

BEHAVIOUR AND DISCIPLINE POLICY

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aims

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules, we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

The purpose of this policy is to:

- Create an environment which is conducive to achieving the aims of the School;
- Provide clearly defined limits that are easily understood by children, staff and parents;
- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school aims to provide:

- Good adult role models of caring co-operative behaviour;
- The reinforcement of positive attitudes to expectations;

- The celebration of a wide range of achievements;
- An acceptance by all staff of a responsibility for maintaining good discipline.

EXPECTATIONS

- Promote the well-being of self and the school community
- Encourage the development of personal independence and responsibility
- To promote the creation of an atmosphere conducive to learning.
- Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals
- This school is opposed to any form of open, or concealed, racism or racist behaviour
- All pupils in the school have the right to the best possible education regardless of ethnic origin, colour or religion
- All staff and parents of children in the school have a right to be treated equally regardless of ethnic origin, colour or religion

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code.

We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently.

Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Children are responsible for their property and should avoid bringing valuables or cash to school.

Mobile phones are not permitted to be used by young people once registered in attendance and must be handed in to staff who will leave in a locked box until the child leaves for the day.

Children are also advised to hand in watches and other valuables to Staff during games sessions. In particular no items of monetary or sentimental value should be taken to off-site P.E. activities and individual guidance should be followed regarding valuables on school trips and residential courses. Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

PROCEDURES FOR DEALING WITH BREACHES OF DISCIPLINE

Minor breaches of Discipline or Conduct

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Move the child from the group to work on their own where possible with extra support
- Parental involvement
- Daily or weekly report

Major breaches of Discipline or Conduct

- A verbal warning by the Headteacher
- Possible withdrawal from the classroom for the rest of the day to another classroom
- A message or event log on Edukey informing the parents/carers of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then exclusion procedures are implemented after consultation with the Board of Directors
- Permanent exclusion after consultation with the Head Teacher
- Parents have the right of appeal to the Head Teacher against any decision to exclude

All incidents are recorded on an incident form. A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

If a child violently attacks another child or adult and does not respond to requests to calm down, then the child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

An incident form should be filled in and the situation discussed with the Headteacher.

The Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other outside agencies.

Individual Behaviour Management plans are put in place should the need arise. These plans often work in conjunction with an anti-bullying plan.

At all times staff encourage good behaviour through praise and rewards.

The 1996 Education Act forbids corporal punishment but allows reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline

Records should be kept of when force is used and parents must be informed, along with other interested parties.

The role of the Headteacher

It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.

- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.
- The Headteacher has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The Headteacher has the authority to implement the school behaviour and discipline policy. The Headteacher must take this into account when making decisions about matters of behaviour.

The Headteacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The Role of Parents

We work in partnership with parents. Staff liaise with parents about their children's behaviour. We work with parents to address recurring unacceptable behaviour, using records to help us to understand the cause and to decide jointly how to respond appropriately. Parents are involved at the earliest possible stage if problems persist or recur.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school partnership agreement and behaviour management place, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Staffing Methods

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the school.

We require all staff to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff members with the school's behaviour policy and its guidelines for behaviour.

Behaviour in the Classroom

Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour that does not enhance learning opportunities will not be tolerated and staff will apply appropriate sanctions. In such cases of unacceptable behaviour during lessons the Class/Form Teacher and the Headteacher should be informed.

If a teacher deems it necessary to remove a child from a lesson because of disruptive behaviour, the child will be removed from the classroom and sent to the meeting room. Children should not be left in corridors unsupervised.

Reward Policy

Throughout the school, good behaviour is promoted at all times. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes, incentivised targets.

The school has a very positive policy towards rewards and every child is encouraged to give of his/her best and to be helpful and courteous to others.

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children signatures
- Additional signatures are distributed to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Signatures for good effort, work, conduct, art, music, sport etc. are all recorded and totalled up at the end of each week.
- Staff are encouraged to send outstanding pieces of work to the Headteacher.
- Displaying good work around the School.

The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding child achievement out of school, for example, music or swimming certificates.

Children are given the opportunity to take on responsibility throughout the year including organising charity events and making a positive contribution to their local community through activities such as a litter pick. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in School Assemblies.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, We ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

- Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. At Unity, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour. Restrictions on the child's natural impulse to explore and develop his or her own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour take into account the age and stage of development of the child, are given at the time, are relevant to the action and are fair.

- Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child.
- If unacceptable behavior persists, he or she will be withdrawn from the group for a short period, and if necessary, taken to another room to calm down.
- Normal sanctions include verbal reprimands, loss of rewards, favoured activities etc.
- Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc) are dealt with firmly by the Headteacher. In rare cases, parents may be asked to withdraw their child if the child's behaviour is placing either the child or other children at risk.

Classroom Policy

For poor behaviour or non-compliance, the action will be:

1. Verbal warnings given by the teacher about expected standards of behaviour.
2. If the behaviour persists and is actually disrupting the lesson, the pupil should then be removed.
3. The head teacher, or another member of staff and parents to be informed and actively involved in resolution.

Break time Policy

- If a child is behaving unreasonably or in an antisocial manner, then the child should be warned once and advised of what is acceptable behaviour.
- Should behaviour persist, the child is to be sent to the Meeting room to be supervised by a member of staff. At this point the class teacher will be informed and may discuss the matter with parents at the end of the day depending on the seriousness of the action. The Headteacher will be informed of this action.

INCIDENT AND SANCTION BOOKS

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headteacher and an Incident report is written. The Headteacher should inform parents and appropriate action taken will be recorded in the Incident Book.

The school keeps a variety of records of incidents of misbehaviour. The class teacher logs minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the Incident Book that we keep in the school office.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the proprietors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Temporary and Permanent Exclusions

Ultimate sanctions at Unity are Temporary Exclusion and Permanent Exclusion. Neither sanction is used lightly.

If the Headteacher excludes a child, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Proprietor. The school informs the parents how to make any such appeal.

Responsibilities of the School

If the School commences an investigation which may lead to a fixed term temporary exclusion or to permanent exclusion the Headteacher must inform the parent without delay. This will ideally be done by telephone and the telephone call will be followed by a letter within one school day. The letter will include information about:

- The nature of the offence and the results of any investigation to date.
- That the sanction of a fixed term temporary exclusion or permanent exclusion may be imposed.
- The parents' right to state their case to the Headteacher, whom they should contact to do this, and the latest date that the parent may give a written statement to the discipline committee.
- The parents' right to see their child's school record under the Education (School Records) Regulations 1989). Under these regulations, the Headteacher must comply with such a request within 15 school days although in exclusion cases compliance should be prompt.

The decision to suspend for a fixed term or to exclude will be notified to the parent in writing with reasons. If the School determines that a child should be suspended for a fixed period, the Headteacher will provide the parent in writing with information as to:

- The period of the Temporary Exclusion
- The arrangements, such as setting work, to allow the child to continue their education during the Temporary Exclusion.

The correspondence must be easily intelligible and in plain English.

- We require all staff to use positive strategies for handling any unacceptable behaviour by helping children find solutions in ways that are appropriate for their ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We ensure that there are sufficient resources and activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We avoid creating situations in which children receive adult attention only in return for unacceptable behaviour.
- When children behave in unacceptable ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. We provide opportunities for children to learn how to interpret and cope with feelings, listening to them and offering the necessary support to enable them to verbalise their own frustrations, hurts and disappointments. We explain the effect of unacceptable behaviour, making it clear to the child that it is the behaviour that is unacceptable, and not the person.
- Corporal punishment is strictly forbidden and is a criminal offence.
- We do not shout or raise our voices in a threatening way to respond to children's unacceptable behaviour.

We do not use techniques intended to single out and humiliate individual children.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period Temporary Exclusion or to convert it into Permanent Exclusion, the Headteacher will write again to the parent with the reasons for this decision.

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Behaviour outside school

Pupil's behaviour outside school on school trips and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

Pupil's with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. There is a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensue this. Steps could include:

- Differentiation in the school's behaviour policy;
- Developing strategies to prevent the pupil's behaviour;
- Requesting external help with the pupil;
- Staff training.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be

justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

BEHAVIOUR MANAGEMENT

Guidelines:

In the main, **encouragement and support** should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired.

Care should be taken to affirm children who are “always good”. They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

Children should be encouraged to accept responsibility for their own behaviour. The consequences of any misbehaviour should be logically related. It is never an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school etc.

Unacceptable behaviour is:

- That which can damage/hurt (in *any* way) a person or their property
- That which is offensive or inconsiderate
- That which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. The Unity School Rules should be well known to all and reinforced consistently.

Treatment rules:

It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable.

Safety rules:

These cover the use of equipment, protection of property, and safe behaviour in certain classes or contexts. No ear-rings (other than studs for girls) may be worn and should be removed for P.E. /Games.

Learning rules:

This rule concerns the learning climate. It covers how a child should behave at his or her desk, the procedures for getting help from the teacher whilst working, what to do if finishing work before others and the bringing of appropriate equipment to class.

Environment rules:

- All children should be encouraged to show care and respect for the school environment and for the property of others.
- **We speak with the children about rules and conventions, and encourage them to take responsibility for their own actions and for one another. A summary of our rules is displayed in poster form in and reviewed each term in a whole school assembly.**
- The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is and is not acceptable behaviour, so that they can develop their own moral code.
- We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently.

PHYSICAL RESTRAINT

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, to prevent significant damage to property, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and recorded in the incident report and referenced in the child's personal file. The child's parents/carer are informed on the same day.

SEARCHING, SCREENING AND CONFISCATION

SEARCHING

- School staff can search a pupil for any item if the pupil agrees.
- The Principal 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 and associated paraphernalia
- 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 Principal 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.

SCREENING

Unity School 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.

Unity School has statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- 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. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

SEARCHING WITH CONSENT

School staff can search pupils with their consent.

Also note:

- Unity School is 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 for the pupil to agree.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, we can then refuse entry.

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 have been identified in the rules as an item, which may be searched for.

The Head teacher and any member of staff authorised by the Headteacher are able to search pupils.

Searches must be done by a member of staff preferably of the same sex as the pupil and witnessed by another member of staff. Where possible, they should also be the same sex as the pupil being searched.

- Any search can take place if a member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item. (The item must be seized following the search)

If it is possible to summon a member of staff the same sex as the pupil this should be done.

AUTHORISATION TO SEARCH

- The Head teacher has the power to authorize which staff members will carry out searches there is no requirement to provide this in writing.
- Staff can refuse to undertake a search should they wish to however this is not applicable to security guards.

- Staff can be authorized to search for particular items for example stolen items; this does not permit them to search for knives.
- It is up to the discretion of the head teacher to decide if staff members authorized to carry out searches require any training to ensure they can carry out their duties.

ESTABLISHING GROUNDS FOR A SEARCH

- Staff are only able to carry out searches without consent if they have reasonable grounds for suspecting a pupil may have a prohibited item in their possession. The staff member needs to decide on each occasion what constitutes as reasonable grounds of suspicion. *(They may hear other students talking about this or the student may be behaving in an suspicious/abnormal way)*
- Staff need to be aware that the students expectation of privacy increases with age.
- The powers allow staff to search for items regardless of whether the student is found with the item following the search. This also included instances when there is no illegal/stolen goods found.
- If CCTV footage is available this can be used to make decision as to whether to conduct a search for an item.

SEARCHES FOR BANNED ITEMS

- An item banned by the school can only be searched for under these powers if the item has previously been identified as an item, which can be searched for.
- Searches can be carried out on school premises or any location in which the member of staff has lawful control or charge of the student. (This includes school trips in England or training settings)

These only apply in England

DURING THE SEARCH

What the law says:

- The member of staff conducting the search may not require the student to remove any item of clothing other than outer clothing. (Outer clothing refers to clothing that is not worn next to the skin- hats, shoes and scarves etc.)
- A Student's possessions can only be searched in the presence of the pupil and another member of staff, except when there is serious risk that harm will be incurred by not carrying out the search immediately. In this instance it would not be practice to summon another member of staff.

- Please note that the power to search without consent enables a personal search, involving the removal of outer clothing and searching of the pockets. If a more intimate search is required, then a person with more extensive powers should be contacted.
- Under common law powers, schools are able to search a pupil belongings for any item providing the pupil agrees. Schools can make it a condition to have a locker or desk searched without the pupil present.

USE OF FORCE

- Members of staff are able to use reasonable force given the circumstances when conducting a search for items such as knives/weapons, alcohol, illegal drugs etc.
- Such force is not permitted when searching for banned items under the school rules.

AFTER THE SEARCH

What the law allows:

- The schools general power to discipline is set out in section 91 of the Education and Inspections act 2006. This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- Staff are at liberty to confiscate, retain and/or destroy any item found during a consented search as long as it's within reasonable circumstance. If an item found is classed as a weapon it must be handed to the police.
- Staff have a defence to any complaint or action brought against them as the law protects them from liability in any proceedings brought against them for any loss/damage to any item confiscated providing that they acted lawfully at the time.

ITEMS FOUND AS A RESULT OF A "WITHOUT CONSENT" SEARCH

What the law says:

- Any person carrying out a search can seize anything they have reasonable grounds suspecting that it's a prohibited item or is evidence in relation to an offence.
- If alcohol is found during a search they are able to retain or dispose of it but must not return it to the pupil. Staff are at liberty to dispose of the alcohol if they so wish to do so.
- If controlled drugs are found during a search these must be handed to the police immediately and only ever disposed of if there is viable reasoning to do so.
- Where other substances are found which are not believed to be controlled drugs these can be confiscated if staff believes them to be harmful. If staff suspect a

substance to be controlled they must follow the procedure outlined above.

- When stolen items are found they must be delivered to the police as soon as reasonably practical and only returned to the owner where there is good reason to do so.
- If tobacco or cigarette papers are found these must be confiscated and disposed of in the same manner as alcohol as stated above and must not be returned to the student.
- Where fireworks are found as a result of a search they may be retained or disposed of but must never be returned to the student.
- If staff find pornographic images they may dispose of the image unless it is possession constitutes a specified offence for example extreme or child pornography. If this happens it must be delivered to the police as soon as reasonably practical to do so. Images found on an electronic device can be deleted unless they are needed to be passed on to the police.
- When staff find items banned under the schools rules they should take into account all the relevant circumstances and use their professional judgment to decide if it should be returned, retained or disposed of.
- Any item found which is evidence to an offence should be handed to the police as soon as possible.

Statutory guidance for disposal of drugs/stolen items:

- It is up to the staff's discretion if there is viable reasoning not to deliver controlled substances or stolen items to the police. In this case the following guidance is issued by the secretary of state:

In determining what is good reasoning for not delivering controlled substances or stolen items to the police, staff should take into account all the relevant circumstances and use their professional judgment to decide if they are able to safely dispose of a seized item.

- If staff are unsure as to the legal state of a substance and have reason to believe it may be a controlled substance they must treat it as such.
- Staff must also use their judgment with stolen items, as low value items such as pencil cases are not desirable to involve the police, however iPods/laptops of high value and illegal items should be handed to the police.

STATUTORY GUIDANCE TO DEALING WITH ELECTRONIC DEVICES

- When staff find an electronic device, they may examine any data or files on the device if they believe there is sufficient reasoning to do so. They are able to erase any data/files, dispose of or return the item if there is viable reasoning to do so. (*Good*

reasoning could be that's its used to harm or to disrupt teaching and or break the school rules)

- Staff must also use their own judgment to decide if material found on a device should be passed to the police.
- Staff should also take into account of any additional guidance and procedure on the retention/disposal of items put into place by the school.

INFORMING PARENTS AND DEALING WITH COMPLAINTS

- Schools are not required to inform parents before a search is carried out nor is approval required to their child being searched.
- There is no legal requirement to record a search.
- Parents/Guardians should be informed where alcohol, illegal drugs or potentially harmful substances are found, however there is no legal requirement to do so.
- Any complaints made should be dealt with in accordance to the school's usual complaint procedure.

This policy is the responsibility of Israel Amponsah

Role – Head Teacher



Date Review Completed: 11th August 2020

Date of next Review: 11th August 2021