



“Learn, sparkle & shine...”

St. Peter’s C.E. Primary School – Farnworth

Behaviour & Discipline

Policy

Agreed Jan 1993 – S. Percival & W. Ivanoski
Reviewed and revised 1997 – W. Ivanoski
Re-written in September 2000 – S. Charlton
Reviewed and revised 2004 – E. Ford
Reviewed and revised 2007 – L. Williams & S. Charlton
Reviewed and revised 2010 – School Governors
Reviewed and Revised 2012 – J Birkin
Reviewed and revised 2014 – J Cox
Reviewed and revised 2016 – L Williams
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Reviewed and revised September 2018 – L Williams
Reviewed and revised March 2019 - L Williams & J Scott

Linked documentation:

*Anti Bullying Policy
Policy on Physical Restraint
Safeguarding Policy*

This policy is shared with parents and pupils in the form of a guidance leaflet for parents and pupils – ‘Good Behaviour and Good Manners at St. Peter’s School.’

***This was initially distributed to all pupils on roll as at September 2007.
New pupils will be given the leaflet as part of the induction process.
This policy and the leaflet is also available on the website.***

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Appendices:

1. Our agreed code of conduct for all adults at St.Peter's.
2. Support for teachers.
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What is our vision?

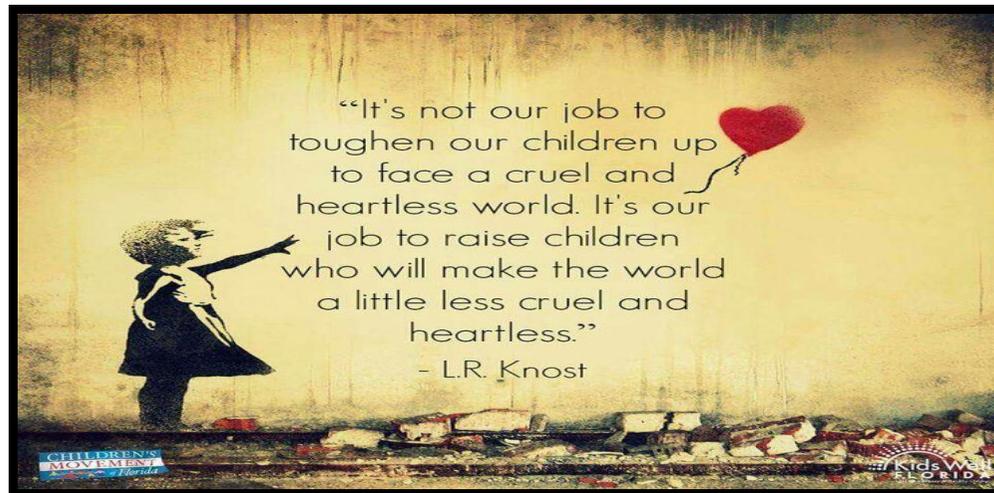
As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.

Our vision is to develop our children to enable them to create the future they aspire for themselves.

Our children will contribute to and prosper in society.

Our school purpose is to signal a route to a life that many don't think possible! Our overall aim is to maximise social mobility!



How will our vision be achieved?

We believe our vision will be achieved if we provide our children with an environment in which they can

“Learn, Sparkle & Shine...”

We **aim** to effect the environment to which the children are exposed; to maximise pupils' opportunity to **“Learn, Sparkle & Shine..”**

Our aim Our children will....	Our beliefs and values. Why?	Our strategy What will we do?	Our strategy What will you see?
Learn	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) <ul style="list-style-type: none"> • Promote the incremental learning theory – growth mindset approach • Reward effort and attribute success to hard work and determination 	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken. Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Sparkle	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible challenge- The aim of visible challenge is to support our growth

<p>Shine</p>	<p>We believe that by using Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)</p>	<p>Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by Christian and British Values. (Shine)</p>	<p>mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone.</p> <p>Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.</p>
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“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”



What does good behaviour in school look like?

Expectations in the classroom

- Always listen to the teacher when you are asked to do so.
- Work sensibly with your classmates. Do not distract the learning of others.
- Keep busy. There is always something to do and learn.
- If you are asked a question or asked to give an opinion put up your hand and wait until it is your turn. Do not shout out.
- Put every thing away in the correct place. Make sure the classroom is clean and tidy particularly at the end of the school day.
- Be keen.... Stay green!

Expectations in the Playground

- Follow the instructions of the adults outside
- Tell an adult if worried, frightened or sad
- Allow others to get on with their own games
- Keep hands and feet to ourselves
- Ask for permission before going back inside the building
- Play together and look after each other
- Stop and stand still when the bell rings or the teacher on duty tells us to stop
- Walk sensibly and quietly to the classroom

How do we promote good behaviour in school?

We use Positive Behaviour Management

Children are taught to recognise how their behaviour and the consequences (good or bad) are connected. We promote the fact that children are ultimately on a journey to becoming self reliant and must accept responsibility for the choices they make and actions they take.

In summary we work;

- to **teach** responsible behaviour, recognising children are on a learning journey with regard to appropriate behaviour, and need to be guided, supported and encouraged to make the right behaviour choices.

- knowing teachers have the right to teach in a classroom free from disruptive behaviour and children have the right to learn.
- to establish clear rules and routines which clarify the limits of acceptable and unacceptable behaviour in the classroom, and what the appropriate consequence will be; using the 'traffic lights' system to help children understand the link between behaviour and outcome.
- using an ethos of positive encouragement to motivate the children and promote good behaviour.

We create an environment which encourages positive attitudes to learning and good behaviour in school.

- we create a feeling of belonging & security through the development of caring and friendly relationships.
- we encourage each child to achieve a personal best in their work in school and in extra-curricula activities.
- we value the achievements of every child through a system of recognising, praising and encouraging the child's achievements.
- we show an understanding of children's behaviour and recognise the reasons why children may exhibit inappropriate behaviour patterns.
- we have a clear understanding of the mission statement & school aims which ensure the child grows to know the role of the school as a learning environment.
- we provide a lively and enriched curriculum which is relevant to the needs of the child and which motivates the child to want to learn more about the world in which he/she lives.
- we create classrooms which are a community in themselves where every child is encouraged to play their part.
- we provide opportunities for the child to work both independently and collaboratively.
- we are consistent in our expectations, standards and behaviour for children throughout the school, whilst recognising their individual needs.
- we act as a role model in every sense of the word - attitudes, standards, behaviour, relationships, communication etc.
- we implement the assertive discipline procedures as discussed within each individual class.
- we design/ negotiate individual behaviour plans for children where appropriate.



We work to understand the child.

At St. Peter's we are committed to the personal welfare of each and every child. We take every opportunity to value the children and their achievements - no matter how small these may appear. The raising of the children's self-esteem and self-image is crucial to their development within school.

We know that inappropriate behaviour can often stem from personal problems. There are many reasons why children fail to behave within the boundaries laid down. Some of the reasons are beyond our control in school but there are others which, if we are able to understand and keep in mind, will affect the way we respond to children and support them in these situations.



Learning is a high priority

Classroom strategies to encourage children's motivation to learn are many & varied. Our curriculum is exciting and is planned in such a way that it provides for the needs of the individual child. Work is differentiated in line with the child's ability, as we know children can become frustrated if the work is too difficult. Alternatively if the work set is too easy and provides little challenge then children may become bored and uninterested. In either case the children's level of motivation and involvement in the task will be minimal and the possibilities of disruption to the other children in the class will be increased.

We aim to foster in each class a feeling of self worth so that the children respond positively to other children's success & achievement in all aspects of learning.



We work as a school team

We have a growing number of support staff in school who work closely with both the teachers and the children. All staff are seen to be consistent, and all adults who work with children should follow the same rules – (traffic lights system). Whereas discipline remains the responsibility of the class teacher, it is important that a good working relationship and therefore consistency in approach is maintained in the classroom.



We stay calm and do not take their behaviour personally

The children's reactions and responses to a given situation will vary from one day to the next as will the teacher's response to the same situation. It is important that as far as is humanly possible we are consistent in our reactions to problem situations and that we remain in control of our own actions. We may show our disappointment to a child or group of children by speaking sternly or using our voices but we must not to lose our own temper in a difficult or stressful situation.



We work closely with parents to share the problem

Close co-operation with parents and other agencies is always maintained. We like to keep them informed and at times ask them for their support. We try to reassure the parents that we are working with them (& not apportioning blame.)



We give lots of rewards and encouragement

The emphasis is on the positive approach of encouragement and praise rather than the negative one of criticism and punishment. A feeling of success and achievement is crucial to the child's self-image - the opportunity to praise a child is never missed!

Praise is given in many ways.

- a quiet word or encouraging smile
- a loud congratulations and a round of applause
- a written comment on pupil's work, either in general terms or in a more detailed way, picking out specific points or ideas.
- a visit to another member of staff for a commendation
- a public word of praise in front of a group, a class or the whole school.
- merits, which the children gather and keep on a card in school until completed. A new card is then issued.
- acknowledgement to parents in the child's Home Contact book.
- participation in gaining a class reward or treat for cumulative good behaviour.
- Praise Postcards posted home to the child & parents
- A Super Learner Certificate Awarded in assembly.
- A written comment in the smile file, text sent home to parents to share the good news and a mention in the weekly newsletter.
- assertive discipline rewards as agreed by the whole class e.g. dojo points
- Movement to the silver or gold trophies on the traffic light system



Early recognition & intervention is our key to success

We aim to settle the children quickly and smoothly at the beginning of school life or the move to a new Keystage or class. Children's behaviour is continually monitored through the assertive discipline policy in the classroom. Every step is taken to prevent any behaviour difficulties from arising. Should they arise then we seek the advice of other professionals, maybe our colleagues in school, or members of the Behaviour Support Service, as early as possible to find a quick resolution to the problem.

Early recognition of the difficulties followed by a range of intervention strategies are essential if we are to resolve the situation as soon as possible.



The classroom as a learning environment

A well-organised classroom where the children understand and work to clear routines and expectations is essential part of good behaviour management.

All children know;

- what is expected at the start/end of each lesson
- where to put finished work
- what to do when a piece of work is finished.
- how to get help when required
- where to find equipment they need.

Support teachers/ adults who work around school and teach in a number of classrooms make themselves familiar with the behaviour strategies for each class, as well as any individual behaviour plans which may be put in place.

Caution: There are potential hazards within the school day - times when there is a greater risk of inappropriate behaviour. As adults, we must recognise these potential situations and take every step possible to minimise the chance of incidents occurring. Children are supervised more closely at these times and must follow accepted routines as laid down by the class teacher or in the school policies e.g.. dinnertime, playtime, valuables in school etc. The management and organisation of the classroom can affect the way children behave in it and furthermore can affect the way children behave as they move around school.

What is inappropriate behaviour and how will it be dealt with?

The importance of offering pupils encouragement and reward, as and when appropriate, cannot be over-estimated. At the same time, it should be recognised that the pupils need and benefit from very clear guidelines of acceptable behaviour. It follows that there is a need for certain sanctions as a result of inappropriate behaviour. At St. Peter's we call this the traffic light system. (Please note however that the traffic light system is also used to recognise and acknowledge behaviour that is exceptional (above and beyond) with children being able to move to both silver and gold trophies throughout the day.

GREEN

- **Children start each day on green and stay there if they show good behaviour.** Children may move to silver or gold if they demonstrate behaviour above and beyond the norm.
- **Children can have 3 verbal reminders and still stay on green (although they will move up the thinking bubbles as recognition that they need to be showing due regard to their conduct and be thinking about their behaviour.**

AMBER

- **If children need another reminder, (4 in total) they go to Amber.**

RED

- **If children need another reminder, they go to Red.**
- **Children can move directly to Red for a non-negotiable behaviour.**
- **All incidents at this level are recorded in the file kept in the Head Teachers Office**
- **Parents are sent a Red Alert text message home at the end of the day.**
- **5 entries in to the record over the course of a term will result in a warning letter being sent to parents, indicating that the sanction for persistent incidents may be enforced (see below).**
- **10 entries will trigger the sanction for persistent incidents.**

(Following a major incident or persistent red incidents)

- **Children can move directly to an internal exclusion at the discretion of the Head teacher and in line with this behaviour policy.**
- **Fixed Term and Permanent Exclusions are to be initiated by the Head only. All incidents at this level are recorded in SIMS**

All of the behaviours listed below are unacceptable, but we recognise that some behaviours are of greater concern than others. We therefore graduate our response accordingly using the following guidance. The aim is always to reduce the occurrence of inappropriate behaviour through the use of negative

consequences, **whilst always promoting and encouraging good behaviour through the use of positive consequences (as previously discussed)**

<u>Level</u>	<u>Behaviour</u>	<u>Response/Consequence</u>
<p>1.Low Level General class management</p>	<p>Being noisy, teasing, pushing in, interrupting the teacher, telling tales, squabbling, time wasting.</p>	<ul style="list-style-type: none"> • the “look” to discourage! • Immediate checking of misbehaviour and reminder of the rule the child has broken. • Thinking time given on the traffic light system with a warning that they are about to move to next level if behaviour does not improve.
<p>2. Persistent low level.</p> <p>Medium level</p> <p>Requires a consequence because of its intensity or frequency.</p> <p>Class level, but starting to alert senior staff and parents.</p>	<p>All the above behaviours, but demonstrated more frequently and consistently. Persistent teasing, rudeness, graffiti on books or tables, deliberately spoiling others’ games, name calling, lying, hindering others from working.</p>	<p>This is likely to mean that the child has had the required number of warnings to reach red on the traffic light system and has therefore been sent for recording in the school recording system</p> <p>In addition to above;</p> <ul style="list-style-type: none"> • Repair or repayment of some kind. <ul style="list-style-type: none"> - picking up litter for those who drop it. - comforting / caring for the child who has been injured - cleaning up where damage has been caused. • Loss of free time.... a playtime, a free-choice time etc. • Loss of privilege e.g.. membership of team/club/special classroom activities etc. for a brief time.
<p>3.Severe level</p> <p>Requires formal involvement of senior staff and parents</p>	<p>All of the above but with increased frequency and consistency.</p> <p>Graffiti/vandalism, racial abuse, kicking, hitting, fighting, deliberately damaging school equipment, leaving the classroom without permission, refusal to engage in learning or lessons.</p> <p>Personal offensive comments aimed at staff.</p>	<p>This is likely to mean that the child has reached 5 entries in the school recording system across the course of a term.</p> <p>In addition to above;</p> <ul style="list-style-type: none"> • Parental consultation including use of Home Contact book or formal meeting to discuss course of action. • Use of head teacher behaviour chart to record and monitor behaviour, daily (see protocol below) • Withdrawal from the class - supervision by another member of staff. Suitable work for the child is provided by the child's own class teacher. • Behaviour targets for IBP – involvement of SENco. • Regular meetings with parents <p>If no improvement and the child proceeds to 10 recoded entries</p> <ul style="list-style-type: none"> • Completion of ‘early help’ form to record all information about the child • Referral to outside agencies (Early help

		assessment) for support e.g., Ed psych, CAMHS, School nurse. BSS <ul style="list-style-type: none"> • Fixed term exclusion • EHA sent to the PRU for admittance if possible.
4.Extreme Requires urgent involvement of Head teacher or Deputy Head and parents.	Refusal to follow instructions and being extremely uncooperative with staff. Violence towards staff or pupils which does not cease upon immediate request. Leaving the school premises.	In addition to the above; <ul style="list-style-type: none"> • Immediate referral to HT • May need to use physical restraint (see separate policy) • Contact parents/carers with urgency • Possible fixed term exclusion – if their behaviour is contradicting the school's policy on maintaining pupil safety at all times and is a serious breach of school's code of conduct. • Referral to outside agencies (EHA) for urgent support e.g., Ed psych, CAMHS • Severe cases could result in a permanent exclusion.

Specific procedures for consistent disruptive behaviour.

Where the child continues to exhibit inappropriate behaviour over a period of time which is disruptive to the learning environment, then the following procedure is followed. We do not see this as a quick fix, but a process which needs the commitment of all involved.

- The teacher should obtain as much information about the child as possible from other colleagues, school record cards, reports to parents, chronologies etc.
- The class teacher to complete an early help form regarding the child's behaviour and call a multi agency child action meeting
- The class teacher should keep a dated record of the incidents, including positive strategies and methods used to modify and or control behaviour. Where appropriate, this should be logged within the school chronology system.
- The parents should be informed to ask for their support & encouragement.
- A colleague may also be involved - another class teacher or Teaching assistant
- Advice will be sought from other professional agencies - Educational Psychologist, who may in turn advise referral to the Behaviour Support Service, E.S.W, School nurse, Doctor, CAMHS etc.

Behaviour charts

Some children in school require additional support and intervention for their behavior and the first step in this process is to assess the child using the Boxall

Profile and often to introduce a behavior chart. The decision to place a child on a behavior chart should be discussed with the SENCO or Headteacher so that agreed strategies and targets can be implemented. These charts are monitored daily for many children, however a copy of all children's charts are analysed weekly by the SENCO.

For some children this is very personalised however for the majority of children they follow the plan below;

Our behaviour chart agreement (shared with parents and children)

Behaviour charts

- Behaviour charts to be completed after each lesson.
- Some of you will be asked to show your chart to Mrs Williams (HT), Mrs Scott (DH) or Mrs Williams (DH), before break, before lunch and at 2.55 each day.
- If there is a sad face before break or before lunch then you will stay in on that occasion.
- Children are aiming for a minimum of 7/8 smiles on the chart in order to earn reward time at 3.00pm each day.
- The reward for reward time will ultimately be decided on by the teacher in charge.
- Charts should be sent home on a Friday and verbally shared daily with parents

Use of the traffic lights- children will have individual traffic lights

- Per session- Green or 1 thinking time= Smiley Face
- 2nd thinking time= Straight Face
- Amber= Sad Face
- Red= Sad Face and Sad Pad

Traffic lights will need to reset at break, lunch then at the end of the day.

Using Exclusion

This behaviour and discipline policy sets out the range of strategies that are in place to address issues of behaviour management in school. By following this policy it is expected that the risk of fixed term or permanent exclusion will be minimized. However as stated above, the decision to exclude a pupil from the school site may be taken in the following circumstances;

- a. in response to serious breaches of the school's behaviour policy; or
- b. in response to persistent disruptive behaviour and lesser sanctions are deemed inappropriate; or
- c. if allowing the pupil to remain in school would seriously harm the education or welfare of others in the school.

When making decisions on exclusions and administering the exclusion procedure the head teacher will pay due regard to the document;

Statutory Guidance and Regulations on Exclusion 2012

New arrangements for school exclusion come into force in September 2012. These will apply to any pupil excluded on or after 1 September 2012 from a maintained school, academy school / Free School, alternative provision academy / Free School or pupil referral unit in England.

The principal legislation to which this guidance relates is:

The Education Act 2002, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The Education and Inspections Act 2006

The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Graduated response

For children presenting with high levels of behaviour, a graduated response will be drafted. This outlines the behaviours that the child may present and the most appropriate strategies to use when attempting to de-escalate. It outlines rewards and sanctions that are personalised to the child. The process helps to provide consistency in how the child is supported.

Using the Early Help Assessment Process

The Early Help Assessment Form is completed for the individual child in cases where there is no improvement in behaviour following school based intervention strategies and the advice of a specialist external agency is sought. Information required to complete the Early Help Form may be collected through a Child In Need/child action meeting, where all relevant information is presented and shared with parents and other professionals or specialist services. The Head Teacher, Deputy head teacher, outreach / learning support worker or the SENCo completes the Early help Form in consultation with all other professionals. The school follows Bolton LA guidelines regarding the sharing of information contained in the Early help form. A copy of all EHA's are sent to the central LA register in accordance with LA guidance

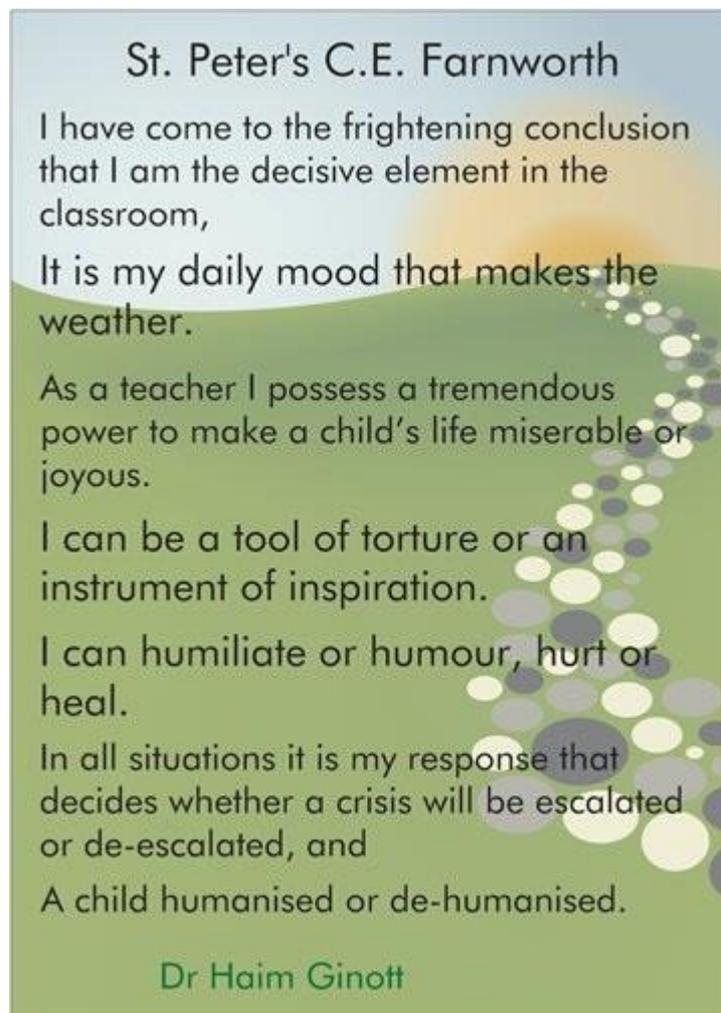
Safeguarding

Detailed guidance on how St. Peter's Primary School ensures its pupils stay safe can be found in the following policies and documents:

Safer Recruitment, Health & Safety, Anti-bullying, Equality, Confidentiality, drug education, Food, E-safety, Sex and Relationships, Whistleblowing, Staff Code of Conduct, Asbestos, Intimate Care, Risk Assessments, Emergency / Critical Incidents Plan, Fire Procedures, Accident Reporting, Visitors in School, Attendance, Educational Visits.

Our agreed code of conduct for all adults at St.Peter's.

- Build relationships with the children - show them you like them.
- Apply sanctions quickly and calmly to avoid escalation.
- Keep calm take a deep breath before you say anything.
- Be careful before you react to stories and tales told by other children. If possible react only when you or another adult has seen what has happened.
- Avoid punishment of whole groups.
- Avoid consequences which are humiliating to the child. Be careful not to be sarcastic.
- Remember to punish the behaviour not the child.
- Use your voice assertively & firmly but do not shout



Support for teachers

Consider your own response to these questions;

1. What strategies do you use in your own classroom to reward and encourage good behaviour and positive attitudes to school/ to other people?
2. How much use have you made of the Super Learner system?
3. How do you build personal relationships with the children?
4. How do you show them you like them? How do you make them feel important within class/school? What responsibilities do you give them to raise their self-esteem?
5. How have you established your classroom rules? How well-understood are they?
6. What sanctions can they expect from you? How well are they understood?
7. Are you consistent in applying these sanctions?
8. How do you record children's inappropriate behaviour?
9. How do you distinguish between the children who are the instigators and those children who retaliate?
10. Have you taken steps to minimise the trouble caused at "danger times" ? i.e. at the start and end of a lesson.... on the stairs etc.
11. Do you have a single command to which all children give you their attention?
12. Do you have a clearly understood routine at the start and end of lessons?
13. Are you able to keep your children calm, controlled and involved throughout the day?
14. At what stage do you inform parents?
15. At what point do you pass the child onto someone else i.e. head teacher, SEN co-ordinator, colleagues?
16. What effect does the poor behaviour of children in other classes have on the behaviour of your own class?

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:
 1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher
 2. 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
 3. 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 headteacher 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 school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.
- 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 inappropriate behaviour 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.
- 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 under the heading *Discipline in Schools – Teachers’ Powers* on page 3) and at the end of this sentence, 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 prohibited items⁶ including:
 - knives and weapons
 - alcohol,
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in *Screening, searching and confiscation – advice for headteachers, staff and governing bodies*.
- 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.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or

weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

- Separate advice is available in *Use of reasonable force – advice for headteachers, staff and governing bodies*.

Allegations

St Peter's School is committed to the pastoral care and well being of its staff. In the event of an allegation, we will personalise pastoral care and support, in conjunction with Bolton Safeguarding Team, ensuring that the needs of all parties are addressed.

If an allegation is made which is subsequently proven to be false appropriate actions will be taken against the perpetrator on a case by case basis.