

Newport Infant School

Behaviour Management Policy

Date of Policy Creation	September 2020
Policy Lead	Governing Body
Date of Policy Adoption by Governing Body	October 2020
Frequency of review	Annually
Review Due	September 2021

CONTENTS **PAGE NO**

Introduction 1
School Values 1
Aims of the Policy 1
Making Choices 2
Incentives 2
Sanctions 2
Discipline and Rules 3
Golden Child 3
Gold Star Assembly 4
Dojo Dollars 4
Attendance Tracker 4
Nurture Group 4
Managing Difficult Behaviours in School 5
Sanctions 6
Lunchtimes 7
Additional Courses of Action 7
Equal Opportunities 7
The Power to Discipline Beyond the School Gate 7
Searching and Confiscating of Inappropriate Items 8
Physical Intervention 8
Pastoral Care for School Staff 8
Outside Agency Support 8
Further reading, School Policies and Guidance 9
Appendix 1 – The power to discipline beyond the school gate 10
Appendix 2 – Searching, screening and confiscation 11
Appendix 3 – The use of reasonable force 16
Appendix 4 – Search and confiscation Record 19
Appendix 5 – Reasonable Force Record 21
Appendix 6 – Coronavirus guidelines 23

Introduction
At Newport Infant School we aim to nurture high self-esteem for all.

School Values
Underpinning our policy are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

Respect for self, each other and the communities we live in
Honesty in our thoughts, words and actions
Friendship learning to use kind hands and words and compromise
Responsibility to do the right thing and take ownership of what you do
Love for ourselves, others and our world
Courage to overcome challenges, show resilience and grow strong

These values mean that children and adults work actively in partnership to enable all members of our school community to realise their potential to enhance their own lives and the lives of others.

Our code of behaviour will:

- ensure that everyone can learn, enjoy and achieve
- help make everyone feel valued and safe
- protect the learning environment
- protect the possessions of others
- help everyone to understand about expected behaviour
- set the boundaries for acceptable behaviour, which if crossed mean there will be consequences
- ensure that there is a consistent approach to behaviour management

Aims of the policy

At Newport Infant School, we want to help children grow up with a clear view of what is right and wrong and an appreciation of the needs of others and society around them. We hope they will be:

- Happy, sunny and confident children
- Willing to talk – being at ease with self and others
- Willing to try
- Willing to share
- Being able to accept praise and criticism
- Being able to cope with failure and disappointment
- Being able to accept discipline and conform to the Golden Rules

As staff we try to create these qualities by:

- Giving praise
- Making individuals feel special
- Being encouraging and motivating
- Giving time
- Appreciating individuality
- Setting appropriate goals to needs and abilities
- Giving rewards and responsibilities in accordance with the Golden Rules
- Being consistent in expectations
- Sharing successes with peers, parents and other staff

This is the main focus of our behaviour policy.

Making Choices

Choose to be good	**Choose to misbehave**
↓	↓
leads to praise	leads to a 4 point conversation: You are choosing to..(describe behaviour) You should be..(describe the desired behaviour) I know that you can because… Thank you
good feelings	Opportunity for the child to modify their choices of behaviour
positive recognition	leads to a sanction under the Golden Rules system

Young children do sometimes make mistakes but they are guided and reminded at all times that they should make the right choice and the reasons why this is important.

In order that children can take some responsibility for their behaviour it is necessary that they be made aware of the effect their actions have upon others in the school environment. It is our aim that we foster in children the abilities to be caring and considerate to others at all times.

Incentives

Child's name remaining on the Golden Sun
Written comments and smiley faces for good work
Stickers that support the Ready Eddie behaviours and wristbands so that children know how they have been successful
Gold Star Award
Praise in public
Assemblies where good behaviour and work are championed
Being given responsibility
Being sent to the Headteacher for praise and/or Headteacher Award
Comments to parents
Ready Eddie

Dojo Dollars are given to pupils who go above and beyond the School Rules and demonstrate exceptional learning behaviour. Keeping the Golden Rules is an expectation of all pupils and it is our aim that they are intrinsically motivated to achieve this.

For the minority of children who have behavioural or work problems, added to these rewards may be a star chart or report book which can be taken home.

Sanctions

A sanction must be proportionate. It must take into consideration the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the

power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

For minor offences:

- A warning or reminder of the Golden Rules, followed by corresponding sanctions
- Dojo dollars removed
- Repetition of the task/activity
- Removal from place/situation
- Punishment ie loss of privilege e.g. time out, loss of minutes from Golden Time
- Possible discussion with parents

For more serious offences referral to Headteacher who:

- has a private discussion to seek the truth and get to the bottom of the problem
- acts accordingly with appropriate sanctions
- in serious cases or in cases of persistent inappropriate behaviour parents are automatically involved

Discipline and Rules

Simple rules exist to help our children develop thoughtfulness, self-discipline and respect. They are kept to a minimum of six, but are constantly enforced by all members of our school staff and promoted through curriculum and assemblies

They are:

Be Ready
Be Kind
Be Safe

These simple rules help to promote:

- Being ready to listen and respond
- Being ready to learn
- Being polite and considerate
- Being respectful of others including differences in ethnicity, ability etc
- Being kind with our hands and words
- Being respectful of property and our environment
- Being able to walk quietly in walking zones around school
- Being able to sit quietly at appropriate times of the day
- Being able to tell the truth
- Being able to articulate how to stay safe in line with the Magnificent Me scheme in school

Golden Child

We operate a positive discipline system called Golden Child. All teachers run this in their classrooms and it works on the basis that all our children's behaviour and conduct is golden. Sanctions are in place if 'Golden Behaviour Rules' are broken repeatedly, resulting in "time out" from a class celebration 'Golden time' on Friday afternoon. This reward is chosen by the class on a Monday and displayed in the Hall and in the foyer. Teachers are encouraged to take children who break a rule twice over to the

Golden Child display, and move the child's named ray of sunshine to the cloud. If the behaviour persists, the ray of sunshine is moved to the thunder cloud. If a child is put on the cloud they will be actively encouraged to rectify their behaviour. If they do this they will go back onto the sun. Should the negative behaviour persist they will miss 3 minutes of their Golden Time on Friday. If a child is placed on the thunder cloud for a deliberate act of violence or vandalism they will automatically incur a penalty of 5 minutes and this time out is applied in Golden Time. The child should sit and observe the Golden Time activity whilst the remainder of the class enjoy the activity, with a sand timer appropriate to the number of minutes they have to miss. The focus should be on emphasising that it is their behaviour choice that has led to this sanction, and a discussion to help them understand the alternative 'right' choice they could make next time. Following this time out they will rejoin their classmates for the remainder of Golden Time to celebrate the good choices that they have made that week.

Gold Star Assembly

Each Friday Assembly is our Celebration Assembly. Each class teacher will nominate a child for a 'Gold Star Award'. These are very important awards for good behaviour and achievement. The recipient of the award will have their name and reason for their award put in the Three Fishes Newsletter and also have their photograph displayed on the Gold Star cabinet in the Hall. They will receive a certificate to take home and will be permitted to wear a gold tie for the following week in school. Headteacher awards, reading certificates as well as any awards the child has earned outside of school are shared in this assembly.

Dojo Dollars

Dojo dollars can be earned at all times of the school day for going above and beyond the Golden Rules, demonstrating the good learning behaviours of Ready Eddie and for positive lunch times, play times and assemblies. The children save up their dollars in this interactive scheme and exchange them for prizes – it is very much focused on challenging yourself rather than being a race against anyone else. There is the option to take away Dojos for bad behaviour choices – this is used sparingly to ensure that it has maximum effect.

Attendance Tracker

Attendance for the week is identified on Friday in Gold Star assembly and the class with the best weekly attendance is praised by the whole school. Attendance levels in each class are displayed on the wall for the following week.

Staff work closely to ensure that no indiscretion, however small, is ignored. Misdemeanours are followed up, shared with the Headteacher, with the involvement of parents should it be considered necessary. In this way little problems do not have the opportunity to become big problems. All staff work closely to uphold the school policy on behaviour and discipline.

Nurture Group

A nurture provision runs each afternoon in school to support pupils with social and emotional needs and where appropriate, those who find it hard to modify their behaviours and manage their emotions in respect of this. The pupils who attend this provision are identified through the Boxall Profile which then provides targets which are planned for and worked towards. Pupils are regularly assessed for progress against their targets and new ones set as necessary.

Managing Difficult Behaviours in School

All adults working in school will follow the guidance below to promote good behaviour in school. This provides the opportunity to praise children for a wide range of activities.

Teachers will:

- give early positive attention to the child in each activity
- make eye contact with the child
- require the child to make eye contact whilst you are talking to him/her
- find areas of strength to notice and develop
- teach the child/class listening skills (stop work, put down what you are doing, look at the speaker) stand near the student to give instruction and explanations
- tell children what to listen for when being given instructions etc.
- use agreed clues to maintain attention
- allow child to make frequent responses but only acknowledge those which are relevant
- maintain visibility to and from the child at all times
- engage child in games requiring varying lengths of concentration
- consult the child over important issues
- continually reinforce Golden Rules
- Use the four-point conversation when engaging a child over a bad choice of behaviour

Classroom organisation and management has a positive impact on the behaviour of young children.

Teachers will:

- try various groupings to determine the situation in which the child works best
- separate the child from peers who may be encouraging or stimulating inappropriate behaviour
- separate children who tend to distract each other
- reduce distracting stimuli in and around the child's desk (e.g. equipment, pencil cases, bags, etc.)
- teach children how to manage their workspace
- seat child close to the source of information
- seat child away from window, door, passageway etc.
- surround the child with good role models (if the going gets tough, swap the role models)
- establish rules which everyone follows
- establish quiet area available to all children
- provide child with legitimate reasons for leaving seat after required period of sitting
- build-in a reason for returning to seat
- make sure the classroom is well organised, tidy and calm
- try to have consistent rules, and a consistent schedule
- have only a few rules, make sure they are positive and visible
- reinforce Golden Rules often and positively praise those children for following rules
- ensure children understands what happens if s/he does or doesn't comply with rules
- establish and display a daily routine
- provide child with a time line for the day so that s/he anticipates change – use symbols
- follow a less desirable task with a more desirable task: make completion of the first task necessary to participation in the second
- break down large tasks into smaller tasks
- provide written checklist of sub-tasks for child to tick as each is complete
- present tasks in small amounts; sheets of paper better than exercise books
- develop a clear system for keeping track of completed and unfinished work

Lessons are always well planned at Newport Infant School and made to be fun. The curriculum is exciting and vibrant and the work is set at a level appropriate to the child. This is the best way to engage children and encourage good behaviour.

Teachers will:

- set the conditions for attentive work (work on task, remain in seat, finish task etc.)
- make certain that the child knows that instructions will only be given once
- provide an outline key vocabulary and concepts at the beginning of the lesson and share the learning objective
- actively involve children in their learning
- use the child's name during the lesson presentation
- encourage children to build a picture in their mind of the key concepts
- ask them to talk about the images they have developed
- make instructions concise and to the point and repeat these if necessary or provide prompts for children who need it
- make the subject matter meaningful to the child
- give directions ion a variety of ways to increase the probability of understanding
- provide clearly stated directions, written or verbal: perhaps use symbols in support
- teach children to use basic concentration and study skills (reading for main idea, highlighting etc.)
- reinforce the child's concentration by giving a tangible reward (e.g. classroom privileges etc.)
- allow natural consequences to occur as a result of the child's inability to concentrate (make up time)
- use a variety of high interest means to communicate (aural, visual, concrete, tactile, symbolic etc.)
- make certain that tasks match the child's experience and ability
- provide the child with a prompt when she/he is off task

Sanctions

Where a child presents with very challenging behaviour it may be necessary to move beyond the Golden Rules system of reward and consider further action in order to ensure the safety of pupils and staff and to enable staff to deliver effective teaching and learning.
Failure to follow the Golden Rules will result in them being put on the cloud and missing Golden Time
Where their behaviour is persistently disruptive to learning they may be sent to another classroom to work. When returning to their own class they are expected to apologise to their class teacher and have a restorative conversation with them about the negative effects of their behaviour and the expectations of the teacher moving forwards.
Where a child demonstrates threatening behaviour which puts staff and other pupils at risk or hurts a member of staff or a pupil deliberately they will be removed from the classroom and taken to an empty room to cool down. If they are not willing to go to the room unaided other children may need to be moved from the classroom for their own safety. If this is not possible and there is a risk to other pupils and staff two MAPA trained members of staff may assist the child to the room using appropriate MAPA holds. The Headteacher or in her absence, the Deputy Headteacher must be informed. They will not be permitted to return to the classroom or any other space in school where there is equipment or pupils until they are sufficiently calm and in control. Where a child cannot be removed safely and they pose a risk to others they may, on occasion, need to be restrained using MAPA holds. This is the last course of action that staff will take and it will be used only if there is a risk to the safety of staff and pupils. When MAPA holds are utilised this is recorded and held on the school record. A pupil who causes deliberate significant harm to staff and pupils will result in an exclusion from the school premises which will be conducted under Local Authority guidelines.

Lunchtimes

At lunchtimes children are expected to abide by all the school rules and it is the role of the Teaching Assistant to oversee this. The role of staff at lunchtime, is to follow the agreed school rules.

All Lunchtime Teaching Assistants are encouraged to use the Golden Rules and subsequent sanctions to encourage good behaviour at lunch times. It is important for the children to see that all adults in school use the same methods of positive discipline.

The Headteacher may in extreme circumstances decide to contact a child's parents and may exclude that child from the premises at lunchtimes in severe cases.

Additional Courses of Action

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

- Consultation between staff, including the Headteacher and SENCO to look at interventions, including TAF, Behaviour Support, Adult support, referral to Fair Access Panel, modified timetable (if there is a medical reason for the behaviour), managed move, consideration of a statutory assessment
- Discussion with a child's parents to keep them informally appraised of their child's behaviour difficulties (e.g. via the telephone or at a meeting)
- A school based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management
- Advice from, or referral to, the Behavioural Support Team or other external Agencies (e.g. L.S.A.T. or E.P.)
- Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve. All staff and governors are aware of the Equality Act and Disability Discrimination Act and are aware of their responsibilities in respect to this. There is a Bullying and a Racist incident book kept in the Headteacher's office to record any serious incidents.

The Power to Discipline Beyond the School Gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (see appendix 1 for guidance).

Searching and Confiscation of Inappropriate Items

In accordance with the law and based on guidance from the Department for Education (Searching, screening and confiscation: advice for schools), members of staff can search a pupil for any item as long as the pupil agrees (see appendix 2 for guidance).
The Headteacher or a member of school staff and authorised by the Headteacher can search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The law also allows Head teachers and authorised staff to search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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.

Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example, if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident and will be conducted under the directive of "reasonable force" (KCSIE 2020). All physical intervention will be recorded (see appendix 3 for guidance).

Pastoral care for school staff

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

Outside Agency Support

1. BeeU
2. Behaviour Support Service
3. Support from LA
4. Family School Support Worker

Further reading, school polices and guidance

- Personal, Social, and Health Education Policy
- Health and Safety Policy
- Safeguarding Policy
- Childline – 0800 1111 (posters are displayed around school) - www.childline.org.uk
- NSPCC Helpline – 0800 800 5000 – www.nspcc.org.uk
- Kidscape – 02077303300 – www.kidscape.org.uk
- Parentline Plus – www.parentlineplus.org.uk

Appendix 1 – The power to discipline beyond the school gate

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

Behaviour and discipline in schools
Guidance for governing bodies
The power to discipline beyond the school gate

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

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

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

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Appendix 2 – Searching, screening and confiscation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf Searching, screening and confiscation

Advice for headteachers, school staff and governing bodies
Searching without consent

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 to, 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.

1. Can I search?

- Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

2. Under what circumstances?

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and 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.

3. 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.

4. Authorising members of staff

- Headteachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A headteacher can require a member of the school's security staff to undertake a search.

- If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.

5. Training for school staff

- When designating a member of staff to undertake searches under these powers, the headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

6. Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item

7. 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. Separate advice on school rules is available in 'Behaviour and Discipline – advice for headteachers and school staff' via the link under Associated Resources.
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

8. 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.
- The powers only apply in England.

During the search

9. Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

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

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

11. 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.
- Separate advice is available on teachers' power to use force – see Associated Resources section below for a link to this document

After the search

12. The power to seize and confiscate items – general

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

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 thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

13. 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.
- F**ireworks** 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 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. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an **article that has been (or could 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.

14. Statutory guidance on the disposal of controlled drugs and stolen items

- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:

- **In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.**
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

15. Statutory guidance for dealing with electronic devices

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

Also note:

- Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

16. Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Appendix 3 – The use of reasonable force
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Use of reasonable force

Advice for headteachers, staff and governing bodies

The use of reasonable force

What is reasonable force?

1. 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.

2. 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.

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

4. 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.

5. 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.

6. 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 in an emergency but where possible, a MAPA trained member of staff should carry out any use of force or restraint.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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

Schools cannot:

• use force as a punishment – it is always unlawful to use force as a punishment.

Staff training

• Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

• There are 4 members of staff who have had the MAPA holds training and they should be responsible for any restraint necessary;

In extreme cases, where the safety of a pupil or a member of staff is at risk, any member of staff can intervene, using the minimum amount of contact and force possible, to achieve a safe situation.

Telling parents when force has been used on their child

• It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

• In deciding what is a serious incident, teachers should use their professional judgement and consider the:

  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and
  - the child's age.

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

• All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

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

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

• Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

• Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

• If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

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

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

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Appendix 4 – Search and confiscation Record

Newport Infant School

Search and Confiscation Record



Name of child: _____ **(Male / Female)**

Class: _____

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title
1. **2.**

Items found

Other agencies involved – please list with name and title

Parents contacted **Date:** **Time:**

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed: _____ **Date:** _____

Designation: _____

Appendix 5 – Reasonable Force Record

Newport Infant School

Reasonable Force Record



Name of child: _____ **(Male/Female)**

Class: _____

Reason for the use of reasonable force

Names of staff using reasonable force
• •

Other agencies involved – please list with name and title

Parents contacted **Date:** **Time:**
Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed: _____ **Date:** _____

Designation: _____

Appendix 6 – Coronavirus guidelines

Appendix to Behaviour Policy effective from 1 September 2020

Review date: September 2021

- All pupils and parents must adhere to the altered routes for arrival and departure and comply with any measures enforced to promote social distancing
- Families to minimise the number of adults entering the site to drop off and collect a child (toddlers and babies may need to accompany parents) where possible
- Parents should refrain from loitering on the school grounds or at the gates and must not gather and socialise.
- All pupils must follow the instructions for hand washing and sanitising. Any child who is not able to comply with these measures may be not be allowed into school until the safety of others can be assured.
- All pupils must comply with the rules about who they can socialise with whilst at school by remaining in their "bubble" at all times.
- All pupils and staff must follow the one way system around school, complying with the specific instructions about queuing, out of bounds areas and designated play areas for different groups.
- All staff and pupils are expected to demonstrate good respiratory hygiene, using the "Catch it. Bin it. Kill it" method when they sneeze or cough. All tissues must be placed in the lidded bins in school. Staff and pupils will avoid touching their nose, face, eyes and mouth with their hands.
- All staff and adults will report feeling unwell promptly, particularly when they are experiencing symptoms associated with Coronavirus.
- Pupils will only use their own allocated stationery or table resources where these are provided.
- All pupils MUST come to school with a water bottle each day and must not share cups
- Pupils will only use the toilets allocated to their class/year group bubble and will place toilet paper carefully down the toilet and paper towels in the bins provided. Pupils will show respect for the toilet area and do their best to maintain the hygiene levels.
- The school will not tolerate any coughing or spitting in the direction of another person. Any pupil displaying this behaviour will be removed immediately by staff who will be wearing appropriate PPE. The pupil will be isolated until it can be guaranteed that it will not recur. If this cannot be guaranteed the child will be excluded until a risk assessment has been completed which will assure the safety of everyone on their return.
- Any pupil who is demonstrating challenging behaviour which may put others or themselves at risk will be isolated by staff wearing appropriate PPE and if the safety of others cannot be guaranteed they will be excluded until a risk assessment has been completed which will assure the safety of everyone on their return.
- Staff will continue to reward pupils with smiles and kind words but will avoid unnecessary physical contact such as high fives etc where possible
- Staff will encourage pupils to support social distancing and if they are required to be in close contact for a prolonged period of time, they will wear PPE in line with the school re-opening plan.