

Behaviour Policy

Status: Approved

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Governor Leadership: Personal Dev', Behaviour and Welfare Committee

Executive Leadership: Executive Headteacher

Key Manager/s: Heads of Key Stage/Base

Full Consultation/signing group: All contact staff **Wider consultation:** students, parents via the website, other staff.

What the students need to know:

- At Samuel Laycock we expect the highest standards of behaviour showing our values of RESPECT: Resilience, Effort, Safety, Politeness, Equality, Courage, Truth.
- We are completely committed to keeping you safe and able to focus on learning to the best of your ability
- If you make a mistake or find it difficult to keep our highest standards of behaviour we will teach you to do so for the sake of:
 - your fellow students who have the right to a safe, supportive school in which to learn
 - staff at school who have the right to a safe, supportive workplace so that they can teach students to achieve
 - most of all to teach you effective ways of behaving with other people so that you can have a successful life

We will reject poor behaviour but we will do our utmost to continue to support you.

What every member of staff needs to know:

- We need to model the highest standards of interpersonal interactions- showing students and others what our values of RESPECT look like.
- We will take a professional, 'solution orientated', approach to supporting students who exhibit challenging behaviour. We condemn 'poor behaviour' never the person- 'consequences' will be given in 'sorrow not in anger'.
- It is our responsibility to be in control and consistent in managing behaviour; not personal. We understand that it is consistency not severity that will improve behaviour.

What every adult needs to know:

The solution to challenging behaviour is based on positive relationships and strategies to teach a better way.

Samuel Laycock will ensure the highest standards of social interactions through a solution orientated approach.

Behaviour Policy –2019

Samuel Laycock School believes

- All students must be able to attend, learn and thrive at school without the fear of any harm or intimidation.
- All students must be treated with “**unconditional positive regard**” at all times, in all circumstances (Staff Code of Conduct).
- All students must be treated **fairly** at all times (Staff Code of Conduct).
- That staff must model the high standards of behaviour we expect of our students – including in relation to conflict resolution and the correction of student behaviour.
- Any challenges should be met with a ‘**solution orientated**’ approach (Staff Code of Conduct).
- That it is a central part of our mission to teach students the British Values of respecting others, tolerance of diversity and respecting the rules of appropriate organisations and institutions.
- That it is a central part of our mission to teach students to interactive effectively with other people in order to maximise their life chances.
- That children need boundaries consistently and fairly applied, with care and in their interests, to develop trust in appropriate adults.
- Children, by definition are not fully responsible for their ‘behaviour difficulties’ and are not ‘to blame’ for it. Blame undermines the key strategies necessary to improve behaviour. Not only are our pupils under 18yrs, and the vast majority under 16yrs, they have moderate learning difficulties; making their cognition equivalent, in some ways, to primary aged pupils. It is up to the adults supporting them to change the circumstances around the child to teach them the best way to conduct themselves.
- A student exhibiting challenging behaviour will require additional school resources in the short to medium term. These resources are fully justified as it is the interests of everyone in school- as well as the student experiencing difficulties- that the situation is improved as rapidly as possible.
- That challenging behaviour caused by SEMH cannot be ‘stopped’ but we can reduce its frequency and intensity to minimal levels by reacting appropriately over time.
- That the fundamental way to address challenging behaviour is through the quality of relationships in school. Students are far less likely to show challenging behaviour with staff who they believe accept and respect them and ‘care enough about them to have high expectations for them’.

- All students must learn about the consequences of their actions and decisions- on their own life chances and on others- and be taught to undertake restoration after 'behaviour mistakes' and then be accepted and welcomed back to the main processes and relationships in school.
- ✓ That "challenging behaviour" is a learning need. Where students experience behaviour difficulties they must be taught more effective ways of interacting with other people and managing their own emotional and habitual responses.

Underlying Causes

- There is no 'excuse' for challenging behaviour and it the school's mission to provide a safe haven away from poor choices however caused by outside circumstances and to have the highest expectations for every student. However, where students experience persistent difficulties in their behaviour, there is a cause that will need to be addressed in order to ensure improvement in the situation (including teaching students to cope with circumstances that cannot be resolved by school).

Challenging behaviour is defined as: "Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.' Source: Emerson, E (1995).

The possible causes may (but not exclusively) include one or a combination of the following:

- low self-esteem, (including through a cycle of personally-felt rejection due to existing behaviour difficulties / living-up to poor expectations)
- unmet Special Educational Needs- (lack of success, inadequate differentiation, Specific Learning Difficulties....)
- dysfunctional reinforcement schedules- including as a consequence of poor, inconsistently applied boundaries or responding in ways that reward attempts to gain attention/power & control. Other examples; intermittent reinforcement, wanting fixed term exclusions
- social and/or communication difficulties (including as a consequence of Autistic Spectrum Condition (ASC))
- social relationship difficulties including bullying and/or peer pressure (including developing attractions exacerbated by hormonal changes due to adolescence)
- sensory processing difficulties (including as a consequence of ASC)
- home based difficulties (including bereavement, family illness, family breakup, tensions due to poverty, domestic violence, housing difficulties, possible child protection issues)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Substance misuse
- Health issues- chronic illness, tiredness, malnutrition
- Disability issues- (including fatigue due to Cerebral Palsy, the effects of epilepsy and the psychological impact of disability in current society)
- Exposure to inappropriate media including images of violence (especially in the absence of 'social intuition' for some pupils with ASC)

- Attachment Disorder (resulting in an inability to trust relationships with others and their boundaries and thereby continually test limits),
- Anger management difficulties
- other mental health conditions such as depression, bipolar, anxiety....

In sum the four underlying areas we can address are often:

1. Ensure we are meeting learning/communication needs- eg differentiation, ASC friendly strategies
2. Develop strong, positive relationships with students- including and especially those with behavioural difficulties- reject the behaviour, accept the person
3. Ensure we have effective, consistent, impersonal boundaries/ rewards/ consequences
4. Implement strategies to address underlying difficulties or the ability to cope with them

Therefore, Samuel Laycock will:

- Teach all our students the highest standards of interpersonal behaviour and social standards reflecting the British values of respect and tolerance.
- Teach all our students strategies for:
 - personal safety (including personal risk assessment of the consequences of their decisions)
 - personal wellbeing & emotional self-regulation
 - conflict resolution
 - learning resilience – including:
 - the reasons for learning- including raising aspirations.
 - that it is OK to make mistakes if we learn from them.
 - that it is OK to have different abilities to other students.
 - social resilience and appropriate self-advocacy- including:
 - that it is necessary to say no to people suggesting poor social decisions or dangerous behaviour.
 - the social skills to develop appropriate personal relationships.
 - the need to cooperate with people, organisations and their boundaries- including those in appropriate authority.
 - appropriate ways to express their views, feelings and self advocate for their needs.

- empathy
 - that poor social decisions must be 'paid for' with consequences and that then the matter is finished- that this is not personal but applies fairly to all.
- Achieve the optimum conditions for learning in school based on:
 - mutual respect,
 - providing motivating, differentiated, challenging and achievable learning outcomes because optimum learning not only keeps students positively busy- excluding negative behaviours- but also builds self-esteem.
 - provision that meets their Special Educational Needs (including Social Emotional and Mental Health (SEMH) needs),
 - positive relationships, high social standards and expectations.
 - Always separate disapproval of the behaviour from our unconditional positive regard for the student (state corrections and consequences 'in sorrow not in anger'). ***This will build the student's trust in staff that will be the foundation of improving their behaviour.***
 - Teach, and address the underlying needs of, our students who are experiencing specific and persistent difficulties in managing their behaviour to improve the effectiveness of their behaviour in relation to their own life chances and relationships and their impact on others.
 - PIP & RIP: Public humiliation is completely counterproductive to building the positive relationships necessary to reduce challenging behaviour. It is therefore essential that all staff observe the principles of Praise in Public, Reprimand in Private (PIP&RIP).
 - Think ahead! Staff must anticipate difficulties based on prior information and plan to avoid, minimise or manage the risks involved. Where there is a foreseeable risk that students may have difficulties managing their behaviour staff must plan ahead.
 - Develop Promoting Positive Behaviour Plans and Risk Assessments- shared and agreed with parents- for all students with a foreseeable risk of behaviour that could be a danger to themselves, others, significant property or significantly disrupt the learning of themselves or others. This plan will detail:
 - The target for the result of interventions
 - Measures taken to address the identified underlying cause of the behaviour

- The necessary positive environment and processes needed to promote positive behaviour
 - The identification and planned response to each stage of a behaviour crisis
 - The risks involved in a behaviour crisis and the measures necessary to make those risks tolerable including, where necessary, physical intervention.
 - Review date
- All incidents of significant challenging behaviour will be reported using the school's online Behaviour Incident Form.

Expectations- because we care that our students achieve social standards!

The school as a whole operates with the following expectation of RESPECT:

The Samuel Laycock School way:

Resilience: it is OK to make mistakes but we must learn from them

Effort: you get out what you put in

Safety: think ahead- what will happen as a consequence? Is there a better option?

Politeness: speak to others as you would have them speak to you

Equality: you are just as important as everyone else and they are just as important as you

Courage: do the right thing even if it is difficult

Truth: speak the truth even if it is difficult

"Tis goodness not greatness that makes the true human" Samuel Laycock.

The Samuel Laycock way should be regularly referred to by all staff with students and any significant lapse in meeting these standards will be discussed with students.

Routines & independence

Staff aim to support our students by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our students. Routines also support behaviour for learning. Routines also promote students to become more independent as they are more capable of completing necessary tasks. Independence not only keeps students positively busy- excluding negative behaviours- but also builds self-esteem.

The language of choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

Professional Language:

- ✓ We will speak of a "behaviour crisis", "upset", "distressed", "challenging", or a "behaviour mistake", "boundary mistake", "boundary testing" (we will not use the term "kicking off" as this is unprofessional and unhelpful)
- ✓ We will speak of students having "emotional needs", "boundary needs", "communication needs", "anxiety needs", "social needs" (we will not label students in any pejorative way- including "bad", "problem", "trouble", "naughty")

Rewards

Rewards should be incremental so that there is always "something to work for". Rewards must not be removed for other "behaviour mistakes". Because we are teaching the student that the behaviour is separate from them as a person, students can have their reward for a positive behaviour in parallel with having a consequence for a negative behaviour at another time of the day.

- Descriptive praise (not just “well done” but “well done for.....”)
- Symbolic rewards – stickers, pencils etc
- Communication with parents and carers to inform them of good behaviour or achievement – including through class Dojos
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities
- Dojo points for success in meeting Individual Education Plan (IEP) targets including “working with others” and “improving own learning”
- Personal target rewards: These are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.
- Students with ASC may need reward activities throughout the day in order to motivate them to complete their best targeted learning work.

Consequences

All consequences will be communicated to the student **in sorrow not in anger** and as a consequence of their behaviour and not personal to the student. Wherever possible students must be aware of the consequences in advance of them making a decision!

All psychological research stresses that rewards- usually principally in the form of positive human relationships- are far stronger in affecting behaviour than consequences or sanctions. However, consequences- in particular natural consequences- can play a supporting role in teaching students about the effects of their actions- on their own life opportunities and on other people.

If necessary; for physical safety or to provide cover in the class, additional pastoral support will be requested. It is important that the class TA completes any process and builds their relationship of trust, high expectations with the student.

For severe behaviour- eg: physical, swearing at staff, students will be instructed to leave the room to ‘talk about this’ immediately according to their behaviour plan and without referring to ‘cards’.

Reparation/restoration process

Reparation/restoration: Students must be taught about the consequences of their actions and a key way of achieving this is teaching the student to “make it right” after a major “behaviour mistake”. This can either be in terms of repairing physical damage or the emotional damage on others. Students should be taught to

feel better when they have “made it right”. Remember that being ‘in the wrong’ is one of the worst feelings to face. This process will need to take place in two parts:

1. **Initial Restoration** for all incidents: After the student has made their initial recovery from their crisis they will complete a process of “initial restoration”. The main purpose of this is for the student to be able to show that they are now cooperative.
 - a. For any physical challenge, or sustained verbal abuse, this will take the form of the school’s “Health and Safety Checklist”. The student will be informed of any consequences appropriate for their behaviour before a final check for calmness, a paperwork reminder of expectations and piece of classwork or revision.
 - b. For lower level behaviour the student may show they are calm and cooperative, after time to calm down and being informed of the consequences appropriate for the behaviour, by completing a piece of class work or revision.

NB: Apologies/restoration will not usually be suggested at this point- but may be accepted if the student is sincere in their wish to do so. However, depending upon student need (eg repeated events) it may be appropriate to delay acceptance of these apologies at this point to reinforce the seriousness of their behaviour.

2. **Full Incident Review & Proper Restoration** for significant crises: When the student is completely emotionally recovered and able to properly face their mistake they must review their error and plan for better response the next time that they feel that way. They must then make full reparation for their error. This may be many hours- or days- later. Due consideration will be given to whether this will weigh on the student’s mind, for better or worse, if not resolved- especially before a weekend or extended break. Students should be allowed to apologise at an appropriate moment and, for staff, for the apology to be accepted on a professional basis (this is not a matter of staff choice or feeling but is in the interests of improving the student’s behaviour). Where students refuse to apologise they should not be forced to do so but must find another way to ‘make it right’ or ‘re-establish trust’ with any person they have behaved inappropriately to.

Consequences (adjusted for individuals through their Promoting Positive Behaviour Plan)

Consequences can only work if they are delivered in such a way as to a) support and develop trustful relationships- “I care enough about you to have high standards for you”, b) be effective in supporting the strategies developed for the pupil- for example a fixed term exclusion resulting in a day playing Xbox will not be a deterrent and c) not be so severe for the pupil to reject it and fail to process them as a fair and consistent consequence related to their behaviour.

Depersonalised and consistent: Consequences must be depersonalised and fully consistent. They must be, and seen to be, a consequence of the student's behaviour and not personal to the student themselves. They must be seen as rejecting the behaviour – not the student as a person!!! Consequences should, as far as possible, be a natural result of the poor decision the student has made. Examples of consequences:

- catch up on the work missed in the student's own time
- increased supervision at breaks until trust can be re-established
- time away from other students until trust can be re-established
- a restoration meeting a member of staff to whom inappropriate behaviour has been directed
- limiting opportunities where behaviour has questioned the safety of proceeding

Incremental: The introduction of consequences must, as far as possible, be incremental so that the student always has "still something to lose". If a student loses all of something, they then do not have something to work for and, also, do not experience the rewards of behaving appropriately and therefore 'do not understand what they are missing'. In the case of an "all or nothing" consequence- eg not being safe enough to go on an educational visit- a non-punitive positive alternative must be offered which can be incrementally shortened in the event of the student making ongoing poor behaviour choices. Eg: "after reparation work in lesson one we can join another class...."

Delayed start rather than early finish: If a reward is shortened as a consequence this should be in the form of a delayed start as, again, it leaves "something to work for".

Certainty not severity: 'Huff and puff' level consequences: Consequences are only really effective in changing a student's behaviour if the student can learn from them. They can only learn from them if they accept them and don't emotionally reject the consequence. Therefore, the most effective consequences are those that the student can cope with with a 'huff and puff' but are repetitive and 'boring' in their certainty. Behaviour was never changed with a big one-off consequence. It is attrition over time that changes behaviour.

NB: Some students with Autism- who are following a schedule will not benefit from consequences and this will be specified in their Behaviour Plan. They will also need the rewards timetabled on their schedule regardless of any challenging behaviour in the interim. They are learning that "a deal is a deal" and that they can trust the schedule completely.

Other students with severe attachment issues may not benefit from some consequences as they may reinforce their 'self-fulfilling prophecy' of failure and rejection.

Some students need greater personalisation of consequences which will be detailed on a behaviour contract.

Physical Intervention (Staff Code of Conduct)

On occasion a small proportion of our students may become so upset or otherwise aggressive that staff have to intervene physically to ensure their safety, that of others or significant damage to property or significant disruption to the education of other students. In order for this intervention to be legal it needs to be “reasonable, proportionate and necessary”. **The only techniques approved by school are those approved and taught by Team Teach.** No other technique may be used other than can be justified by imminent danger of significant harm greater than the risk of an unproven technique and the absence of a suitable Team Teach technique. Only staff authorised by the Executive Headteacher who have a current Intermediate Team Teach certificate are authorised to intervene physically. Where this is a ‘foreseeable risk’ the student must have a Behaviour Plan and Risk Assessment agreed with parents and appropriately trained and authorised staff must be planned to be available at all foreseeable trigger points. The plan will prioritise prevention and de-escalation. However, on the basis of clear evidence, the behaviour plan may specify early physical intervention to prevent intolerable risk from developing. Staff must follow each level of the Behaviour Plan. **Whenever possible a member of the student’s usual pastoral team will be present throughout the intervention to support the student and build relationships through the subsequent restorative process.**

Addressing underlying causes:

The Promoting Positive Behaviour Plan will specify approaches to resolving underlying difficulties such as;

- planning opportunities for the student to experience success
- develop trustful relationships with key people; staff or peers (especially staff to whom the student has directed inappropriate behaviour)
- counselling
- social story about the consequences of specific behaviours on others or the student themselves- eg learning about emotions, learning about prison/life choices
- additional ‘personal, health or sex and relationship’ education- eg “Real Love Rocks”

Parent Partnership

Supporting students to achieve the highest social standards can only be achieved by optimising our school’s partnership with parents. By prioritising meeting the needs of the student experiencing behaviour difficulties to learn more effective ways of interacting with other people and organisations we will expect the full cooperation of parents- including modelling positive behaviour and constructive approaches to

conflict resolution- as we seek to work with parents to best prepare students to maximise their learning in school and success in wider life and for the next stage of their education.

Fixed Term Exclusions

It is vital that the school acknowledges that Fixed Term Exclusions run the risk of:

- a) Reinforcing the behaviour if:
 - the student does not currently enjoy attending school and would like to get out of school
 - parents are unable to enforce prescribed homework and standards
 - the student is allowed reinforcers during the exclusion (eg games machines, allowed into the community...)
 - the student is allowed into the community to further develop detrimental relationships with non-school-attending and non-working persons/gangs including increased risk of abuse, substance misuse, Child Sexual Exploitation (CSE), Extremism or other crime.
 - is exposed to further negative experiences at home (eg family members experiencing mental health/substance abuse/domestic violence)
- b) being perceived by the student as a rejection of them as a person rather than a rejection of the behaviour, thereby increasing a student's alienation from the school system.

However, Fixed Term Exclusions may be used as part of a programme of teaching a student a better way of behaving. If the purpose is for the student to learn, they can only be used once the student completely believes that it is not them, as a person, who is being rejected, but the behaviour that they have exhibited. Therefore, we will use fixed term exclusions when:

- 1) The student likes school and can learn from the experience of being excluded for up to 5 days.
- 2) The student is extremely confrontational and distressed in school and is not learning from the behavioural management procedures that we are following and school needs time to reassess and develop an alternative approach to be agreed with parents: ie: it is not in the student's interests to continue attending on the current basis or ethical to sustain their attendance through physical interventions.
- 3) The student poses an intolerable risk of serious injury or the abuse of other students that cannot be contained by the current resources within school- including the ability of staff working with the student to withstand further attack and school needs time to reassess and develop an alternative approach to be agreed with parents.

Permanent Exclusions

Clearly the last resort, a decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This will only be the case where it becomes apparent that the school is no longer able to meet the student's immediate needs including health and safety and the education of others. In a case where there is not a reasonable expectation of meeting the student's needs- particularly improving their behaviour- it becomes unethical to put the student through physical interventions and the school will therefore not be willing to undertake this. It may therefore become unsafe for them to attend school and this would require permanent exclusion if the situation can not be resolved. Equally, where a parent will not authorise a behaviour improvement plan which may include physical interventions necessary to keep the student and others safe and meet their needs, it may not be safe for them to attend school and this would require permanent exclusion if the situation can not be resolved.

Unacceptable Staff Approaches

The following are prohibited and may be subject to disciplinary processes as they are unethical and fundamentally undermine the improvement of challenging behaviour through destroying staff/student trustful relationships.

Shouting to intimidate or other intimidation (intending to, or effectively, causing fear or anxiety).

Labelling or demonstration of expectation of poor behavioural standards (eg "not you again").

Non-team teach physical intervention – without imminent danger exception.

Emotional hi-jacking of students.

Public shaming or consequences that humiliate.

Planned/foreseeable seclusion of students (physical or intimidatory enforcement of time alone in a room).

Denial of basic needs: warmth/food/drink/toilet (although a short delay may be appropriate whilst learning consequences are completed- a student must never be allowed to be thirsty or in undue discomfort due to delay in access to toilet- better to resume the consequence after a toilet break).

Monitoring & Evidence Streams

In addition to general staff communication Behaviour and Social Standards will be monitored through:

- Management observation of behavioural incidents
- Management review- and scoring- of incident forms- data analysis
- Management review of Promoting Positive Behaviour Plans
- Key Stage/Base learning walks,
- Student voice survey.

- Parental survey.
- Exclusion records.

Analysis and Evaluation

Evidence will be analysed to assess the extent that this policy is being implemented and achieving success in supporting students to achieve the high social standards of respect.

Data will be analysed according to cohort in order to inform a judgement to ensure equal opportunities. The cohorts will include:

- Gender
- Ethnicity
- SEND
- Pupil Premium
- Looked after children

Management & responsibilities: taking action to maintain standards and improve provision

Initial management of behaviour and social standards lies with the Teacher in partnership with the class's Teaching Assistants. Where the outcomes of this management is not sufficiently successful further support will be sought through the Head of Key Stage or Head of Base. Where further support is required the case will be referred to the school's Pastoral Leader. The pastoral leader will have authority to deploy additional staff to address the needs of students. The pastoral leader will review the evidence sourced through the monitoring streams. The pastoral leader will be line managed by the Executive Headteacher. Each higher level of management will ensure that all lower tiers of management are kept fully informed to aid the passing on back down the tiers as progress is made.

Summary of stages:

1. Teacher in partnership with class TAs
2. Head of Key Stage/Base

3. Pastoral Leader

4. Executive Headteacher

When a pupil is admitted to school with challenging behaviour the ultimate responsibility will be passed in the opposite directions- from 4 to 1.

All incidents of the use of advanced Team Teach will be reported to Team Teach and the Local Area Designated Officer for Safeguarding (LADO).

Any injury to a student as a result of staff intervention will be reported to the LADO.

Any injury (or severe 'near miss') due to an issue of possible negligence of 'duty of care' will be reported to the LADO.

Strategic Leadership, Self-Evaluation & Policy Review

The strategic direction of this area will be led through the Executive Headteacher in partnership with the Governors' Personal Development and Wellbeing Committee. This committee will review the Self Evaluation Form (SEF) in this area on a termly basis in the light of evidence of impact- including reviewing an anonymised record of any physical interventions that have been necessary. The committee will review this policy at least every 2 years.

Appendix

Managing dangerous or disruptive items

Items banned from school premises.

The items listed below are taken from lists formulated from other policies produced by several other schools. It is not by any means a definitive list and is not limited only by those items that do appear here.

- Smoking and drugs equipment
- Cigarettes, matches, lighters
- Electronic cigarettes (e-cigs)
- Alcohol

- Solvents
- Any form of illegal drugs
- Any other drugs except medicines covered by the prescribed medicines procedure. (These should be handed over to class staff for safe storage).
- Weapons and other dangerous implements or substances
- Liquid correction fluid
- Chewing gum
- Caffeinated Energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

Searching

Under [Part 2, Section 2 of the Education Act 2011](#), teachers are authorised by the Headteacher to search for any prohibited item without the consent of the student if they have reasonable grounds for suspecting that the student is in possession of a prohibited item.

Student searches will be conducted by a same sex member of staff with another same sex staff member as a witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.

Staff members may use common law to search students with their consent.

Staff members may ask any student to turn out their pockets.

Staff members may search any student's backpack or locker.

Staff members may use such force as is reasonable given the circumstances when conducting a search for prohibited items. If staff have concerns based on disclosed information (eg: from other children) the child in question can be refused entry into school unless they submit to a search – the use of physical intervention should be as a result of the student's actions and not as a means to allow a search to take place - staff may also request the police community officer to conduct a search where students decline staff requests.

Student possession searches will be conducted in the presence of the student, and a witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and

where it is not practicable to summon another member of staff. Any staff member may refuse to conduct a search.

Confiscation

A staff member carrying out the search can confiscate anything they have reasonable grounds for suspecting is a prohibited item. This includes potentially harmful materials which cannot immediately be identified.

If necessary, the police will be called for the removal of the item/items.

Any items confiscated that may be returned to the student will be made available either by being given back to the student at the end of the day, by parental/carer pick up or any other such manner deemed fit dependent on the item(s) confiscated.