



Christleton Primary School
Be the best you can be

**Behaviour and Discipline
Policy**

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Signed Chair of Governors	<i>JL Eaton</i>		

Christleton Primary School

Behaviour and Discipline Policy

This policy is written after close consideration of the Department of Education publication 'Behaviour in schools: advice for headteachers and school staff 2022'

We are aware that we share responsibility with parents for the children in our care and make every effort to provide the care which any responsible parent would be expected to make. We seek to create an atmosphere of co-operation and mutual respect, regardless of age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, marital/civil partnership status or gender reassignment.

Therefore, children are encouraged to be aware of the needs of others from the early years where children agree rules of behaviour within their classroom. There are rules for general behaviour around the school. Children are made aware of these and of the sanctions that may occur if they are not followed. We have found that positive reinforcement and the reward of good behaviour is the key to good discipline.

If necessary, parents of children are contacted and discussions are held in order that the home and school can work together to enable the child's behaviour to improve. Misbehaviour is dealt with seriously and may include the withdrawal of privileges. We encourage independence and self-discipline with the aim that our children will be able to work together responsibly.

It is important that we recognise good behaviour and use it as a positive example to the children. It is vital therefore that we have a system in place which rewards desirable behaviour and excellent attitudes.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (202
- (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

Philosophy

This school believes that pupils have a right to be taught and the teachers the right to teach. We have very high expectations of our pupils in relation to their attitude, their work and their behaviour. We strive to create a culture in which there is visible consistency with visible kindness to allow exceptional behaviour to flourish. Good behaviour should be rewarded, and where behaviour is not appropriate, restorative practises are used to ensure an improvement. Our behaviour policy aims to ensure that all children are treated equally and fairly and is based on a calm, consistent insistence of high standards of behaviour from all at all times. It encourages pupils to behave in a responsible manner towards others, showing respect, consideration and kindness.

It is important that first attention is provided to good behaviour which should be recognised and rewarded. If pupils are praised when it is merited, then a positive climate is established in which pupils' self-esteem is nurtured.

Aims

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

Values

Our behaviour policy supports the values of the school

- Respect
- Excellence
- Friendship
- Determination
- Courage
- Equality
- Inspiration
- Honesty

Expectations

Ready

Responsible

Respectful and kind

The Governing Body is responsible for

The governing board has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- Follow the expectations of the school, both in school and on the playground.
- To treat others with respect.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- Tell the truth when incidents do occur so that they can be dealt with correctly.
- To have high standards for their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Teaching Staff responsibilities are:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential, praising and rewarding good work and appropriate behaviour.
- To create a safe and pleasant environment, physically and emotionally.

- To remind children of the school rules, rewards and sanctions regularly and to apply them clearly and consistently.
- Provide interesting and stimulating work, which is appropriate to each child's requirements.
- Recognise possible times where inappropriate behaviour may occur and seek avenues to avoid this.
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and to be aware of their needs.

The Parents/Carers responsibilities are:

- To support school in the implementation of this policy.
- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- To model to the children appropriate behaviour.
- To make children aware of appropriate behaviour in all situations.
- Adhere to the school's equal opportunities policies by treating each and every member of the school community with respect.
- Ensure their child attends school and arrives on time.
- On the first day of absence inform the school of the reason.
- Ensure that their child has the correct uniform and wears it to school.
- Be willing to help their child with their work in school and at home.
- Listen to their child read regularly.
- Take an interest in all that their child does in school and attend parents' evenings.
- Share information (education, welfare and behaviour) that will help my child at school.
- Support our programme of educational day visits and residential visits.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

What we do to encourage good behaviour

At Christleton primary school we acknowledge the importance of praise and recognition and seek to promote and reinforce our expectation of students at every opportunity. We recognise that children thrive on praise, the thrill of success and the glow of recognition. Praise should reward the deserving. It should raise aspirations, promote engagement, inspire and motivate those who may be struggling.

We must praise and reward whenever possible:

- Formally or informally
- Publically or discretely
- Regularly
- Consistently
- Sincerely

We work hard to ensure that children of all ability levels and in all year groups across the school can benefit from our recognition process and that there is consistent application of policy across year groups and by all members of the school team.

Recognition must be given sincerely and fairly as a means of acknowledging an effort, achievement or action that is **above and beyond** the norm.

Recognition in our school should link to:

- Children doing the 'right thing'
- Outstanding behaviour
- Excellent classwork
- Excellent homework
- Effort
- Attainment
- Care and kindness towards others
- Being a 'role model'
- Displaying resilience in difficult personal circumstances
- Sustained participation in extra-curricular activities
- Positive attitude / enthusiasm
- Personal growth / progress
- Making a positive contribution to the school, local, national and / or global community.

The Recognition System

We pride ourselves on providing a positive learning environment in which staff give verbal praise in class when pupils are doing well / doing things right. Rather than ignoring the quietly compliant pupils or class, we make the point of using verbal praise to highlight their efforts. A variety of methods of recognition exist at Christleton Primary School. These include:

- Praise boards in classrooms
- Postcard home
- Positive phone call home

- Public displays of high quality work
- Use of Twitter to celebrate
- Public acknowledgement which may include assemblies
- Headteachers awards.
- Uploading work or comments to Seesaw

House Teams / House Points

Each child in school is placed within a house team. The aim of house teams is to promote a notion of collective responsibility and working together as a team. House points are awarded to pupils for a variety of work related reasons; good work, consistent effort, achievement etc. House points are part of the whole reward system in school and as such will only be accredited, not forfeited. House points are measured through coloured stones which are placed into the appropriate jar when a house point is awarded. Each week the house points from each class are collated and the winning house is announced in assembly each Friday. This is then recorded on the school house team map situated in the school hall. Each child in the house that has the most points at the end of the half term will receive a reward.

Tidy Classroom Trophy

To develop pride in ones' surroundings the tidy classroom award is presented weekly to the class judged to have the most organised and tidy learning environment. Selected school councillors choose the class during the week and present the trophy as part of Friday assembly.

Headteacher and Deputy Head Awards

The headteacher and deputy head promotes positive behaviour and rewards achievement across school. Class teachers are encouraged to send children to the headteacher or deputy head if they are exhibiting outstanding behaviour or have produced exceptional pieces of work. These children will be rewarded with a headteachers or deputy head teacher award sticker. Each sticker equates to three house points for the individual's house team.

What we do if children misbehave?

The school implements a range of strategies to support pupils to modify their behaviour. These will be proportionate and fair responses that may vary according to the age of the pupil, and any other circumstances that may affect the pupil. Account must be taken of the pupils age and any special educational needs or disability they may have, and any religious requirements affecting them.

The school believes in dealing with misbehaviour privately so that status is not achieved via negative behaviour. A clear, consistent approach is used by all adults when dealing with misbehaviour.

Quiet word – (at the child's level, friendly, supportive, reinforcing the expectation)

I've noticed that you're not (ready, responsible, respectful and kind)

I need you to...

Thank you.

Reminder

I'm just giving you a reminder to be

I need you to ...

I know that you can do this because ...

You are better than this.

Thank you.

Warning – don't argue, no aggression

This is the third time we have spoken; I've noticed you're still not ready to learn.

We will need to speak about this at ... for ... minutes

I need you to make the right choice, I know you can.

Thank you.

Time out

Because we have now spoken four times and our ready, responsible, respectful and kind rules have not been followed we will catch up at break time and talk some more.

You will need some time out....

Restorative Conversations and Repair

The school will seek to support the pupil by helping them to reflect on their behaviour through a restorative conversation based on a series of no more than five questions selected from:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make you feel?
- Who has been effective?
- What should we do to put things right?
- How can we do things differently in the future?

Unacceptable Behaviour

Below is a sample of the types of negative behaviour that the school addresses through appropriate sanctioning action. These are investigated and recorded as appropriate.

Unsatisfactory Behaviour

- Ignoring instructions
- Off task and / or non-work orientated talk
- Lack of co-operation and poor work attitude
- Interrupting or interfering, shouting out or rudeness.
- Wandering around class
- Ignoring health and safety, security or clothing rules.
- Lateness including extended play and breaks.

Misconduct

- Absenteeism without permission.
- Harassment or discriminatory behaviour towards other children or staff
- Dangerous or rowdy physical play
- Neglect causing damage to or loss of other children's, staff or school property
- Serious neglect of health and safety, security or clothing rules.
- Unsatisfactory attitude to staff
- Insubordination
- Repeatedly behaving in a manner which stops others learning
- Repeated patterns of inappropriate behaviour, e.g. defiance, tantrums, being disruptive
- Wilful or excessive wastage of material including misuse of electronic facilities (computers and ipads)
- Lateness

Serious Misconduct / Misbehaviours

Where a child's behaviour falls into or potentially falls into one of the following, the headteacher, Mr Mitchell, must be informed to ensure more serious follow-up actions are followed e.g. Fixed period exclusions.

Examples are:

- Theft / Stealing.
- Physical destruction of property.
- Bullying though deliberate hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves.
- Indirect (exclusion, spreading rumours)
- Swearing or being abusive to members of staff or other children.
- Leaving the class or the school environment without permission
- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

These are examples not an exhaustive list.

If an incident is of a high severity or in exceptional circumstances the Governors delegate responsibility to the Head teacher. In this case, the headteacher will decide on further action to take and it may be necessary to bypass any one of the strategies listed above. Where appropriate parents will be informed via a letter or phone call. This may request an appointment to discuss the incident and it may be a request for parental involvement and/or exclusion from school.

If a child's behaviour continues as a concern, it may be appropriate to follow the Graduated Response for SEN, including the involvement of outside agencies for additional support. This will always be with parental consent.

If this fails, then the school could consider temporary or fixed-term exclusion in line with Local Authority policies and procedures.

As a school, we expect that parents will do everything they can to help their child relate cooperatively to adults and other children and accept some responsibility for their child's behaviour in school. Firm but affectionate guidance which parents provide in the home is most likely to produce the attitudes on which good behaviour in school may be based. Therefore, we can aim to maintain discipline by working together as a team with parents and children in order that inappropriate behaviour may be challenged. If a child's behaviour causes concern, parents will be informed and their cooperation sought.

Reasonable adjustments

Reasonable adjustments to the expectations may be made for some pupils e.g. those pupils whose SEND may affect their behaviours. In these cases, it is likely that individual behaviour plans will be written to support these children in adhering to the expectations placed upon them.

Recording and Monitoring Behaviour

Each class teacher or member of the support staff records any instances of behaviour which have caused concern on CPOMS. CPOMS notifications are sent to senior leaders who view each instance. CPOMS is also monitored regularly by the SLT to identify any patterns, trends or frequently occurring individuals.

Class teachers formally monitor behaviour at least once each term and the data is collated to form an evidence base so a clear judgement can be made by the SLT about behaviour across school.

Robust and rigorous monitoring processes by the SLT monitor behaviour across school. CPOMS, Observations via learning walks, book monitoring, pupil interviews, surveys and lesson observations are all used to evaluate behaviour.

School systems provide clear expectations and guidance regarding behaviour for key events in the school day i.e. arriving and departing assembly, lining up at the end of break etc.

Behaviour Report Cards / Individual Behaviour Plans

Children who persistently struggle to meet behaviour expectations may be placed on a behaviour plan or provided with a report card. Once in operation the report cards will be completed by the teacher at the end of each session. At the end of the day conversations will take place with the child's parents so that a clear dialogue around behaviour is created.

Bullying

- The school will not tolerate any unkind behaviour towards an individual over a period of time and will act immediately if any suggestion of this is noted or brought to the attention of the staff.
- Please refer to the school's [Anti-Bullying Policy](#).

Sexual/Racial Harassment

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

All staff aim to be consistent with the implementation of the School's Behaviour & Discipline Policy and the emphasis is always on highlighting good behaviour as the example.

See also:

- [Equalities objectives](#),
- [Equal Opportunities Policy](#),
- [Anti-bullying Policy](#),
- [SEN Policy](#),
- [SEN Information Report](#)

Physical Intervention / Positive Handling / Reasonable Force

In line with the school's Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

The school's position on Positive Handling / Reasonable Force is outlined within the [Positive Handling Policy](#).

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount

Staff employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Wherever possible, teachers avoid standing with their backs to the children and ensure that they have full view of the room at all times.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines

remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Beyond the School Gates.

Whilst this Behaviour and Discipline Policy refers mainly to the behaviour of pupils on school premises, the school reserve the right to apply the same principles beyond the school gate. Our policy covers any inappropriate behaviour when pupils are:

- Taking part in any school organised or school related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some way identifiable as a pupil of Christleton Primary School;
- Posing a threat to another pupil or a member of the public;
- Adversely affecting the reputation of the school.

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Searching, Screening and Confiscation

As stated in Searching, Screening and Confiscation (DfE 2014) the headteacher and any 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.

(* School staff can search a pupil for any item if the pupil agrees – the ability to give consent may be influenced by the child’s age or other factors however)

Searching with consent

School staff can search pupils with their consent for any item.

Schools are not required to have written consent from a pupil for a search.

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 member of staff can apply an appropriate sanction as set out in the policy above.

Searching without consent

The headteacher or authorised members of staff can carry out searches without consent. The headteacher considers when designating a member of staff if any training is required to carry out their responsibilities.

Searches without consent may take place if there are reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item (Prohibited items outlined above). These searches can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful charge of the pupil.

Whenever possible the search will be carried out by someone who is the same sex as the pupil being searched and should be witnessed by another staff member (ideally also of the same sex as the pupil). The above may not be applied if there is the belief that there is a serious risk 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.

During the Search

The person conducting the search may not require the pupil to remove any clothing other than the outer clothing. ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment being worn as underwear.

‘Possessions’ means any goods over which the pupil has or appears to have control, this includes trays, lockers and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The power of search does not enable an intimate search; this would need to be carried out by someone with more extensive powers e.g. a police officer.

Informing Parents

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 keep a record of a search.

Schools Obligations - The European Convention on Human Rights.

Article 8 states that pupils have a right to respect for their private life.

In the context of Searching, Screening and Confiscation, that means pupils have a right to expect a reasonable level of personal privacy. This right is not absolute, it can be interfered with but any interference should be justified and proportionate.

Screening

Christleton Primary School has a duty to manage the safety of staff, pupils and visitors. With this duty and the statutory power to make rules on pupil's behaviour the school is enabled to impose as requirement that pupils undergo screening should it be necessary.

Confiscation

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