



# Braeside School

## Behaviour Policy

### Main School and EYFS

We believe that the key to high standards of behaviour comes from:

- the quality of the relationships between pupils and staff, which are based on mutual respect;
- the clear expectations we set within and outside the classroom and which we reinforce continuously;
- providing stimulating lessons matched to the needs and learning styles of our individual pupils and generally living out our School aims and values.

We are mindful of the fact that some pupils may have behavioural issues arising from special educational needs or disabilities. All pupils are treated equally in accordance with the Equalities Act 2010. The school will make reasonable adjustments to avoid putting any pupils with special educational needs or disabilities (SEND) at a substantial disadvantage

Where behavioural issues give rise to concern that a pupil is, or may be likely to, suffer significant harm these will be considered in the light of the Safeguarding Policies. Each member of staff is expected to ensure the consistent application of this policy throughout the School and to follow the correct procedures by adhering to the guidance provided.

#### **Aims**

At Braeside School the pupils, teachers, support staff, volunteers and the Principal aim to create a safe and well-ordered learning environment in which we:

- Recognise and develop our capabilities, talents and gifts to the full
- Are confident, caring and responsible members of our School Family
- Take pride in our own and others' achievements through our affirmative culture
- Aim to be independent learners with a passion for learning
- Recognise that behaviour can be changed and share a genuine desire to improve
- Understand that learning and social development are lifelong experiences

#### **Behaviour Code**

This School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school community in terms of relationships between students, between students and teachers or other school staff or between students and visitors or other persons within the school premises or outside.

The School identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour. The school also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

The School communicates regularly the standards of acceptable and unacceptable behaviour to students, parents and carers through its ethos and culture, newsletters, individual letters, assemblies and PSHE lessons.

The School communicates the standards of acceptable and unacceptable behaviour to staff through the staff training programmes.

At Braeside School the pupils, teachers, support staff, volunteers and the Principal work together and to make our School a safe, pleasant and dynamic place. We will:

Pupils should:

- Take seriously their responsibility as members of a community which values each individual
- Value all the learning opportunities provided in school
- Take responsibility for their actions
- Treat people as they would like to be treated by others
- Share concerns, responsibility and be a 'telling' school
- Be polite to all members of the school community
- Respect other people and the school environment
- Behave well in all areas in and around the School
- Be the best that they can be
- Be supportive members of the school community
- Take pride in their appearance
- Always place litter in the bins.

Our expectations are for pupils to:

- Behave and move around the site in a quiet and responsible manner
- Bring the correct equipment, books and diary to School every day
- Take care of school books, equipment and the environment in which they work
- Take pride in their work and always do their best
- Be punctual to School and to all lessons
- Aim for 100% attendance
- Behave in a manner that allows teachers to teach and students to learn
- Participate in personal learning and extra-curricular activities provided by the School.

### **Smoking, Alcohol and Drugs**

It is forbidden to bring cigarettes, lighters, alcohol, Nitrous Oxide ('Laughing Gas'/'Hippy Crack') canisters or any form of drug (other than prescribed medication and asthma inhalers) onto school property. All medicines must be given to the School Office for safe storage.

Any student found to be in possession of tobacco, alcohol, Nitrous Oxide ('Laughing Gas'/'Hippy Crack') or any illegal substance whilst at school, on the journey to or from school, or at any time whilst under the School's jurisdiction (eg a school trip) shall be subject to action under this Behaviour Policy. This could mean fixed or permanent exclusion from the school. Staff should follow the procedures as set out in the Substance Misuse Policy.

### **E-Cigarettes and Vaping**

Vaping is the act of inhaling a vapour produced by an electronic vaporizer or e-cigarette. The vapour can contain nicotine, caffeine and other toxic chemicals or carcinogens used to create the flavour. The liquids that are vaporized come in a wide variety of flavours, such as bubble gum, vanilla and fruit. E-cigarettes can also be used to vaporize cannabis oil or melt highly concentrated "dabs," a crystallized form of hashish. These products eliminate the odour typically produced by burning marijuana, which makes it difficult to detect the use of this illegal substance.

Parents should be aware that it is illegal for young people under 18 to be sold vaping products, which mirrors the sale of cigarettes.

Any student found to be in possession of e-cigarettes or associated products whilst at school shall be subject to action under this Behaviour Policy. This could mean fixed or permanent exclusion from the school. Staff should follow the procedures as set out in the Substance Misuse Policy.

## **Offensive Weapons**

It is illegal to carry knives or other offensive weapons on and around school premises. The School recognises that the presence of weapons, or items that could potentially be offensive weapons, in the school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the School.

The School forbids the possession, custody and use of weapons by unauthorised persons in, on, or around the school premises and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the School, or is required by the School, for the purposes of teaching and learning, as necessary, for the delivery of the curriculum. Misuse of such items will be dealt with as though possession is not authorised.

The School interprets a “weapon” as being:

- a firearm of any description, including starting pistols, air guns and any type of replica or toy gun
- knives, including all variations of bladed objects, such as pocket knives, craft knives, scissors etc
- explosives, including fireworks, aerosol sprays, lighters, matches.
- laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use such as keeping or carrying the object for use, or threat of use, as a weapon.

Any student found to be in possession of an offensive weapon shall be subject to action under this Behaviour Policy. This could mean fixed or permanent exclusion from the school. Staff should contact the Police and follow the procedures as set out in the Offensive Weapons Policy.

## **Sexting**

Sexting generally refers to the sending of sexually explicit images via text, email or through social networking sites. For example, this could be a picture of a boy exposing himself or a young woman in a state of undress.

There could be many reasons why young people would want to take these sorts of pictures and send them to someone else. It could be that two young people who are in a relationship want to prove their love or commitment to each other; it could be that someone is looking to start a relationship with someone else or it could be that they simply want to show off. Young people may also call it ‘Cybersex’ or sending a ‘nude’ or ‘selfie’. ‘Sexting’ is often seen as flirting by children and young people who feel that [it's a part of normal life](#).

Sexual photographic images of children under 18 are illegal. These are not child pornography pictures as some sites refer to them - they would be classed as child abuse.

If there is a case of sexting in school, the Designated Safeguarding Lead should follow the procedure as defined in Section I of the school’s Safeguarding Policy. It may be necessary to temporarily exclude a pupil (or pupils) from the school pending an investigation into the circumstances surrounding the sexting and the impact of the sexting on members of the school community. This would also give the school the time to ascertain how widespread the sexting has been shared.

Cases when a pupil shares indecent, naked or explicit photographs or videos of another pupil with others are referred to as ‘peer-on-peer’ abuse. Here, the Designated Safeguarding Lead should follow the procedure as defined in Section B of the school’s Safeguarding Policy and contact the Local Authority Designated Officer. It may also be appropriate to contact the police as the actions may be illegal.

Where peer-on-peer abuse happens within the school community, it is likely that a temporary or permanent exclusion will follow in line with the school’s Exclusion Policy.

### **Sexual Contact at School (by willing parties)**

The school operates a strict no-sexual contact policy at all times when at school, nomatter how secluded or hidden from others, for pupils of all ages. This includes the following:

- Kissing
- Stroking
- Intimate sexual contact involving the touching of another's genitals
- Other sexual activity, including sexual intercourse.

In cases such as these, the school is likely to contact the parents and it is likely to follow the Exclusion Policy for a breach of the expected and appropriate behaviour.

### **Appearance**

- At all times students must dress in a manner which is appropriate to the high standards expected of members of the school community. Personal appearance should not distract any student from concentrating fully on their studies.
- Dress should be neat and clean, in good repair, and not excessively revealing. Torn jeans, bare feet, flip-flops and clothing with crude or offensive slogans are not permitted.
- Chewing gum is not allowed.

### **Personal Property**

- The use of mobile phones and other electronic devices such as iPads is not permitted for recreational use during lessons. Students are advised not to bring valuable electronic items to school unless used for work; if they choose to do so, the school accepts no responsibility for their safe keeping.
- Theft, borrowing without prior permission, or otherwise interfering or deliberately damaging the property of the school or other members of the community, are forbidden.

### **General Well-being and Safety of Pupils**

- The possession at school of any sort of weapon is forbidden.
- When the School is in loco parentis, whether during the school day or on any recognised School trip, sexual activities as well as open displays of physical affection are forbidden.
- Dangerous items, for example lighters and fireworks, must not be brought to school.
- Fire drills are conducted regularly. Students receive instruction on the relevant procedures on each site. On hearing the fire bell, students, accompanied by their teachers, must proceed quickly and quietly to the designated area on each site.

### **Bullying**

The School has a zero-tolerance approach to bullying and is committed to responding swiftly and effectively to any bullying concern by:

- demonstrating that the school takes bullying seriously and that it will not be tolerated.
- taking measures to prevent all forms of bullying in the school and on off-site activities.
- demonstrating to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.
- supporting everyone in the actions to identify and protect those who may be bullied.
- educating our staff, pupils and parents about safe behaviour online, and particularly how to deal with and report online abuse.
- promoting an environment where it is not an offence to tell someone about bullying and encouraging a proactive attitude among pupils.

The School defines bullying as behaviour – usually, although not exclusively, repeated or habitual – that is intended to hurt someone physically or emotionally. Bullying can take many forms including, name-calling, teasing, jostling, punching, intimidation, extortion, assault and verbal abuse.

Bullying can be directed at individuals or groups for reasons of race, religion, culture, sex, gender, sexual orientation, special educational needs and disability. It may occur directly or remotely (for example, through social media sites, mobile phones, text messages, photographs and email). Repetition of any of the above would be construed as bullying, whereas ‘one-off’ incidents are usually considered to be isolated incidents of unpleasantness.

Bullying can cause physical and psychological suffering, feelings of isolation and loneliness, low self-esteem, insecurity, anxiety and fear arising from a threatening atmosphere. See the Anti-Bullying Policy for full details.

### **Off-Site Activities**

Whilst off-site either representing the School at any external activity or function, pupils are expected to behave in a manner which does not bring the school into disrepute, and are subject to the school rules at all times when in or out of uniform.

### **Behaviour away from School**

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head a specific statutory power to regulate students’ behaviour in these circumstances “to such extent as is reasonable”.

In response to all non-criminal poor behaviour and bullying that occurs anywhere off the School premises and that is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a student of the school
- misbehaviour at any time, whether or not the conditions above apply, that:
  - a) could have repercussions for the orderly running of the School
  - b) poses a threat to another student or member of the public
  - c) could adversely affect the reputation of the School.

This misbehaviour includes actions witnessed in person by third parties and also viewed through social media that could have a wider impact on the reputation of the School.

In response to criminal behaviour the School will report this to the police or if it is brought to the School’s attention by the police fully cooperate with them.

### **Obstruction of Justice**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who willfully conceal important information will face sanctions up to and including fixed-term exclusion. The level of co-operation offered by a student facing any investigation will be taken into account in determining the severity of sanction/s imposed. School staff reserve the right to confiscate phones and will ask the student’s permission to access the phone’s memory where they believe that to do so will help an investigation into serious misconduct. They will limit such a search to the issue in hand. Should a student withhold permission to follow a reasonable request, the student will be liable to a sanction for obstruction of justice, and, in serious cases of student misconduct, the police may then be informed in order to gain access to this information.

### **Mobile telephones at school**

The School does not permit mobile phones to be used at school during normal school hours. Pupils are permitted to bring mobile phones to school, but must ensure they are switched off during school hours and kept in their lockers or looked after by the School Office.

Mobile phones are not to be used or taken into changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to their fellow students, staff or visitors to the school. If mobile phones are used in such areas, the school may see this not only as a breach of expected good behaviour but also as a breach of the Safeguarding Children Policy. In such case, disciplinary action will be taken in line with our Exclusion Policy.

If a pupil is found to be using a mobile phone during the school day, or if a mobile phone is heard to ring or beep, it will be confiscated by the member of staff concerned and handed to the School Office for safe keeping for the rest of the day. On the first occurrence the pupil may collect the mobile phone at the end of the school day. On any subsequent occurrences a parent will be required to collect it in person.

### **Use of mobile phone cameras**

If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or school staff either in school or to, during or from school trips and activities, this will be regarded as a serious offence and disciplinary action will be taken in line with our Exclusion Policy. If such images have been taken, the phone will not be returned until the images have been removed by the pupil in the presence of a senior teacher.

Using mobile phones to bully and threaten other pupils will not be tolerated. In some cases this can constitute criminal behaviour. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced.

### **Use of Social Media**

If pupils are found to have uploaded photographs or videos to social media, which can be accessed publicly, of other pupils or school staff without their knowledge then this will be regarded as a serious offence and disciplinary action will be taken in line with our Exclusion Policy. Such inappropriate behaviour includes ridiculing or parodying school staff in a way that undermines their role at the School and demonstrates a clear lack of respect for the staff, the School and its expectations.

### **Rewards and Sanctions**

- Our system of rewards and sanctions is designed to provide a framework of consistency that promotes positive behaviour
- The system is integrated with the House System that operates throughout the School
- The House System is overseen by the Head of Juniors/Seniors
- The whole School is divided into four Houses
- Each House has a Head of House (Junior and Senior School), who take responsibility for the behaviour of members in their House

### **Rewards Systems**

- Braeside School recognises all type of achievement, such as excellent punctuality and attendance, good behaviour and work
- We use a variety of methods of rewarding pupils, such as through certificates, trophies, Pupil of the Week, a pupil's name in the Golden Book for the Juniors with certificate, sports celebrations, Headmistress's Special Awards, termly Endeavour awards and other rewards and prizes.
- The Headmistress or Heads of House regularly hold celebration assemblies to reward pupils
- Individual pupil achievements are recorded and updated at regular intervals.

Rewards are used to encourage good behaviour and attendance habits as well as academic effort and success. To be a motivating factor and for the rewards to have currency in the eyes of the pupils there are clear, but varied criteria which would be worthy of reward, e.g.:

- 100% attendance or punctuality
- Significant improvement in attendance and punctuality from term to term
- Meeting a specific target agreed between student and the teacher
- Evidence that a particular skill or quality has been achieved or is improving
- Prolonged or particular achievement in class work/homework or extra-curricular activities
- Assisting in school or out of school activities
- Showing a high level of courtesy and honesty
- Proving to be an exemplary ambassador for the School.
- Excellent work of an artistic nature such as Art, Poetry or any written work may be published in the newsletter or put on the website
- Pupils' participation in assemblies

House points are not awarded in response to pupil requests or in exchange for the expected standards of good behaviour.

#### **How pupils should be rewarded**

- All staff reward pupils by using praise and house points
- House points are recorded on the house point sheet in the homework diaries
- House points are inputted on to the Engage system by the teachers
- House points are collected on a weekly basis
- Form Tutors will ensure that these totals are kept up to date
- House points are recorded in pupils' reports

#### **House Certificates**

- Pupils gain special certificates once they achieve a certain number of house points (see below)
- These certificates are presented to students during special whole school assemblies

#### **Individual House Point Achievements**

<b>Level 1</b>	50 points	Bronze Certificates
<b>Level 2</b>	100 points	Silver Certificates
<b>Level 3</b>	150 points	Gold Certificates
<b>Level 4</b>	200 points	Platinum Certificates

#### **Special Awards**

- The Braeside Endeavour Award is presented on a termly basis to one junior and one senior pupil.
- The criteria for selection is based on a range of achievements which may include sustained progress in the face of adversity, services to the community, regularly representing the school, high degree of involvement in many aspects of school life, etc.
- There is also an Headmistress's Special Award for outstanding work or contribution

#### **Sanctioning for minor misdemeanours**

The School has developed a range of strategies to deal with any incident of disruptive behaviour in a consistent manner. These strategies are aimed at encouraging pupils to accept responsibility for their own behaviour and to make positive decisions.

Disruptive behaviour is defined as any behaviour that negatively impacts the fundamental rights of individuals to feel safe, be treated with respect and to learn

Possible sanctions include (but are not limited to):

- A misconduct mark issued
- Pupils may be issued with a House Report following 3 misconduct marks
- Repeated accumulation of misconduct marks may result in further sanctions including isolation
- Internal isolations may be used (issued by SLT in consultation with the Head of Juniors/Seniors and/or Headmistress) where it is deemed necessary. Parents are automatically informed.

### **Sanctioning for serious misdemeanours**

If there are repeated minor misdemeanours that are not deterred by the suggested sanctions, or if there are serious misdemeanours that show a clear and/or deliberate breach of the Behaviour Policy and the School's high expectations of its pupils, the Headmistress may issue more serious sanctions.

Examples of serious misdemeanours include, but are not limited to:

- aggressive, dangerous or violent behavior
- significant disrespect to members of staff
- defiance
- theft of personal belongings from a pupil or member of staff
- theft from the school
- smoking, bringing cigarettes or alcohol or other banned substances into school
- bringing an offensive weapon into school
- uploading to social media or sharing photographs or videos of pupils or staff without their knowledge
- mimicking or ridiculing school staff in a way that undermines their credibility
- deliberately injuring another pupil or member of staff
- making malicious allegations against staff.

Possible sanctions include (but are not limited to):

- Fixed term exclusions. These are usually followed by a re-entry meeting with the pupil and the parent.
- Permanent exclusion.

Serious misdemeanours that require exclusions are dealt with in accordance with the Exclusion Policy.

### **Record Keeping and Monitoring**

There is an expectation that all pupils will behave appropriately at all times and if high standards of behaviour fall short, it will be addressed.

Sanctions for serious misbehavior are not used very often but it is important that when they are used, they are used fairly and are properly recorded. Serious breaches of the behaviour code are discussed with the Senior Leadership Team and actions and sanctions are recorded in the Behaviour Log, which is kept and stored securely and is accessed by the Senior Leadership Team and the Principals.

This enables the Leadership Team and Principals to have oversight, to review, look out for patterns and evaluate the ongoing effectiveness of our Behaviour Policy.

Where it has been decided that a pupil requires reasonable adjustment to be made to the Behaviour Policy, these are recorded in the Behaviour Log.



## **Early Years**

Promoting positive behaviour in our children is very important and we promote this by:

- giving lots of praise for good behaviour
- building the children's self-esteem and ensuring they feel valued
- listening to and respecting what the children have to say
- discussing with the children their behaviour and helping them to appreciate the consequences of their actions
- being consistent with our department rules and behaviour management policy
- being a good role model
- offering a safe and secure environment where every child matters
- developing an awareness that there are similarities and differences amongst all groups of people but that all groups are equally important.

To manage the children's behaviour successfully and in order not to confuse the children, it is important that we work in partnership with parents and carers. Therefore we ask that within our setting we work together to create an atmosphere and environment that reflects this behaviour policy.

The Physical Restraint log book is kept by the Headmistress. A record is kept of any incidents where physical restraint has been used and parents are automatically informed at the time.

The member of staff responsible for behaviour in the Early Years is Mrs Hannah Doss.

## **SEND**

The school recognises its legal duty under the equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEN team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school works with staff to promote de-escalation strategies where required for pupils with SEND.

## **Role of the Subject Teacher**

- Always try, first, to diffuse a situation and encourage the pupil back on task
- Remind pupils of the classroom expectations
- If required, move the pupil within the classroom or enable the pupil a short time-out period.
- Detain the pupil as required
- Ensure that any serious incidents are recorded on the correct forms and copied to the Form Tutor

## **Role of the Form Tutor**

- Support the Subject Teacher to restore the relationship
- Resolve issues between the pupil and the teacher
- Be alert and deal proactively with any issues of bullying
- Inform the relevant Head of house if a matter persists.

### **Role of the Heads of House**

The Heads of House act as pastoral figures for all House members. When dealing with behavioural issues referred to them by the Form Tutors, the Heads of House will:

- Give guidance and support to all departments when necessary
- Ensure that all staff complete the agreed proforma as a record of pupil concerns, actions taken and contact with parents
- Consult with the SENDCo as required and keep Form Tutors fully informed.
- Keep a record of all Misconduct Marks/Incident Forms passed on by Subject Teachers and Form Tutors
- Place pupils on a House Report when three Misconduct Marks have been collated
- Place pupils in a House Detention when necessary
- Inform parents, the Head of Seniors and members of staff that a pupil has been placed on report
- Refer pupils to the Head of Juniors/Seniors if their behavior continues to cause concern.
- Pupils may be placed on a weekly monitoring report to encourage good attitudes and behaviour

### **Role of the Senior Leadership Team**

- The Head of Juniors/Seniors may arrange a meeting with parents, pupils and the Head of House /Form Tutor to discuss strategies to best support the pupil
- The Head of Juniors/Seniors may refer to the Headmistress in the case of a serious issue
- In the case of requiring isolation and/or exclusion the Headmistress will make the final decision as to the action taken.

### **Role of the Parents**

Parents can help:

- By recognising that an effective school Behaviour Policy requires close partnership between parents, teachers and children
- By discussing the School Rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

### **Guidance on supporting Behaviour for Learning**

- Reward and praise pupils for correct behaviour
- Use the Exeat card and pupils' 'time-out' card system if appropriate
- Be firm, fair and consistent if you need to apply sanctions
- Abide by the guidance provided in the Professional Conduct Policy, including advice on use of physical restraint and professional conduct
- Always try to catch the pupil doing the right thing

### **Detentions**

- Pupils may be detained during break or lunch or for up to 10 minutes after School without prior parental notification
- Parents are given notice by text, portal notice or email for longer detentions. The detention may take place on the same day.
- A detention pro forma should be completed, with one copy sent home and another given to the Head of House concerned
- If a pupil defaults on a detention, she is referred to the Head of House to resolve
- Weekly late detentions take place for pupils who have been late to morning registration
- Pupils should be engaged in positive work during a detention – pupils should never be issued with 'lines' as a form of punishment

## **Corporal Punishment**

Braeside School does not use corporal punishment on a child in any circumstances. The school takes all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person working in the premises where care is provided.

Members of staff do not threaten corporal punishment, and do not use or threaten any punishment that could adversely affect a child's well-being.

## **Restraint**

The legal provisions on school discipline provide members of staff with the power to use reasonable force or restraint to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headmistress and SLT may also use reasonable force when conducting a search without consent.

Restraint can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Restraint can be either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Any incidents when a member of staff is required to retrain a pupil who is either causing or is about to cause harm to themselves or another person will be recorded in the Physical Restraint Log, kept by the Headmistress.

## **Searching pupils with consent**

School staff can search pupils with their consent for any item which is banned by the school rules. Banned items include: cigarettes, inappropriate images.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

## **Searching pupils without consent**

The Headmistress or members of SLT may search a pupil without their consent if they have reasonable grounds for suspecting a pupil is in possession of a prohibited item.

Prohibited items include: knives or weapons, alcohol, illegal drugs and stolen items. The person conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

## **Malicious Allegations against Staff by Pupils**

Any malicious allegations made against staff by pupils will be dealt with under the school's disciplinary procedures.