

# St Peter's Church of England Primary School, Budleigh Salterton



## Behaviour Management Policy

<b>Created:</b>	Spring 2015
<b>Review dates:</b>	Yearly - Spring Term

### Preamble

This policy is being reviewed to align with DfE guidance.

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

### What the law says:

The head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;

and which

- regulate the conduct of pupils.

When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must also take account of any guidance or notification provided by the governing body, including in relation to screening and searching pupils, the power to use reasonable force, the power to discipline beyond the school gate and pastoral care for school staff.

The head teacher must decide the standard of behaviour expected of pupils at the school. He must also determine the school rules and any disciplinary penalties for breaking the rules.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The standard of behaviour expected of all pupils must be included in the school's home-school agreement which parents must be asked to sign following their child's admission to a school.

### What our school says:

This policy is part of our continued drive to ensure the **very highest standards of behaviour** for our children.

Behaviour at the school is something we are proud of. We have very few incidents of poor, disruptive or unacceptable behaviour.

We have our Christian values and ethos which is central to our behaviour and value system at the school.

We consider ourselves to be an inclusive school, and our policies and practices aim to "go the extra mile" to support all pupils.

### 1. Current position

- We are continually **raising the expectations** regarding the behaviour of all children;
- We are proud about how we **support** children with additional needs;
- We want to get better at recognising and rewarding the vast majority of children that are **well behaved** all of the time;
- Violent, abusive and disruptive behaviour will **not be tolerated** at the school. It will either result in an 'internal' or 'external' exclusion;
- Some children with complex needs will need **alternative strategies** to deal effectively with their behaviour, and ongoing support. *This may mean they are not excluded, and this is at the Head's discretion;*
- We **track behaviour** issues very closely, with a behaviour which is discussed each week at the Senior Leadership Meeting. All children with a behaviour difficulty will be managed with a **Pastoral Support Programme**.

#### A consistent approach to behaviour management

We have a school-wide system for managing behaviour in a consistent manner. Posters with these expectations appear in every class and are clearly stated to pupils during assemblies and circle-time.

#### In class disruption

- If disruptive behaviour occurs during class time a warning is to be given through putting child's name on the board. If behaviour continues, the child is sent out side classroom for a 'time out'.
- If behaviour continues after 'time out' then the child is sent to work in another class for the rest of the session. (an 'internal exclusion'.)
- Some children may function better with a different system or strategy to deal with disruptive behaviour. This is fine; however, it must be clearly stated in their Plan, and warnings must still be given before this is implemented.
- **In all circumstances, Teachers/TAs must make it very clear to the child what the consequences to their actions will be if behaviour does not improve. This is done at the same time as giving a warning.**

#### Playground incidents

- Morning Play/ Late Afternoon Play- Playground incidents are to be dealt with by giving a verbal warning (including what will happen if behaviour does not improve) and then sending inside to sit on the side of the playground, stand with a teacher, or sit outside the staff room. The Class teacher must also be informed.
- If incident is more serious, then child may need to spend the next session working in another class (internal exclusion).
- Lunchtime Play- To be dealt with in the same way as morning play. (Length of time is at the discretion of person dealing with the incident).

#### Violent, aggressive, abusive or persistently disruptive behaviour

Incidents of the above will usually result in an internal or external exclusion. This will be at the discretion of the Headteacher, and will be informed by a Plan (if one exists for the child). The decision will be made with the underlying principle of trying to ensure this incident does not happen again and/or to ensure the safety of other pupils and adults.

#### General principles

Behaviour strategies should be focussed, clear and implemented as close to the incident as possible. Strategies that are long, drawn out processes that 'hang over' a child for days on end are demoralizing and ineffective. Children should understand the punishments they are given and what they are for. It is also important for children to understand than once an incident is dealt with, we can 'let it go' and 'put it behind us'

We want to strive to have a 'restorative approach' running alongside all of our behaviour strategies.

This means that we want children to 'talk things through' with each other and adults in order to solve disputes and repair damaged relationships. It also means that as Teachers/TAs we make every effort to be clear, consistent and fair when dealing with inappropriate or challenging behaviour.

*We want our restorative approach and clear behaviour strategies to go 'hand in hand', so that the school can maintain high standards of discipline whilst encouraging children to learn to solve problems in positive ways.*

Whilst we employ a progressive and structured approach to managing behaviour, it is everyone's responsibility to ensure this policy is applied correctly.

### **Pupil's Moral Code**

1. We have the right not to be bullied in any way, shape or form.  
We have the responsibility not to bully others and to report any bullying we see.
2. We have the right to feel safe in and around school.  
We have the responsibility to ensure the safety of all pupils by behaving in a reasonable manner in and around school.
3. We have the right to an education and to learn according to our ability.  
We have the responsibility not to ridicule others for the way in which they learn or to disturb the learning of others.
4. We have the right to be treated with respect by all people irrespective of age, gender, colour or status.  
We have the responsibility to respect all others within our community.
5. We have the right to express our own opinions and to be heard.  
We have the responsibility to allow others to express their opinions and to be heard.
6. We have the right to expect that our possessions will be secure in and around school.  
We have the responsibility not to steal or mistreat others' possessions and to report any theft or mistreatment we see.
7. We have the right to choose our friends.  
We have the responsibility not to force our friendship on others.
8. We have the right to play safely without interference.  
We have the responsibility not to disrupt or endanger the play of others.

### **2. Strong school leadership**

It is everyone's responsibility to ensure the highest standards of behaviour in the school.

In the first instance, it is the class teacher who has responsibility for managing the children in their class using the strategies and systems in this policy.

In serious instances the Head, Deputy or Key Stage Leader can be called to help deal with a situation.

The school has developed a Behaviour Log to keep track of behavioural issues. The Leadership team meeting weekly, where we discuss the children's needs. The function is to:

- To analyse and act on the records from the behaviour log or other sources;
- Recognise patterns of behaviour and deal with this as necessary (for instance, with exclusion, supported playtime, meeting with a parent, Pastoral Support Programme etc.) The SLT record their evaluations and next steps and report this to teaching staff through the minutes of the meeting. They will also publish an 'alert list' to staff to inform them of the strategies or issues affecting individual children.
- Support staff in managing and dealing with behaviour effectively (Wave 1);
- Deploy resources (wave 2 and 3) to ensure pupils are able to maintain the highest standards of behaviour;
- Ensure the well-being of staff are met;
- Collect evidence to apply for supplementary funding or statements to ensure the inclusion of as many pupils as possible, but not contrary with expectations in this policy.

### **3. Classroom management**

It is the responsibility of all staff to ensure the school policy of 'high expectations' is applied consistently across the school for all pupils (Plan or Pastoral Support Programme).

The Senior Leadership Team will monitor these standards through the school Self-Evaluation.

#### *Classroom Management*

##### **Teachers will:**

- Make classroom rules clear to pupils.
- Remind children of rules and procedures at the beginning of every term.
- Ensure all adults working in the room understand ways of working with pupils.
- Reward good behaviour, not accept poor behaviour.
- Be consistent, and mean what you say.

- Expect high standards of work and presentation in relation to pupils' abilities.
- Explain that the pupil is responsible for his/her actions.
- Not allow pupils to call out at random.

**To create and sustain a positive, supportive and secure environment teachers will:**

- Be well prepared for the lesson
- Keep everyone occupied and interested
- Extend and motivate pupils through creative and sometimes practical lessons
- Mark all work constructively
- Keep an attractive, clean and tidy room
- Maintain interesting wall displays

#### 4. Rewards and sanctions

**Staff should always praise more than criticise.** Praise individuals as well as the whole class. This could be:

- team points;
- praise in public: *demonstrate to all the children what is expected and how children are rewarded;*
- a written comment on a piece of work: *stickers or stars are helpful too;*
- a quiet word in private;
- a note or text message home;
- teacher speaks to parent with positive comments – this should be done as much as possible!
- mention in assembly;
- sending the pupil to the Headteacher for an award;
- a certificate;
- other in-class reward system;
- the school blog/web site to celebrate achievements, where children can receive positive comments and praise from a wider audience;
- star of the week.

#### Sanctions for Major Incidents:

A	B	C	D	E
Warning letter or phone call to home.	Parent's interview. Time out of class or play.	1 - 5 day exclusion. Parent's interview.	5+ fixed day exclusion. Parent's interview	Permanent exclusion

All incidents are unique and therefore it is difficult to lay down hard and fast rules. The following therefore, is a guide and not binding. **DECISIONS ABOUT EXCLUSIONS CAN ONLY BE MADE AT THE HEADTEACHER'S DISCRETION. THIS IS A LEGAL REQUIREMENT. THE DEPUTY HEAD ALSO HAS THE RIGHT IN THE ABSENCE OF THE HEADTEACHER.**

- |   |       |  |       |
|---|-------|--|-------|
| • Fighting  | A - C | • Theft and / or major damage                      | A - E |
| • Bullying  | B - D | • Possession of Weapons (plus police informed)     | A - E |
| • Intentional and unprovoked attacks  | A - D | • Abuse or assault against staff                   | A - E |
| • Racist Incidents  | A - E | • Intentional injuries to staff or pupils          | D - E |
| • Health and Safety incidents including the misuse and possession of drugs (plus police informed) | A - E | • Persistent disruption to the order of the school | A - E |

#### Classification of Behaviours That Require Sanctions

*Major Incidents – those that might lead to an internal or external exclusion*

- **Physically hurting others: exchange of punches, kicks or blows - more than play fighting or pushing.**
- **Being rude to an adult: using inappropriate language e.g. swearing, "shut up", "get lost".**
- **Swearing at another child**
- **Not following an instruction after being asked twice**
- **Deliberately walking away from a member of staff when being spoken to**
- **Verbal threats to an adult**
- **Destruction of property / equipment or vandalism**
- **Leaving school without permission: a pupil leaves school without permission and in defiance of adult authority.**
- **Throwing equipment violently**

- **Inappropriate touching of others**
- **Stealing**
- **Racism**
- **Bullying [Bullying is defined as 'STOP' – Several Times On Purpose]**
- **Use of drugs within school**

*The Head teacher, Deputy Head or Other Leader should be informed and will deal with many of these incidents, with parental involvement as required.*

## 5. Behaviour strategies and the teaching of good behaviour

**The guidelines (in section 1) should be followed by all members of staff.**

**Children at risk of exclusion, or with personal, social, emotional or behavioural issues are subject to a Behaviour Care Plan.**

**This Care Plan very clearly states the strategies needed for individual children.**

- We monitor and adapt our strategies and provision on a weekly basis, as a result of our Leadership Meetings and use of the Behaviour Log.
  - We start Behaviour Plans or Pastoral Support Programmes as a result of evaluating and analysing the Behaviour Log and speaking to staff, children and parents.
- High expectations are made explicit, taught and discussed during whole school assemblies and circle time.

### Bullying within school

#### ***Bullying at St Peter's Primary School is seen as a Major Incident***

Children have the right to expect a safe and enjoyable environment within school. Incidents of bullying will be dealt with in accordance with this policy (as noted above).

**Please see appendix 1 for our anti-bullying policy. This is taught termly, through assemblies, class work and by displaying posters around the school.**

### *Lunch Time: In the dining area children will be encouraged to:*

- Come into the hall sensibly, sit and line up sensibly.
- Use good manners
- Use knives and forks correctly
- Sit on chairs correctly
- Clear away after themselves, including putting chairs under tables safely

### Team Points

The aim of this is to further our positive Learning Culture and provide rewards and chances for all children to succeed.

- There will be four 'teams'.
- Children can earn points as illustrated in the guide below.
- It is up to each class how team points are recorded and when.
- Team points will be counted up and the running total given in assembly every Friday. It will be the job of the year 6's to go around and collect up the points from each class every Friday afternoon.
- Teams will also form the basis for sports day and house matches throughout the year.

### Team point guide

Team points should be awarded by all members of staff to encourage good behaviour, work and attitudes. The reward should be linked to the effort or behaviour demonstrated, not to achievement.

Here are some situations where giving team points would be appropriate. When a pupil is:

- doing their best (working hard, giving answers, helping others);
- being a good friend (kind and not hurting, playing co-operatively);
- being truthful and honest;
- being polite (manners and opening doors for adults);
- talking quietly in school;
- taking care of things inside and outside (being tidy);
- walking around the school;
- being hygienic (washing hands etc.).

You may also consider giving team points for each correct answer in a piece of work e.g. Spellings, Homework etc.

## 6. Staff development and support;

We hold a **yearly staff meeting** to review behaviour and review how to meet staff's specific training and development needs.

Our School Development Plan and therefore our CPD strategy takes into account behaviour support and its impact in the classroom. Senior Leaders **gather information on training needs** from their monitoring and evaluation.

St Peter's recognise that in dealing with instances of poor behaviour this can be demanding, demoralising and draining. The behaviour log has a specific function to check the **well-being of staff**. Staff have the opportunity to request support, help or coaching from any member of staff every time they make an entry on the log. This is reviewed every week in the behaviour support meetings.

The **School Leadership** have a specific function to mentor and coach staff. This includes teaching staff and those working one-to-one with pupils with specific needs. Where possible he will work alongside and support a member of staff, rather than doing the job for them. In this coaching capacity it is hoped to spread his knowledge, skill and experience further across the school.

The **SENCo** holds termly appraisal meetings with all one-to-one TAs to enable them to fulfil their roles as best as possible. This will include support on behaviour management and strategies.

## 7. Pupil support systems;

### Pupil voice

A group of children from each class meets termly with the Headteacher to gather views and opinions of how they are doing in school. This includes how safe they feel and if there are any disruptive or bad behaviour in their class. This information is used to inform a conversation with the class teacher with regards to monitoring and evaluating standards in their class.

### School Council

The school council meet every few weeks. They are able to inform the Headteacher of any issues with behaviour or attitudes. The Headteacher is then able to feed this back to pupils.

### Equal Opportunities

We aim to offer an education and working environment appropriate to each individual pupil's needs, regardless of their race, colour, ethnic or national origins, gender, disability or religious beliefs. Please see our Equal Opportunities Policy.

## 8. Liaison with parents and other agencies;

**St Peter's Primary School takes the earliest opportunity to speak with parents of children who are displaying problem behaviour.**

For **minor incidents** the class teacher or other member of staff will speak informally with parents.

For **serious incidents** a conversation with a senior leader will be needed.

For external **fixed-term exclusions** a re-integration meeting with a parent is a specific requirement.

Parents are invited to a meeting to discuss a **Behaviour Plan** and/or a **Pastoral Support Programme**.

**St Peter's maintains very strong links with outside agencies** and they are frequently invited into school to support staff, children or families. Examples of these agencies that we currently work with (through PSP meetings or CAFs etc) are:

- School Nurse;
- CAMHS worker;
- Social Workers;
- Inclusion/Exclusion officers;
- Behaviour Support Team from the County;
- Educational Psychologist

## 9. Managing pupil transition

We devote a staff meeting at the **end of each academic year** to ensure the smooth transition from one class to the next. This includes a discussion about behavioural needs and any existing Plans or PSPs.

The transition from **year 6 to secondary school** is very carefully managed, with a transition document produced by the local Secondary School every year. This includes the provision for SEN/Behaviour Support children and families to have extra transition sessions and meetings. Our SENCo and Year 6 teacher liaise very closely with all members of staff and families concerned.

The transition **from Nursery into our school** is managed by our Foundation Stage Unit who plan out transition days and visits in the term before a child starts into school. We also receive transition documents and speak closely with nurseries and parents about any child that might need behaviour support. Most children will transition from the school's nursery so this transition is relatively seamless.

Children **joining from other schools** are all treated the same, whereas the Headteacher or Senior Leaders, along with the admin staff, will seek to find out specific educational or behavioural needs that might need to be met. If there is a perceived behavioural need then a transition meeting and programme will be developed between the two schools and/or families.

## 10. Organisation and facilities

The Headteacher has ultimate responsibility for the standards of behaviour at the school.  
He is supported by the Senior Leadership Team.

## Appendix 1

### What is Bullying?

In our school a bully is someone who hurts someone more than once, by using behaviour which is meant to hurt, frighten or upset another person. We promise to always treat bullying seriously.

#### Bullying can be:

**Emotional:** Hurting people's feelings, leaving you out, hand signs, being put down or humiliated, having money and other possessions taken or messed about with, having rumours spread about you.

**Physical:** Punching, kicking, spitting, hitting, pushing, pulling, being threatened or intimidated.

**Verbal:** Being teased, name calling.

**Racist:** abusive behaviour towards members of another race or culture.

**Cyber:** saying unkind things by text, app, e-mail or the internet.

**Homophobic:** calling you gay or lesbian.

### When is it bullying?

**STOP =**

**Several**

**Times**

**On**

**Purpose**



### Who can I tell?

**A**sk the bully to stop

**C**ollect a friend or witness

**T**ake them and tell an adult



If you are being bullied:

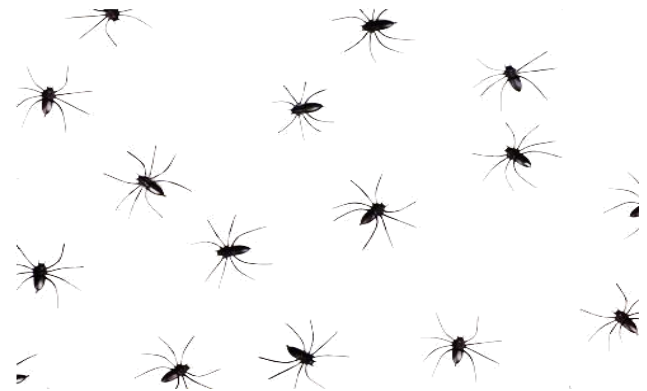
## Start Telling Other People!

### If you are bullied

- **A**sk the bully to stop. Use eye contact and tell them to go away.
- **C**ollect a friend or witness.
- **T**ake them and tell an adult.

### DON'T:-

- Do what they say.
- Get angry or look upset.
- Hit them.
- Think it's your fault.
- Hide it.



**When spiders unite they  
can tie down a lion.**

### What should I do if I see someone else is being bullied?

- **Don't** walk away and ignore the bullying.
- **Tell** an adult what you have seen.

- Tell the bully to **stop** if it is safe to do so.
- Don't stay silent **or** the bullying will keep happening

## Appendix 2 - Further information in the form of common questions and answers

### **What is the role of parents of children affected by violent, abusive or disruptive behaviour?**

*We will try our best to inform and involve parents when their child is involved in a behaviour management problem.*

We hope that you will **trust and respect** the school in carrying out our policies to the best of our ability. However, if you think your child has been adversely affected by violent, abusive or disruptive behaviour which the school is unaware of please inform us straight away.

Some parents, when discussing such issues with the school, have requested information or demanded action which it has not been possible for us to comply with, so we want to clarify why we can't always tell you in detail what we are doing to address your concerns.

Due to pupil confidentiality, we will not be able to make other parents aware of which children in school have a Personal Care Plan or Behaviour Support Programme. Nor would we divulge information on exclusions or other sensitive information.

Often, the successful management of behaviour and emotional issues in school depends on careful and sensitive support of complex relationships both within and outside school, and this needs to be done with confidentiality, respect and professionalism. Much as many parents would understandably like to know "what is being done" to resolve an issue, this is often simply not possible.

### **What is a Behaviour Care Plan or a Pastoral Support Programme?**

These are created by the Behaviour Support Team for children at risk of exclusion, outlining to all staff methods for handling the child in question. The aim is to effectively deal with the pupil in question, using consistent strategies and techniques by all staff. It will show strategies to use, strategies to avoid and very specific sanctions for challenging or inappropriate behaviour. These are also shared with parents/carers.

### **Why can't we just exclude every child who is violent, abusive or disruptive?**

The simple truth is that excluding a child from school is not always an effective strategy at improving a child's behaviour, or keeping other children safe. Often a parent will ask me "How will you stop this happening again?" It is obvious that exclusion is unlikely to achieve this. There are other strategies that are much more effective at reducing re-offending.

For the time that child is out of school others will be safe from disruption. But, as soon as they return to school the chances of them re-offending is often the same. Therefore, it is sometime better that we can keep a child in school and work towards developing the skills they need to be better behaved.

**This isn't always the case, so the Headteacher has to use his discretion to decide on the best course of action.** It is vitally important that children learn what is unacceptable/where the boundaries are, and exclusion is used to demonstrate this to children and parents.

The ultimate sanction is a permanent exclusion. **However, this is not easy to do.** We have to prove that we have tried a wide range of strategies with no or little effect, or the parent can appeal and they will be reinstated.

Therefore, just excluding a child from school for a day or week does not demonstrate we are trying a range of strategies. It can also actually be counter-productive if the child wants to spend some time at home. They will get in the habit of being 'naughty' to get sent home. If a child has problems stemming from home this strategy can actually worsen the situation.

### **What other strategies will be used?**

There will always be a sanction. We are trying to make the consequences of good and challenging/ inappropriate behaviour clear to the children, with firm boundaries and rules.

If we decide not to proceed with an external exclusion, we might exclude a child internally. They will work in another class, or on their own. This will often be for a longer period, and is an effective strategy in demonstrating a negative consequence to a child, whilst giving us time to work on improving their emotional/social/behavioural skills.

Other strategies include loss of privileges, loss of playtimes, or other restorative approaches.

### **What is a Restorative Justice Conference?**

We try to ensure this process is applied to situations where conflict or disruption has taken place.

It has a fancy name – but in reality it is very simple and effective. An adult chairs a conference between the necessary parties. The conference will be used to analyse what happened, and look at ways to 'right the wrong', with a clear way forward.

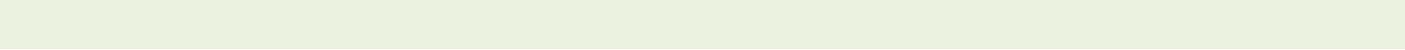
*Restorative processes bring those harmed by hurt or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.*

### **Why don't the 'good' children get rewarded?**

I hope they do! For those of you who have seen our foyer you will see that my favourite pastime is giving out rewards and praise. I have detailed in this letter ways we strive to get them recognised.

I am still determined to ensure that you hear more about the good behaviour than having to read a letter like this. There is still an apparent 'inequality' where children on behaviour support can receive rewards for their improvements by reaching targets. As you can appreciate this is important but can appear disproportionate to the 'good' children. Without these incentives managing their behaviour is more difficult.

Please feel very smug if your child is able to behave in a good manner with no need of encouragement or extrinsic reward!!!



## Appendix 3 – guidance from the DfE

### DISCIPLINE IN SCHOOLS – TEACHERS’ POWERS

#### Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

### PUNISHING POOR BEHAVIOUR

#### What the law allows:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
  - The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
  - The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
  - It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy.

### PUPILS’ CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS’ POWERS

#### What the law allows:

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable.”
- The school’s behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.
- Subject to the school’s behaviour policy, the teacher may discipline a pupil for:
  - any misbehaviour when the child is:
    - taking part in any school-organised or school-related activity or
    - travelling to or from school or
    - wearing school uniform or
    - in some other way identifiable as a pupil at the school.
  - or misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school or
    - poses a threat to another pupil or member of the public or
    - could adversely affect the reputation of the school.

### CONFISCATION OF INAPPROPRIATE ITEMS

#### What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** (as described in the bullets following paragraph 12 above) enables a member of staff to

confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation

does not describe what must be done with the confiscated item and the school behaviour policy may set this out

2) **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items')<sup>5</sup>. The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document

Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

More detailed advice on confiscation is provided in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

#### **POWER TO USE REASONABLE FORCE**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in 'Use of Reasonable Force – guidance for school leaders, staff and governing bodies'.