children of desirable and undesirable behaviour choices. This is either to be used publicly as a visual reminder on the board or logged more discretely following a lesson depending on the circumstance. In either situation, it is the responsibility of the member of staff to take time to ensure that the poor behaviour is understood by the child. This will be monitored by the assistant head pastoral and weekly reflection times will be held for children who are repeatedly being recorded as displaying undesirable behaviour.

Target Report cards

If a number of incidents are issued in a short time, then support may be given to help the child recover from the negative behaviour. Each child will be seen as an individual and the response will be judged through conversation with teachers, the child and the parents to ensure that the process is understood and agreed to be purposeful and constructive by all. Often this will result in a personalised report card with specific, individual targets. They will report daily to their class teacher and weekly to the assistant head, pastoral, for a period of one to two weeks. If this is not successful, the assistant head pastoral will then meet with the parents to discuss the next steps.

Serious and repeated poor behaviour:

All behaviour in this category is to be recorded formally on CPOMS, with the class teacher, assistant head pastoral and head alerted. In these instances, the management will be primarily the responsibility of the assistant head pastoral with the support of the head.

In the rare instance of the above behaviour strategies not being effective over the decided period of time required to see necessary improvement, the assistant head pastoral and head of the Prep school will meet with the parents. The school will indicate a clear expectation of the progress needed to be achieved by the child concerned. This will need to be achieved for us to remain confident that we can recommend them to progress into the Senior School. It is important that we are honest about the necessary skills and expectations of behaviour required to be successful at the Senior School.

For more serious and immediate incidents including (but not exclusively) putting the well-being and physical safety of others at risk, repeated bullying or any behaviour that is seen as a level 4 in the chart below, a child may be asked to be collected from school and serve a short suspension. This is intended to serve as a serious reminder of the need to follow rules that ensure the safety of others.

Ultimately, where the behaviour policy has not been successful in helping a child modify their behaviour, or in the event of a serious single incident, the school reserves the right to permanently exclude a child.

Overview

In all circumstances there is a need for professional judgement. The following chart gives guidance for typically considered proportionate responses.

Severity	Action	Consequence	Staff
STEP 1 (Low) <ul style="list-style-type: none"> fiddling with resources silly noises/actions out of their seat unnecessarily pushing in line disturbing others interrupting other pupils <p>With all of these behaviours, this is low level if it is not happening regularly or directed towards or between certain other children disproportionately.</p>		<ul style="list-style-type: none"> praising others close by, articulating why you are praising them eye contact – stern stare, raised eye brow physical proximity and/or whispering a firm reminder of expectations rule reminder Use of track it – yellow - following at least one warning 	<p>Staff present</p> <p>Inform form teacher to keep an oversight</p>
STEP 2 (Medium) <ul style="list-style-type: none"> repeated low level behaviours disrespectful behaviour (ignoring direct instructions) rude language including swearing Overly rough physical play 		<ul style="list-style-type: none"> Immediate use of ‘Track it’ orange level Reflection time at break to review and reflect on behaviour spend time completing work outside of classroom under appropriate supervision. Sitting out for a period of playtime to calm down Pass onto class teacher who is primarily responsible for the oversight and resulting actions, including informal meeting with parents and recording on CPOMs <p>include on ‘watchlist’ and inform HV or LMc to investigate any other potential needs.</p>	<p>All staff present</p> <p>Class teacher</p> <p>Inform class teacher to keep an oversight</p> <p>HV, LMc</p>
STEP 3 (High) <ul style="list-style-type: none"> deliberate hurting of others damaging school property/another student’s property refusal to follow instructions bullying (deliberate, persistent and unbalanced) antisocial behaviour including: racism / theft. Failure to respond to step 2 interventions: Continued disruptive behaviour whilst on report card. No improvement even with interventions in place. 		<ul style="list-style-type: none"> immediate recording on CPOMs letter and or formal meeting with parents potential behaviour plan or target card lunch/playtime meeting with HV / HHA 	
STEP 4 (Severe) <ul style="list-style-type: none"> unsafe behaviour – running away or out of control threatening and or violent behaviour abusive behaviour Failure to respond to step 3 interventions, repeated misbehaviour – where warnings and action plans have already been implemented. 		<ul style="list-style-type: none"> send to the head or assistant head Parents asked to collect child and meet with head or assistant head Risk assessment in place 	<p>HHA</p> <p>HV</p>

APPENDIX 1

Searching and Confiscation of Banned Items Policy

Introduction

This policy relates to the power of authorised staff to search pupils and the retention and disposal of items that have been confiscated in accordance with the school's Behaviour Policy, the school's Drug and Substance Education and Misuse Policy and the Anti-Bullying Policy. This policy applies whenever pupils are in the care of the school, including on school trips.

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so. This policy also has regard to guidance published by the Department for Education (DfE), Searching, screening and confiscation (January 2018).

Aims

The central aim of this policy is to enable the school to carry out its duties to safeguard and promote the welfare of children by ensuring that dangerous, illegal or disruptive items are removed from students and disposed of safely and lawfully.

This policy also aims to ensure that pupils and parents understand the circumstances in which searches will take place, what will happen to items confiscated by staff and to discourage pupils from bringing such items into school or on school trips.

Prohibited items

The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles Regulations 2012:

- a. knives or weapons, alcohol, drugs and stolen items
- b. tobacco, e-cigarettes and cigarette papers, fireworks and pornographic images including both in digital and paper form
- c. any article that a member of staff reasonably suspects has been, or is likely to be used:
 - i. to commit an offence or
 - ii. to cause personal injury to, or damage to the property of, any person (including the student) and
- d. any other item which the school rules identify as an item for which a search may be made.

Searching with consent

1. A member of staff can search students with their consent for any item.
2. Before any search is undertaken the student will usually be asked to consent. In seeking consent, the age and maturity of the student will be taken into account together with any special needs the student may have. Written consent will not usually be required.
3. If a member of staff suspects that a student has an item that is banned by the school they can instruct the student to turn out his or her pockets or bag. If the student refuses, disciplinary action may be taken in accordance with the school's Behaviour Policy.

Searching for prohibited items without consent

1. Where the head or an authorised member of staff have reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force where appropriate.
2. The head has authorised the following staff to carry out searches and retain or dispose of items in accordance with this policy:
 - a. The head;
 - b. any senior teacher, e.g. deputy head, assistant head, etc
 - c. any group leader on an educational visit while the visit is underway, in the absence of a member of the SMT.
3. Searches will be carried out only on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on a school visit or a trip either within the UK or abroad.
4. If it is believed that a student has a prohibited item, it may be appropriate for a member of staff to carry out a search of:
 - a. outer clothing and / or
 - b. school property (e.g. students' lockers) and / or
 - c. personal property (e.g. bag or pencil case).
5. Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and a second member of staff. Where a student is searched, the searcher and second member of staff present will be, where possible, the same gender as the student.
6. Where it is reasonably believed that serious harm may be caused to a person if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a student of the opposite sex and / or in the absence of a witness.
7. Where the head, or staff authorised by the head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

Confiscation

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

Searching confiscated electronic devices

An electronic device such as a mobile phone or tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been used to disrupt teaching, cause harm to others or contains inappropriate material then the member of staff should remove the phone from the student. They should not look at the phone but should ask, if possible, for the student to lock the phone. At the end of the lesson, session or as soon as is practicable, the device should be handed to the deputy head(s) or head who will decide on the next stage of action. At no stage should the member of staff look through the phone. If there is sufficient thought that the phone may contain prohibited images, then the school may decide to involve the police or other authorities. If it is felt the device does not contain such images the student should be interviewed about the device and its use, and a suitable sanction decided upon. The device can be returned to the student. Staff should not be deleting items from devices.

Disposal of confiscated items

1. Alcohol: alcohol which has been confiscated will be disposed of and not returned to the student.
2. Controlled drugs: These are defined as ‘a drug in Schedule 1, 2, 3, 4 or 5 of the Misuse of Drugs Regulations 2001. Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the head or authorised member of staff, the drugs may be disposed of without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use their professional judgement.
3. Other substances: substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example “legal highs”) may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as though it is controlled.
4. Stolen items: stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the head or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
5. Tobacco: e-cigarettes or cigarette papers: tobacco or cigarette papers will be disposed of and not returned to the student.
6. Fireworks: fireworks will not be returned to the student. They will be disposed of safely at the discretion of the head or other authorised member of staff.
7. Pornographic images: pornographic images involving children or images that constitute “extreme pornography” under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police immediately. As possession of such images may indicate that the student has been abused, the school’s designated safeguarding lead will also be notified and will decide whether to make a referral to the local Children’s Service of the student’s home local authority.

8. Other pornographic images will also be discussed with the school's Designated Safeguarding Lead. The images may then be passed to the local Children's Service of the student's home local authority for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
9. Articles used, or could be used, to commit an offence or to cause personal injury or damage to property: such articles may, at the discretion of the head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
10. Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.
11. An item banned under school rules: such items may, at the discretion of the head or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of school rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner. If a student persists in using a mobile phone in breach of school rules, the phone will be confiscated and must be collected by a parent.
12. Electronic devices: if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break school rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the student may be prohibited from bringing such a device onto school premises or on school trips. In serious cases, the device may be handed to the police for investigation.

Communication with parents

1. There is no legal requirement for the school to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, we will inform parents of any search that takes place and provide details of any items that have been found. In appropriate cases we will consult parents on how the school should dispose of certain items.
2. We will keep a record of searches carried out which can be inspected by the parents of the student(s) involved subject to any restrictions under the Data Protection Act 2018. The record will include details of the disposal of items confiscated.
3. Complaints about searching or confiscation will be dealt with through the school's complaints procedure. A copy of the procedure is posted on the school website.
4. The school will take reasonable care of any items confiscated from students. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.

APPENDIX 2

Use of Force to Control or Restrain Pupils

A new provision of the Education and Inspection Act 2006 came into force on the 1 April 2007. This restated the powers of teachers and other members of staff to use reasonable force to prevent pupils committing a crime, causing injury or damage, or causing disruption. Such powers already existed under the Education Act 1996 (now no longer in force) and common law but they have often been misunderstood.

Neither the Act nor this new provision authorise the use of corporal punishment. Nor are they intended to encourage the use of inappropriate force.

1. The illegality of corporal punishment in schools was extended to include the independent sector under the School Standards and Framework Act 1998, s.131.
2. There is a common misconception that, since the Children Act 1989 and the Children Act 2004, any physical contact with a child is in some way unlawful. That is not true. Where necessary, reasonable force can be used to control or restrain pupils. Physical contact with pupils may also be appropriate or necessary in other circumstances.
3. Such force as is reasonable may be used to prevent a pupil from doing, or continuing to do, any of the following:
 - Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
 - Injuring themselves or others;
 - Causing damage to property (including the pupil's own property);
 - Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
4. The above applies when a teacher, or other authorised person is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.
5. Everyone, whether authorised by the head or not, has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any person would be entitled to intervene. The purpose of this provision is to make it clear that teachers and other authorised persons are also entitled to intervene in other less extreme situations.
6. There is no statutory definition of "reasonable force". The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force. Any force used should always be the minimum needed to achieve the desired result.

7. Before intervening physically, a teacher should, wherever practical, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil.

Physical intervention can take several forms. It might involve:

- Physically interposing between pupils;
 - Blocking a pupil's path;
 - Holding;
 - Pushing;
 - Pulling;
 - Leading a pupil by the hand or arm;
 - Shepherding a pupil away by placing a hand in the centre of the back; or
 - In extreme circumstances only, using more restrictive holds.
8. Every member of staff will inform the head and DSL immediately after they have needed to restrain a pupil physically, they will need to make a formal record of the incident as soon as possible.

ALWAYS AVOID TOUCHING OR HOLDING A PUPIL IN A WAY THAT MIGHT BE CONSIDERED INDECENT

NOTES

Corporal Punishment

Under Section 131 of the School Standards and Framework Act 1998 corporal punishment is prohibited for all pupils in independent and maintained schools. The guidance provided by DfE on Notes on Sections 1998 makes it clear that the prohibitions include the administration of corporal punishment 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.

Reasonable adjustments

Staff should be mindful at all times of the school's obligation to make reasonable adjustments where provisions, criteria or practices (including the use of force) put disabled children at a particular disadvantage.