



Behaviour Policy

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The Ashcombe School

Behaviour Policy

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Context

This policy is written in compliance with:

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

and should be read in conjunction with:

The Governors' Statement of Behaviour Principles (*see Appendix 1*)

The Ashcombe School's Anti-Bullying Policy

The Ashcombe School's Exclusions Policy, which is in line with

DFE 'Exclusion from maintained schools, academies and pupil referral units in England' 2017 and with SCC policy

The Ashcombe Equality Policy and Scheme

Department for Education Guidance for Schools on behaviour and discipline in schools, 2016.

Use of reasonable force July 2013; Screening, Searching and Confiscation, July 2013.

Purpose

This policy fulfils the Governors' duty of care to pupils and employees by promoting: teaching and learning and high standards of attainment; good behaviour, self-discipline and respect; prevention of bullying and preservation of the The Ashcombe School's reputation.

The policy takes particular account of the needs of vulnerable children, and aims to comply with guidance and statutory requirements regarding equality of treatment and avoidance of discrimination.

Objectives:

- promoting self discipline and proper regard for authority amongst pupils
- encouraging good behaviour and respect for others
- seeking to prevent bullying
- ensuring that pupils complete educational tasks reasonably assigned to them
- regulating the conduct of pupils.

This policy relies on the essential partnership between Governors, staff, pupils, parents, the Local Authority (Surrey County Council) and the community in order to maximise the ability of our pupils to fulfil their potential. The school looks for full support from parents in implementing the reward and discipline procedures and parents should contact the school with any concerns.

Notification and Review Period

The Headteacher must take all reasonable steps to ensure that pupils and parents are aware of this policy and that it is brought to their attention, and to the attention of persons who work at the school, at least once a year, to keep it fresh in their minds.

School staff will be informed by including the Behaviour Policy and other information in the Staff Handbook. Other adults, such as volunteers, will be informed in writing in conjunction with obtaining DBS clearance.

This policy will be reviewed annually.

Roles *(also see Appendix 2 Rights and Responsibilities for Pupils and Parents)*

- a) **The Governing Body** will make, and review regularly, a written statement of general principles (*Appendix 1*) which the Headteacher must take into account in determining any measure to promote good behaviour and discipline. The Governing Body will also bring to the Headteacher's attention any other measures it thinks he should consider, and offer guidance as they deem appropriate.

The statement of principles should reflect current Department for Education guidance.

- b) **The Headteacher** is accountable for the implementation of this policy but may delegate the responsibility for its day to day management to the Senior Management Team and others. The Headteacher and members of the Senior Team will be mindful of the 10 key aspects of school practice which, when effective, contribute to improving the quality of pupil behaviour (Learning behaviour – the report for practitioners' group on school behaviour and discipline (2005) :
 - a consistent approach to behaviour management
 - strong school leadership
 - classroom management
 - rewards and sanctions

- behaviour strategies and the teaching of good behaviour
- staff development and support
- pupil support systems
- liaison with parents and other agencies
- managing pupil transition
- organisation and facilities.

c) **Teachers, support staff and volunteers**, will be responsible for creating a high quality learning environment by ensuring that the Behaviour Policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff also have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have a statutory power to impose sanctions on behalf of the school. (see below "Discipline").

d) **The Governing Body, Headteacher and Staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnicity, national origin, vulnerability, culture, gender, disability or sexuality. They will also ensure that pupils' concerns are listened to and appropriately addressed. Parents and Carers will be informed of the statutory nature of this policy.

e) **Parents and Carers** must take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. (*See also Appendix 2 Roles and Responsibility of Pupils and Parents and Appendix 3 Home-School Agreement*).

f) **Pupils** are also expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. (*See also Appendix 2 Roles and Responsibility of Pupils and Parents and Appendix 3 Home-School Agreement*).

Procedures

Procedures arising from this policy will be developed by the Headteacher, in consultation with the staff, with a clear rationale for staff, pupils and parents, as to how acceptable standards of behaviour can be achieved and maintained.

The procedures will be consistently and fairly applied and will promote the principle of personal responsibility and that all members of the school have responsibilities towards the whole community. (*See also Appendix 3 Home-School Agreement and Appendix 4 Code of Conduct*).

Promoting and Rewarding Good Behaviour

The Ashcombe School encourages pupils to care and be caring, to be courteous and considerate and to respect the right of others to learn. This message is reinforced in every classroom and is contained within the Code of Conduct (*see Appendix 4 Code of Conduct*).

Rewards

A school ethos of encouragement is central to the promotion of good behaviour and rewards are one means of achieving this. They have a motivational role in The Ashcombe, encouraging pupils to realise that good behaviour is valued, and rewards are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. (*See Appendix 5 on Rewards*)

Examples of rewards in academic year 2015 - 16 include:-

- praise
- good comments in planners and exercise books/folders
- letters, postcards and telephone calls home to parents

- merits, for Lower School, lead to Merit Badges (Red Award 100, Green Award 250, Gold Award 300) and credits for Upper School
- individual praise from Head of Department, Head of Year, Head of School and other senior staff
- prizes.
- sports colours
- end of year Celebrations and Awards Evening.

Discipline

- schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. This power applies to all teachers and other paid members of staff who are in lawful control or charge of pupils, unless the Headteacher has determined that a member of staff is not permitted to impose the penalty on the pupil in question. (See below “The Use of Disciplinary Sanctions”)
- staff have the authority to discipline pupils at any time the pupil is in school, or elsewhere under the charge of a teacher, including school visits.
- the Headteacher is empowered to extend the power to discipline, as is reasonable, to any other adult who has lawful control or charge of pupils – such as a parent volunteering to supervise a football match or help on a school trip
- staff are empowered to impose detentions outside of school hours
- staff have the option to confiscate pupils’ property.

Pupil Behaviour Outside School

- schools have a statutory power to respond to the behaviour of pupils when away from school premises and not supervised by school staff
- regulation must be reasonable and schools should be clear about the factors they take into account in deciding whether a rule or sanction is acceptable
- this includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing the school uniform in a public place.

The Ashcombe School expects pupils to maintain our standards of care, courtesy and consideration to others when away from school premises. It is expected that pupils will always be positive ambassadors for the school when representing the school or wearing school uniform.

In support of the above, staff should ensure that:

- the requirement to adhere to the appropriate dress code is made very clear to pupils
- expectations of behaviour appropriate to the activity are explained to all pupils before the event
- parents are fully aware of the educational purpose of a visit and the school’s expectations regarding appropriate behaviour and dress code
- pupils who persistently misbehave in public and bring the school’s good reputation into disrepute are made aware that they may be prevented from participating in further external events.

Disciplinary Sanctions

Through its promotion of self-discipline and respect for others, the Behaviour Policy encourages positive behaviour, but there will be occasions when disregard for such values requires sanctions in response to misbehaviour. Pupils are accountable for their behaviour. They will be given clear warnings, informed of the likely consequences of their continued actions and encouraged to make the right choices and decisions regarding their behaviour to avoid sanctions.

Schools have a statutory power to impose sanctions which will be reasonable and proportionate to the circumstances of the case.

The decision to punish and the punishment itself will take place on school premises or while under the charge of a member of staff.

The use of sanctions will be reasonable in all circumstances and will be monitored by age, ethnicity, gender, special educational needs, including disability (SEND), vulnerability, which includes Looked after Children. Sanctions will not breach other legislation, for example in respect of disability, special educational needs, race and other equalities and human rights.

Should a pupil make a malicious or false accusation against school staff the matter will be dealt with by the Headteacher. Such allegations will be taken very seriously and lead to significant consequences.

Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from copying it.

A range of sanctions is clearly defined in the attached appendices, (*see Appendix 6 Sanctions*), and may include:

- verbal warning
- removal from the group (in class)
- withdrawal from a particular lesson or peer group
- withdrawal of access to the school IT system (because of misuse by accessing an inappropriate website, for example)
- withholding participation in a school trip or sports event not essential to the curriculum
- withdrawal of break or lunchtime privileges
- carrying out a useful task in the school
- lunchtime detention
- after school detention
- attendance on INSET days
- internal exclusion
- fixed-term exclusion
- permanent exclusion.

Exclusions can only be implemented by the Headteacher or, in his absence, a Deputy Headteacher. The school always follows the current Department for Education & Surrey County Council guidance in relation to exclusions.

The most serious sanctions will only be applied by more senior staff; (*see Appendix 6, Sanctions*).

Detentions are managed through the school's electronic system which assists in managing the process correctly. In general, after-school detentions will only be issued by senior managers and middle managers, such as Heads of Year and Heads of Department.

Detentions Outside School Sessions

(*See Appendix 6 Sanctions*)

- school staff have a statutory power to put pupils under 18 in detention after school sessions and on non-teaching days, such as Inset Days
- parental consent is not required for detentions
- care and consideration for a child's safety is given when issuing sanctions out of school hours.

Detentions are lawful if:

- pupils and parents have been informed that the school uses detentions as a sanction. Although it is no longer a requirement the school considers it reasonable to give 24 hours' notice to parents of detentions outside school sessions
- detentions at break and lunch may be used by all staff and do not require 24 hours' notice
- detentions will be issued in accordance with the school system (information contained within the Parent Guide)
- detention notifications will clarify the location of the detention, the person to report to and the duration of the detention.

The School has a legal power to impose detentions and non-attendance at a pre-arranged detention or walking out of the detention could result in more serious sanctions, including fixed-term exclusion, imposed by the Headteacher.

If a detention out of school hours will disrupt a family, or otherwise important event, the parents or carers should contact the school immediately upon receiving notice of the detention to discuss the problem.

The Use of Reasonable Force and Physical Restraint

The Education and Inspections Act 2006 confirms the statutory power of the school to use such force as is reasonable in circumstances that, by doing so, will prevent a pupil from:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil)
- prejudicing the maintenance of good order and discipline at the school, or amongst any pupils at the school, whether during a teaching session or otherwise. This applies both on and off school premises where the member of staff has lawful control or charge of the pupil.

This does not authorise corporal punishment (Section 548, Education Act 1996).

This power to use reasonable force applies to:

- any member of the teaching or support staff who works at the school
- any other person to whom the Headteacher has given temporary authorisation to have control or charge of pupils, such as catering or premises staff, and unpaid volunteers such as parents accompanying pupils on school-organised visits.

The following rules always apply:

- avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate
- force should never be threatened or used as a punishment, or used to search for items which are simply banned by school rules
- when deciding that force is necessary, staff must take into account relevant factors related to any special educational needs or disabilities of the particular pupil
- parents will be informed about all serious incidents involving the use of force and the school goes beyond the Local Authority requirement by keeping systematic records of such incidents
- injuries should be reported and recorded in accordance with school procedures and appropriate support should be provided where necessary.

(See Appendix 7, Department for Education guidance on what constitutes reasonable force & the types of force which might be used.)

Screening, Searching and Confiscation

- all staff may screen a pupil using a walk-through or hand-held metal detector, without the pupil's consent
- all staff can search pupils for any item with the pupil's verbal consent
- the Headteacher and staff authorised by him have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item
- unless in exceptional circumstances, this will be done by a member of staff of the same sex as the pupil and with another adult of the same sex present

- only outer garments may be removed in the course of a search by staff
- school staff can seize any item found which they consider to be prohibited, harmful, or detrimental to school discipline

Any action taken must be justified and proportionate and in accordance with article 8 of the European Convention on Human Rights.

When possession of a weapon, illegal drugs or stolen property is suspected, the pupil may be searched by the police, using the powers available to them, rather than by school staff.

Confiscation, including the Retention and Disposal of Inappropriate Items

The School includes confiscation of a pupil's property as a disciplinary sanction:

- to be lawful, confiscation must be reasonable in the circumstances
- decisions about retention and disposal of confiscated property must be proportionate to the circumstances of the particular case
- the Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

Confiscation of property is aimed at maintaining an environment which is conducive to learning, and safeguards other pupils. The policy aims to remove items which, for example:

- may be illegal for a child to have
- may pose a health or safety risk
- may pose a threat to others
- may disrupt learning, for the individual, or for the class
- may be against school uniform rules
- may be against classroom expectations
- may be counter to the ethos of the school.

Items most likely to be confiscated are detailed in the student planner. Most items that do not pose a danger to health and safety, or the welfare of the school community, will be returned to the individual (or to parents or carers) at the end of the day on which they were confiscated.

Decisions about retention and disposal of confiscated property must also be proportionate to the particular case and the school will seek advice from the police when appropriate.

(See Appendix 8-Department for Education guidance on what constitutes Searching, Screening and Confiscation)

Taking Account of Individual Pupil Needs

In applying the school's Behaviour Policy the factors below will be taken into account in considering individual pupils' needs and circumstances. We will also have regard to the protected elements of the Equalities Act 2010, such as gender, race, disability, vulnerability, religion and culture.

Race, Religion, Culture and Sexual Orientation

Key Points in the application of the behaviour policy:

- we aim to avoid discriminating against particular minority groups
- we aim to monitor and assess the impact of the Behaviour Policy on pupils and staff, and on parents or carers of different race and religion
- we aim to ensure that staff are well informed about the effect of cultural differences on patterns of behaviour
- we aim to support newly-arrived pupils in understanding and following the Behaviour Policy
- we aim to take account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

SEN including Disability (SEND) and Vulnerable Pupils

Key Points:

- we aim to make reasonable adjustments in applying the behaviour policy to disabled pupils
- we aim to make special educational provision for pupils whose behaviour is related to learning difficulties
- we aim to be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils
- we aim to identify at-risk pupils in advance
- we aim to ensure that all those in contact with identified pupils know what has been agreed
- we aim to make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework
- we aim to ensure that all staff are aware of appropriate referral procedures.

Monitoring and Evaluation

- staff monitor pupil behaviour as part of the daily routine
- records of rewards and sanctions are gathered electronically and are regularly reviewed
- this review includes determining the ratio of rewards to sanctions for each tutor group and each individual
- the distribution of rewards and sanctions is monitored
- all prejudice based incidents are logged and parents or carers and governors (Human Resources and Welfare Committee) are informed of the incidents and the action taken to deal with them. These are reported annually to the Governing Body and to the Local Authority.

Appendix 1 THE ASHCOMBE SCHOOL

GOVERNORS' STATEMENT OF PRINCIPLES

Approved by Governors 2009, last reviewed 2016

1. This statement of principles has been produced in response to the Education and Inspections Act 2006, Education Act 2011, the Equalities Act 2010 and the School Information (England) (Amendment) Regulations 2012. All schools are required to have a set of agreed Governors' principles to guide the Headteacher when determining measures to promote good behaviour.

They also underpin the school's Behaviour Policy, which is ratified by the Governors.

2. These principles have been developed by the Governors of The Ashcombe School, following consultation with parents, staff and students.
3. The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation and wish to foster an environment which aims to eliminate all forms of discrimination, harassment and bullying, and promotes the welfare of students and staff.
4. The purpose of the school's behaviour policy is to fulfil the Governors' duty of care to pupils and employees; to promote teaching and learning and high standards of attainment; to preserve the reputation of the school, to safeguard and promote the welfare of pupils. continue to support the outcomes of 'Every Child Matters', i.e.
 - to be healthy and stay safe
 - to enjoy and achieve
 - to make a positive contribution
 - to achieve economic well-being.

The policy should take particular account of the needs of vulnerable children, and should comply with guidance and statutory requirements regarding equality of treatment and avoidance of discrimination.

5. The behaviour policy and related procedures and actions will do this by:
 - promoting self-discipline and proper regard for authority amongst pupils
 - encouraging good behaviour and respect for others
 - seeking to prevent bullying
 - ensuring that the standard of behaviour of pupils is acceptable
 - ensuring that pupils complete any educational tasks reasonably assigned to them
 - regulating the conduct of pupils.
6. The Governors consider that rewards exist to encourage positive behaviour, enable students to understand the balance between rights and responsibilities and increase personal responsibility for behaviour. Sanctions demonstrate that misbehaviour is not acceptable, express the disapproval of the school community and are intended to have a deterrent effect. Sanctions should be applied lawfully, reasonably and proportionately.
7. The Governors recognise that the application of rewards and sanctions must have regard to the individual situation and the individual pupil, and the Headteacher is expected to use his discretion in their use. In any situation where facts are in dispute the Governors have determined that the standard of proof used by both the Headteacher and themselves will be that of the balance of probabilities.
8. The Governors will review this statement of principles annually at a meeting of the Governing Body.

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> • to contribute to discussions on the school behaviour policy, through School Council • to be taught in an environment which is safe, conducive to learning and free from disruption • to expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment. 	<ul style="list-style-type: none"> • to follow reasonable instructions by school staff, to obey school rules and accept sanctions in an appropriate way • to show particular respect to members of the public and to act as positive ambassadors for the school when off school premises. • not to bring inappropriate or unlawful items to school. • to show respect to school staff, fellow pupils, school property and the school environment • to show care, courtesy and consideration at all times • never to denigrate, harm or bully other pupils or staff • to cooperate with and abide by any arrangements put in place to support their behaviour, including Behaviour or Pastoral Support Programmes.

PARENTS/CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> • to contribute to the development of the school behaviour policy • to expect their children to be safe, secure and respected in school • if they believe that the school has exercised its disciplinary authority unreasonably, to appeal 1) to the Headteacher 2) to the Governors 3) to the Local Authority 4) to the Secretary of State for Education • to be kept informed about their child's progress, including behaviour related issues • to be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response • to appeal against a decision to exclude their child, first to the Headteacher, then Governing Body of the school and then – in cases of permanent exclusion – to the Local Authority who convene and an independent appeal panel of approximately 4/5 people. 	<ul style="list-style-type: none"> • to respect the school's behaviour policy and the disciplinary authority of school staff • to help ensure that their child follows reasonable instructions by school staff and adheres to school rules • to send their child to school punctually every day, suitably clothed, fed and rested and properly equipped • to ensure that the school is aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm • to be prepared to work with the school to encourage positive behaviour in their child • if requested, to attend meetings with the Headteacher or other school staff, to discuss their child's behaviour. • to adhere to the terms of any Parenting Contract or Order relating to their child's behaviour, including attendance • to ensure that their child does not bring inappropriate or unlawful items to school • if their child is excluded from the school, to ensure that the child is not unsupervised in a public place during school hours for the duration of the exclusion • if invited, to attend a re-integration meeting with the school at the end of a fixed period exclusion.

HOME-SCHOOL AGREEMENT

This is an agreement which was implemented following consultation with staff, parents and pupils.

1. *The School agrees to work with pupils by:*

- ◆ providing a high quality broad and balanced education
- ◆ striving to meet their needs
- ◆ encouraging them to achieve high standards of work and do their best
- ◆ setting, marking and monitoring homework
- ◆ providing a pleasant, safe and secure environment
- ◆ encouraging high standards of behaviour through building good relationships, developing self-esteem and a sense of responsibility

The School agrees to work with parents by:

- ◆ providing regular information about progress
- ◆ keeping them informed about school activities through regular communication
- ◆ making contact if there is a major problem with attendance, punctuality, personal organisation, or learning

2. *Parents agree to:*

- ◆ take an active interest in their child’s education and life at school
- ◆ provide support and encourage their child to work hard and do their best
- ◆ support their child with homework and other opportunities for learning
- ◆ encourage their child to become involved in school life and make the most of the opportunities available
- ◆ support the school’s policies and guidelines for behaviour and discipline, as explained in the ‘Guide for Parents’
- ◆ inform the school about any concerns or problems that might affect their child’s work or behaviour
- ◆ ensure their child attends school on time, properly equipped and in correct uniform
- ◆ attend parent consultation evenings and discussions about their child’s progress

3. *The Pupil agrees to:*

- ◆ work hard and strive to do his/her best
- ◆ make the most of opportunities offered at the school both in class and through extra-curricular activities
- ◆ make a positive contribution to the school community
- ◆ complete homework to the required standard and hand it in on time
- ◆ maintain the high standards expected at all times, including travelling to and from school
- ◆ take a shared responsibility for keeping the environment pleasant and safe
- ◆ attend school on time, properly equipped and in the correct uniform
- ◆ observe the code of conduct and anti-bullying policy
- ◆ keep parents informed by delivering all correspondence from the school and discussing aspects of school life with them

Signatures

Pupil Parent/Guardian Tutor Date

Appendix 4



Pupils' Code of Conduct

Ashcombe pupils act with courtesy and consideration at all times.

They respect others and respect their right to learn.

Try to understand other people's points of view and never act aggressively or unkindly towards other members of the school community.

In class, make it as easy as possible for everyone to learn and allow the teacher to teach.

- arrive on time with everything needed for the lesson
- be attentive and follow instructions
- be polite
- help each other where appropriate
- act co-operatively and responsibly
- wear uniform correctly
- switch mobile phones off, and put phones and earphones out of sight.

Move purposefully and calmly around the school.

- walk quietly, keeping to the left in corridors (NEVER run in the corridors)
- be courteous and thoughtful ~ give way to staff and adult visitors
- queue in single file along one side of the corridor only
- observe "out of bounds" and "no entry" areas and respect any special notices which are displayed at times (for example, during examinations)
- speak politely and calmly
- don't forget to say "please" and "thank you"
- do not use rude or inappropriate language
- be silent when required and listen attentively (especially important if there is a fire evacuation and during assemblies)
- at breaks and lunchtimes you are allowed to use your phone to play music or games but at all other times the phone and earphones should be not be seen or heard
- if urgent, you may use your phone at break or lunch time, to text or phone parents or carers; calls or texts at other times are not permitted.

Help keep the school clean and tidy so that this is a place to be proud of.

- put all litter in bins - even if it is not your own; always pick up any litter which you find about the site, but remember to wash your hands immediately afterwards
- look after the building, furniture, books and equipment as carefully as possible and avoid causing unnecessary damage
- keep the walls and furniture as free of marks as possible

- take great care of the displays, particularly of other people's work
- consume food and drink only in designated areas
- never bring chewing gum to school
- take care to maintain high standards of personal appearance by wearing the appropriate uniform in the correct manner at all times; this includes when walking or travelling to and from school and at other times in public places
- follow the school rules regarding hair colour and style, jewellery and piercings, make-up and nail varnish.

Remember that the school's reputation and the safety of yourself and of others depend on the way you behave, both inside and outside school (especially when walking or travelling to and from school).

Arrive on time each morning and leave school promptly at the end of the day, unless you are attending a supervised activity.

Be mindful of your health and safety and that of other people; avoid acting in ways which will make others worry about your well-being.

- if you genuinely feel unwell, report to the school office before going to the medical room; the school will contact parents or carers
- always bring to school appropriate medication such as inhaler or epipen; these items may be carried with you in case of need; all other medication must be kept in the main office
- never leave the site during the day without permission
- follow all safety instructions given by staff very carefully
- never bring any items onto the school site which could pose a health or safety risk to yourself or other members of the school community - this includes lighters and matches, cigarettes, aerosols, alcohol or other substances, BB guns and laser pens etc.
- if you are going to be late home, inform your parents or carers
- act sensibly when using trains or buses and always use the subway to cross the A24
- take particular care when crossing other roads
- cycle with care and wear a helmet
- come back into school or call the school to inform staff if you have a transport problem; never set off to walk home alone because you have missed a bus or train.

Avoid bringing valuable items into school such as:

- substantial amounts of cash
- expensive watches, smartphones or similar electronic items
- skateboards or similar.

If, in exceptional circumstances, you need to bring in a high value item you must inform your HOY or if the item is small ask at the Pupil Services Desk for it to be locked in the safe.

Between 8.45 a.m. and 3.30 pm, mobile phones and headphones should be switched off and kept out of sight in your bag except at break or lunch, when you may listen to music or play appropriate games. They should not be used to photograph or film others, or be used in a way that could cause distress to others. Mobile phones will be confiscated if used inappropriately.

Any items you bring to school are **your** responsibility.

Classroom Expectations

Classrooms, including labs, workshops and gyms, are your places of work. Therefore, as in every place of work, there must be clearly understood rules and expectations to allow everyone to work successfully, safely and as enjoyably as possible.

1. Start of Lessons

- enter rooms sensibly and go straight to your workplace
- take out pen, pencil, ruler, planner and any books or folders needed
- put bags away
- remain silent during the register (except when your name is called!).

2. During Lessons

- when your teacher talks to the whole class, remain silent and concentrate
- if the class is asked a question, put up your hand to answer;
do not call out (unless you are asked for quick ideas)
- work sensibly with your classmates; do not distract or annoy them
- record homework in your planner
- if you need to leave a lesson the teacher will sign your planner
- if you need to leave the school premises you will be given written permission from a senior member of staff.

3. End of Lessons

- bells and clocks are signals for the teacher, who will tell you when to pack away
- when told, stand and push in your chairs; any litter should be picked up
- when your teacher tells you, you may leave the room.

4. Finally, but most importantly:

Teachers are in the position of parents while you are in school, (in loco parentis), which means, in particular, that we expect to deal with young people who are polite and pleasant and that any reasonable request from a teacher to a pupil will be carried out

Appendix 5



The Ashcombe School

Rewards

(N.B. under review Sept16)

Building a culture which celebrates and enjoys success and achievement is an essential part of life at The Ashcombe School.

We recognise achievement and good behaviour and reward them, in order to:

- encourage an ethos where all types of achievement are openly recognised, valued and celebrated by the whole school community, pupils, staff, parents and governors alike
- foster a culture in which praise and rewards are accessible to all pupils
- help pupils accept praise in an appropriate manner
- build self-esteem and feelings of self-worth in individual pupils
- motivate and encourage pupils to reach the highest standard of which they are capable
- raise the aspirations of all pupils
- encourage, recognise and reward desirable behaviour in the classroom, around the school and in the local community
- provide written evidence of success in important documents such as reports, references and personal statements.

A structured system, in which different levels of achievement are recognised, clearly understood and valued by pupils, is consistently applied by teachers and support staff. Our ways of recognising, rewarding, and celebrating achievement at all levels and across all aspects of school life includes the following:

- verbal praise - a quiet word and encouraging smile, a public word of praise in front of a group, a tutor group, a year group or school
- written comments in the student planner for the tutor and parent to read
- written comments on a pupil's work
- letters to a pupil and their parents
- post cards of recognition from teachers
- a positive phone call home
- a visit to another member of staff, which may include the Head of Year, Head of Department, member of the Senior Management Team or the Headteacher
- public acknowledgement by announcement or presentation at an assembly
- merit points for Year 7, 8 and 9 pupils, credits for Year 10 and 11
- certificates for improved and excellent attendance, achievement, school and community service, outstanding work experience, outstanding endeavour, involvement in extra-curricular activities, leadership and supporting others

- front of lunch queue passes
- work and photographic display of a pupil's work around the school
- sports colours
- invitations from subject areas to celebrate achievement
- election to posts of responsibility including: Head Boy, Head Girl, Senior Prefects, Prefects, House Captains, School Council Representatives, Tutor Group Representatives, Peer Mentors, Learning mentors
- positive references and recommendations to potential employers, Further Education and Higher Education establishments
- End of Term and End of Year Celebration Assemblies and Annual Awards Evening
- leavers assemblies and certificate ceremonies
- social events and opportunities within the Year Team
- community based and national recognition and reward programmes, including bronze, silver and gold awards on the Duke of Edinburgh Scheme, Community Sports Leadership Award, Junior Sports Leadership Award

Reasons for awarding merits or credits

Merits (KS3) and credit points (KS4) are a way of regularly recognising effort, achievement and contribution to the school community. They can be awarded by any member of staff, working under a set of common guidelines in order to ensure fairness.

Merits or Credits will be awarded for some of the following reasons:

Lessons:

- good piece of work (effort or attainment)
- success in meeting targets
- high achievement in assessments
- improvement in attainment/assessments
- participation in class
- doing extra tasks
- consistent high level of effort

Extra-curricular activities:

- regular attendance at clubs and activities
- participation in sporting events
- participation in music/drama events
- representing the school in other ways (such as maths challenges, etc.)

Tutor Group:

- success in meeting targets
- excellent attendance
- excellent punctuality
- doing extra tasks
- periodic incentives may be appropriate (returning reply slips, perfect uniform etc.)

General:

- participation in charity events/fund raising
- volunteering at events
- successfully carrying out duties
- mentoring other pupils
- involvement in school council or similar forums.

Awarding and Recording Merits/Credits

- teachers and tutors award a merit or credit by recording it on 'My Ashcombe'
- on a regular basis stickers will be sent to the tutor for every pupil in the tutor group who has been awarded a merit or credit for that period of time
- one sticker is awarded for each merit or credit given and is stuck in the Student Planner
- when a pupil (KS3) has achieved 50 merits the Tutor informs the Head of Year
- a certificate is then presented to the pupil; for 100 merits a red badge and certificate; for 200 merits a green badge and certificate; for 300 merits a gold badge and a certificate. At KS4 there is a range of ways in which 'credits' are recognised from reward postcards to an entry ticket for a half termly lottery. (*currently under review June 16*)



The Ashcombe School

Sanctions

The Ashcombe School promotes self-discipline and positive behaviour and encourages respect for others, but when disregard for such values occurs, a course of action will follow which seeks to ensure that pupils take responsibility and are accountable for their actions, seek to redress the harm done and find support to help avoid repeating the inappropriate behaviour.

Sanctions are applied as a response to poor behaviour. Pupils will be given clear warnings, informed of the likely consequence of their actions and encouraged to make the right choices and decisions regarding their behaviour.

Verbal warning

Issued in a normal setting and situation, such as being asked to refrain from talking in class; or in tutor time, for the first instance of failing to get planner signed at home.

The tutor or teacher will give a verbal warning, reminding the pupil of what the expectations are and that another transgression will result in further action.

Detention

All teaching and support staff have been authorised by the Headteacher to exercise their statutory power, under the Education and Inspections Act 2006 and the Education Act 2011, to require pupils to serve a detention.

The school continually strives to strengthen partnerships between home and school; communication from the school, often with a detailed explanation, is aimed at achieving this:

- pupils will receive notification of lunchtime detentions
- parents or carers will receive 24 hours written notice for detentions out of school hours
- the severity of the sanction will escalate for non-attendance at a set detention, and may ultimately result in a fixed term exclusion, if non-attendance is repeated
- parents or carers will be informed termly of all rewards and sanctions issued to their child

Detentions are specifically designed to:

- serve an educational, constructive purpose
- seek to repair and rebuild positive relationships, based on mutual respect
- be relevant to the offence whenever possible
- seek to ensure closure of an issue
- seek to ensure that pupils leave the detention on improved terms with the school, with a clear understanding of expectations and supportive strategies aimed at avoiding a repetition of the same incident or situation

- be appropriate to pupils whose attitude to learning, classwork or homework does not meet requirements
- be ‘community based’ when the environment or the facilities have not been respected

Detentions should not:

- serve the sole purpose of ‘doing time’
- be detached from the primary issue of concern, or the breakdown in the relationship with the colleague or member(s) of the school community central to the issue.

The following table shows details of the process with an illustration of some of the sanctions used. *(In more complex or serious cases each event is considered fully before taking the appropriate course of action)*

Sanction route for infringement of basic and/or classroom expectations

(this may include a sanction due to non-attendance at original detention, which is defiance)

Level 1	Verbal warning
Level 2	Teacher issues 15 minute break or lunchtime detention
Level 3	Teacher issues 30 minute after school detention
Level 4	Head of Department issues 60 minute after school detention
Level 5	Senior Management issue 60 minute after school detention
Level 6	Senior Management issue internal exclusion plus up to 60 minute after school detention; Head of School/Deputy Head instigates conversation with parent or carer
Level 7	Headteacher issues fixed term exclusion, plus an internal exclusion and /or 1 x 60 minute after school detention and, as applicable, there may be a meeting with parent or carer with Head of School/Deputy Head.

Sanction route for infringement of uniform

(this may include a sanction due to non-attendance at original detention, which is defiance)

Level 1	Teacher/tutor/SMT issues 15 minute lunchtime detention
Level 2	Head of Year issues 30 minute after school detention
Level 3	Senior Management issue 60 minute after school detention
Level 4	Senior Management issue internal exclusion (isolation) plus up to 60 minute after school detention; /Head of School /Deputy Head instigates conversation with parent or carer.
Level 5	Headteacher issues fixed term exclusion, plus an internal exclusion and /or 1 x 60 minute after school detention and, as applicable, there may be a meeting with parent or carer with Head of School/Deputy Head.

Sanction options for more serious breaches of school behaviour policy

(the examples are given as an illustration and are not an exhaustive list)

These would be managed by a member of the pastoral team [Deputy Head (pastoral), Head of School, Head of Year, Assistant Head of Year] and be decided according to the incident.

Parents would be contacted by the school:

- loss of unsupervised time for a number of sessions at break or lunchtime

- “community service” (for example removal of graffiti, gathering of litter, removal of chewing gum)
- 60 minute after school detentions
- pupil placed on target, with monitoring report which teachers, tutor, Head of Year and parent or carer would see & sign
- internal exclusion and /or 1 x 60 minute after school detention,
- attendance on a school inset day
- meeting with Governors

For very serious breaches the Headteacher may exclude a pupil by:

- issuing a fixed term exclusion, internal exclusion and /or 1 x 60 minute after school detention
- issuing a permanent exclusion

Internal Exclusion

The pupil spends the school day working in the internal exclusion room with a member of staff.

- the day starts at 8.50 am and ends at the latest at 4.30 pm; from 3.30 to 4.30 p.m. the pupil will be in a senior management detention
- supervised breaks and lunchtimes will be held at different times from those of the main school
- access to the canteen, under supervision, and toilets is of course available
- work is provided by the teachers who would have taught the pupil that day
- completed work is returned to the teacher at the end of the day
- an assessment report is completed by the pupil to allow time for reflection and a chance to identify how the offending behaviour might be avoided in the future.

Formal Exclusion

The Governors will meet at least once a term to consider a report on all formal exclusions.

There are two types of formal exclusion:

Fixed-term exclusion

Fixed Term Exclusions are usually between one and five days depending on the nature of the offence and the length of previous exclusions. They are issued at the discretion of the Headteacher for serious breaches of school discipline. Parents or carers will receive formal written notification of the Headteacher's decision to exclude their child and it is likely that a senior member of staff will have made contact by telephone/email prior to this to outline the details of the incident. The Chair of Governors and the Local Authority are also notified.

Parents may be invited to meet with the Head of School (Lower or Upper) with the pupil present, as part of the reintegration process for the pupil returning to school. Targets will be set with the pupil, whose progress against these targets will be monitored closely at home and at school. The meeting will be restorative in its nature, with the individuals directly involved (be it staff or pupil) in attendance whenever possible, to ensure that the issue leading to exclusion is addressed. It is important that closure of the incident or issue is achieved and respectful relationships are re-established.

For exclusions of more than 5 days the school will make alternative arrangements for the pupil's education. This may take place at a local school by prior agreement.

When exclusions total between 6-15 days in one term, parents or carers may request a meeting with members of the Governors' Disciplinary Committee.

When a pupil accumulates more than 15 days of exclusion in any one term, parents or carers and the pupil will be required to attend a Governors' Disciplinary meeting.

A pupil may be excluded for up to a maximum of 45 days in any one academic year.

Permanent exclusion

A permanent exclusion is rare and highly complex, with very detailed procedures and expectations stipulated by the Department for Education and the Local Authority.

A permanent exclusion will only be issued when either:

- 1) all options have been explored and the school finds that the pupil remains unwilling to modify the behaviours demonstrated and work within the published standards and policies,
or
- 2) when there has been a single and very serious breach of school discipline.

Permanent exclusion is referred to the Governors' Disciplinary Committee for ratification and if the exclusion is upheld, return to school is only possible following a successful appeal.

Appeals are held before an independent panel convened usually at County Hall in Kingston and would include a lay member, a governor, the headteacher and a clerk.

If a pupil is in danger of permanent exclusion, the Governors' Disciplinary Committee may meet with parents or carers and pupil to discuss the situation.

Systems and Procedures to support learning and maintain high standards:

- Home / School Agreement
- pupils' Code of Conduct
- classroom expectations
- parental contact – note in the Student Planner, interviews, phone call
- Incident Reports
- Behaviour Logs, to track behaviour and take action on deteriorating behaviour with early intervention.
- 'Send to' system (pupil sent with work to another class)
- Senior Management Team (SMT) lesson patrol – to support learning environment
- SMT –'send for' (remove a pupil who is disrupting the learning and teaching process [when strategies have been applied and proved unsuccessful] to an alternative supervised work area so that learning and teaching can continue)
- detentions given by Tutor, Assistant Head of Year, Head of Year, Subject Teacher, Head of Department, Senior Management
- Attendance/Punctuality Report to monitor attendance and punctuality at lessons
- Behaviour Report card that monitors behaviour across the curriculum when initial concerns arise
- Department Report – issued by the subject teacher, Head of Department and monitored by the department
- Pupil Profile – a member of staff will meet with the parent or carer and pupil to establish strategies that the staff and pupil can use to support learning. These will be monitored to assess progress
- referral to one of the internal support agencies (counsellor, solution focus, restorative justice, inclusion support teacher, teaching assistants, adult mentors, peer mentors/mediators)
- referral to one or more of the external agencies associated with the school (Education Welfare Service, Education Psychology, School Health, Child and Adolescent Mental Health Service, etc.)
- Behaviour Support Plan (BSP) – multi-professional agencies contribute to formalised targets with the student being placed on a target report to monitor progress
- Pastoral Support Plan (PSP) – an initial meeting with the parent or carer and Headteacher, followed by a meeting between the Governors' Disciplinary Committee and all the parties, as schools and the multi-professional agencies' interventions do not appear to be achieving a successful outcome. At this stage the pupil would be at risk of permanent exclusion should the progress targets not be achieved
- Governors' Disciplinary Meetings – intervention for pupils 'at risk' of exclusion.

Appendix 7

Department for Education Guidance - REASONABLE FORCE

This guidance is taken from the Department for Education 'Use of reasonable force. Advice for Headteachers, Staff and Governing Bodies'. Dated July 2013.

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. 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.
- 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.
- 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.
- Schools can use reasonable force to:
 - remove disruptive children from the classroom where they have refused to follow an instruction
 - 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
 - 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.

In addition to the above, headteachers and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

- Schools do not require parental consent to use force on a student.
- 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.
- 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; the degree of force used; the effect on the pupil or member of staff; and the child's age.
- 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 or her allegations are true – it is not for the member of staff to show that he or she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force.
- 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.
- 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:
 - 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
 - to give first aid.

Appendix 8

Department for Education Guidance - Screening, Searching and Confiscation

(to be updated reflect recent DfE guidance)

This guidance is taken from the Department for Education 'Screening, Searching and Confiscation. Advice for Headteachers, Staff and Governing Bodies'. Dated July 2013.

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
- 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).

Headteachers and authorised staff can also 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 prohibited item found as a result of a search. They can also seize any item which they consider harmful or detrimental to school discipline.

Screening

- Schools *can* require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Any member of school staff can screen pupils.
- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised.

Searching with consent

- School staff can search pupils with their consent for any item
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets, or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy what items are banned.
- If a member of staff suspects a pupil has a banned item in his or her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- If a pupil refuses to co-operate with a search, schools can apply an appropriate disciplinary penalty.

Searching without consent

The headteacher (or a member of school staff authorised by the headteacher) may search for:

- knives or weapons, alcohol, illegal drugs and stolen items
 - tobacco and cigarette papers, fireworks and 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 property
 - any item which has been identified in the rules as an item which may be searched for.
- The searcher should be the same sex as the pupil and a witness (staff member) should be present. If at all possible, they should be the same sex as the pupil being searched.
 - There is a limited exception to this rule. A search can be carried out on a pupil of the opposite sex, and without a witness present, where it is reasonably believed that 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.
 - 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.
 - Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item
 - School staff can view CCTV footage in order to make a decision as to whether to conduct 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.
 - 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.
 - ‘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.
 - 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 (such as a police officer) can do.
 - 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.
 - 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.
 - 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.
 - 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.
 - 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.

- When a person conducting a search finds alcohol, they may retain or dispose of it. 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, it should be treated as controlled drug.
- 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.
- 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 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.
- 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 guidance issued by the Secretary of State.

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 and if questionable material is found, the device should be referred to a senior member of staff.
- If inappropriate material is found on the device it is up to the senior member of staff 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. The senior member of staff must regard the guidance issued by the Secretary of State via The Education Act 2011 when determining what is a “good reason” for erasing the contents of an electronic device.

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.