

St John of Jerusalem
Church of England Primary School

Behaviour Policy

September 2016 - July 2017

ST JOHN OF JERUSALEM C of E PRIMARY SCHOOL
BEHAVIOUR POLICY

Vision Statement

Within a friendly, caring Christian community - with children at the heart of our school - we will ensure:

- High academic standards
- Each child is motivated to reach their full potential through high quality, enjoyable teaching and learning
- Each child has access to a rich, broad and balanced curriculum
- High expectations of both staff and children
- Staff and children have high expectations of one another
- Christian faith and values inform the whole life of the school and that each child is provided with a wide range of opportunities to develop in body, mind and spirit
- Respect for all faiths is encouraged so that the school is inclusive of the community it serves and so that each child develops the confidence, sensitivity and skills to live in a diverse community
- Everyone in the school community is treated fairly and encouraged to develop their skills, self-confidence and self-esteem
- Everyone's views are valued and children are encouraged to develop a sense of pride, ownership, responsibility and independence
- Mutually positive relationships between the school and the wider community
- A close partnership and involvement of parents and carers

Introduction

Roles and responsibilities

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, updated 2002 and 2006 and the Education Act 2011, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in school.

The Role of Governors

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. St John of Jerusalem School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

The Governing Body of St John of Jerusalem CofE Primary School has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). This policy is also mindful of the responsibility under equality Act of 2010 to promote equality of opportunity and to reduce discrimination.

Policy links:

Home School Agreement, Anti- Bullying, Special Education Needs, Equality Policy, Attendance Policy, Complaints policy, Positive Handling policy, Safeguarding Policy, Safer working Policy and Code of Conduct for School Staff Policy

Developing Positive Behaviour

St John of Jerusalem School is a Church of England primary school with a strong Christian ethos. We aim to promote a positive attitude in all our pupils, creating an environment in which a high standard of behaviour is expected, within a climate of trust. We are strongly committed to and believe that every child in our school community has the right to be able to realise his/her potential in a secure, safe and happy environment.

We value parental contribution and support in developing positive behaviour and attitude. We see education as a partnership between the home and school.

We have written this policy so that all of our staff, parents/carers, pupils and the Governors can work together to improve behaviour and attitudes. Good behaviour and good discipline are essential if effective teaching and learning is to take place.

Outcomes for pupils:

- To be happy, confident and independent children
- To fulfil their potential
- To be motivated and reflective learners
- To develop Christian values in which they treat each other with respect, develop a caring attitude towards each other and are able to forgive
- To be socially aware of other people, respect other people, their property, beliefs and feelings
- To develop socially acceptable behaviour that is non threatening and non offensive
- To take responsibility for themselves, others and their property
- To be calm children who are able to deal with new situation (e.g. change)
- To create opportunities for children to aspire to
- To express their concerns in a constructive manner

Our School Rules are:

- Help and care for each other
- Be brave; tell the truth
- Look after our school
- Listen to each other
- Work hard and be successful
- Keep our school calm and quiet
- Have good manners
- Respect other people's belongings
- Talk about your problems with others

Our rules are based on the principle that teachers have the right to teach, children have the right to learn, and that all children can behave well.

These rules apply to all settings in the school, clubs, trips and school journey.

Our standards of behaviour need to be consistent, if our children are to become secure in knowing what is acceptable and what is not.

What we expect of our children

- To be polite- to teachers, support staff, other children and visitors- and to respect the authority of the adult in charge
- To listen to adults and each other in lessons and in assemblies and to consider each other's feelings
- To walk about the school quietly and calmly
- To take a positive role in all classroom activities and to try as hard as they can
- To await their turn to talk to members of staff and to each other
- To value each other's work
- To work and play cooperatively with each other
- To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to")
- To accept a solution or consequence if they have done something wrong- not to argue or get angry with the person sorting it out

- To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood
- To care for the school and its equipment and to report any damage or graffiti they see
- To feel responsible for giving a good impressions of themselves and the school both within and outside the school

What children can expect of staff

Class teachers are responsible for

- Explaining the rules at the beginning of the year.
- Making sure they are accepted and understood by all the children in the class.
- To go through each rule exploring its meaning and involving the children as much as possible. Use visual charts (Looks like Feels like Chart)
- Discussing the rules in sessions such as PSHE and Circle Time

All adults at St John of Jerusalem have the following responsibilities

- To be good role models to the children and be positive
- To be as fair and consistent as possible when children have misbehaved
- To have high expectations of the children, highlight the positive, catch the 'children doing good', praise any child you see doing something right. 'Spread the good news' around the school
- Make time to talk and listen to children and hear their point of view
- To be polite and to address children in a reasonable tone of voice. (speak to them the way they would want to be spoken to)
- Be calm and responsible when dealing with behaviour issues and not to argue with the children
- Not to label children, but to trust them and to care about them equally
- To supervise the playground well
- To refer to the rules when settling disputes and investigating incidents
- To show respect for each other
- Never to walk past an incident and leave it for someone else to sort out. Deal with the incident or refer to a senior colleague
- Induct new staff, pupils volunteers into the school rules
- To see each day as a fresh start for the children

What we expect of Parents/Carers

We expect all our parents to support the school's behaviour policy.

- Let you child know the standard of behaviour that is expected at school
- Not to intervene with another child's parents or with another child, but to report the matter to us in school
- Please do not tell your child to hit back at school. We are committed to showing them positive ways of sorting out arguments and difficulties
- Make sure your child keeps the rules when they are with you in school or on an outing
- Talk to your child's teacher if you are worried by anything your child tells you about school before it becomes a problem.
- Try not to react to every little upset so your child learns to get things in proportion and learn how to cope for themselves.
- Be positive with your child and reward them for the good things they do at school

- Please do not expect to leave all discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them

At St John of Jerusalem we have adopted the behaviour programme 'Stay on Green'.

Stay On Green Whole School Behaviour Programme

The main aim of adopting the staying on green system is to supervise the day to day management of behaviour. It is a visual aid that charts the school's reward and sanctions system and supports the school rules.

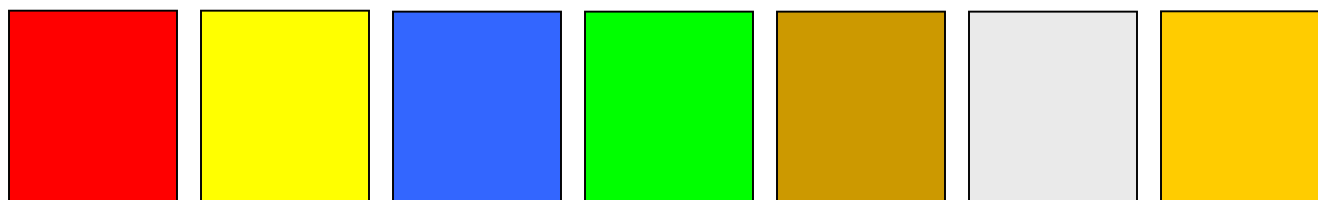
Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who regularly follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines



All pupils start on green

← **Negative choices**

Positive choices →

- All pupils have a pocket with their name on. All pupils start with a green card in their pocket
- If pupils make positive individual choices about their behaviour they insert the appropriate coloured card (bronze, silver, gold)
- If pupils make negative individual choices they insert the appropriate coloured card (blue, yellow, red)

Rewards Individual

The following colours are positive reinforcement:

Green

Merit points to go to whole class total (1 point)

Bronze

Sticker (bronze)

Silver

Quick note home.

Gold

Gold note home. The child is sent to SMT and name is recorded in the gold behaviour book. If this happens 3 times in a half term the child is presented with a gold certificate in Friday's Certificate of achievement Assembly or special assembly to awards certificates (golden book assembly)

In addition the following could also take place:

Tea with Headteacher /Deputy Headteacher
Special lunch time treat
Newsletter
Award of golden card
Table with gold book

Whole Class

Each class has a weekly or half-termly total to aim for. This is added to each day dependent on the numbers of pupils that have their cards in the **green** stage or above. This is then translated into a reward for the whole class. Children can choose from a list of rewards or it is left to the class teacher and children to decide a whole class reward

Whole school

Examples include:

- Golden Time
- Weekly certificates (linked to SEAL/Core Learning Skills a structured, whole-curriculum framework and resource for teaching social, emotional, thinking and behaviour skills to all pupils. These are thematically based -New beginnings, Getting on and falling out, Going for goals!, Good to me and Relationships)

Consequences

- Teachers use least intrusive skills to redirect behaviour.
- At least one warning is **always** provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to the green square and beyond.

The staying on green system is a teaching tool. It needs to be explicitly referred to so that children can:

- Take opportunities to change their behaviour
- Use verbal feedback and the visual cue of the cards to monitor and track their own behaviour, and remind themselves of where they are and what they have to do.
- Realise that they are headed towards consequences and that they need to change their behaviour

The following colours are consequences:

Stay on **Green**

Blue

Yellow

Red

1st warning (opportunity to be reminded of positive behaviour)

Warning

Time out in class (Reflection time away from the group in class (1-10 mins)) **{Recorded on tracking sheet}**

Reflection time in 'friendship' class with reflection sheet.

Once pupil has returned to class they have a fresh start,
but remain on Red and must work their way back to Green
{Recorded on tracking sheet}

Please note:

Behaviour record sheets must be handed in weekly to the office so that information can be uploaded on our SIMs system

Leadership Team involvement:

Pupil name is recorded in the Behaviour Book/File (which is kept in main office) when he/she receives a red card. If this happens 3 times in a half term the head/deputy head teacher will meet with the parents/ carers. At the end of the meeting a behaviour letter will be given to parents. Once the pupil has returned to class they have a fresh start.

Teachers make decisions on children being able to win back their green card during the day. All children revert back to the green card at the start of the next day

Colour	Examples of behaviours	Consequences
Remain on green		1 st verbal warning
Blue	-not listening -distracting behaviours	2 nd verbal warning
Yellow	-repetitive negative behaviours -calling out -misuse of equipment -negative verbal comments directed at others	REFLECTION TIME AWAY FROM THE GROUP-IN CLASS (1-10 mins) Recorded on tracking sheet and in behaviour book /file Class teacher meets with parents/carers
Red	-repetitive negative behaviours -swearing/cursing directed at peer or adult -verbal taunting or bullying	REFLECTION TIME IN 'FRIENDSHIP' CLASS with reflection sheet. Once pupil has returned to class they have a fresh start, but stay on red and must work their way back to green. (Recorded on tracking sheet) Class teacher will contact parents.
Further consequences	-repetitive negative behaviours all of the above -physical or verbal aggression towards peer or adult If a serious incident occurs, or in cases of extreme behaviour or if there is no responses to all our previous strategies children may be put on: 1. Internal exclusion 2. Excluded from school by a member of the Leadership Team, in line with the Borough's Exclusion Guidelines (see below)	Leadership team involvement: Pupil name is recorded in behaviour book/file which is kept in Admin office. If this happens 3 times in a half term the head/deputy headteacher will meet with the parents/carers with class teacher and other staff involved. Once pupil has returned to class they have a fresh start.

Stages may be jumped, depending upon behaviours exhibited. The Headteacher and Deputy Headteacher reserve the right to miss out any stage of the sanctions and go straight to their choice of sanction, depending on the seriousness of the incident and the age of the child.

Foundation Stage

We seek consistency across the school when we manage children's behaviour, however children's age and understanding must be taken into consideration. The staff in the Foundation Stage, have an important role in introducing the expectations of our behaviour policy to children and parents. They use references to Time Out and staying on green so children know these terms when they enter the national curriculum in year 1.

The Foundation Stage staff will use the principles of the 'staying on green programme' and adopt it to suit the needs of the pupils in the Nursery and Reception classes. Both classes will use green, blue and red sanctions. Nursery can have a Time Out area. The Reception class uses 'Stay on Green' and 'Time Out' place in the class room. An egg timer can also be used.

There is no Time out in another class.

Friendship classes

If pupils are to be sent out of their class for Reflection Time, they should be sent to their Friendship class as listed:

Year 6 to Year 3
Year 3 to Year 4
Year 4 to year 5
Year 5 to Year 6
Year 2 to Year 1
Year 1 to year 2

Lunch time

Lunch time staff will use the 'stay on green' system. They will record serious incidents in individual behaviour note books for each class. These books will be given to the class teacher at the end of playtimes so that incidents can be recorded on the staying on green system. Infant books will be kept in the medical room and junior books in the admin office.

Reflection time

The Class teacher may want to organise time for further reflection with individual pupils

Golden Time

The children have 45 minutes Golden time session on Fridays, when they can choose an activity in their class or go to another class to do activity of their choice such as:

Party dancing, outside activities, sewing, cooking art, laptops

Children who have not stayed on green everyday during the week may lose some of their Golden Time. When a child moves from green to yellow they will lose 5 minutes of their golden time. The same applies from yellow to blue and from blue to red.

Special Needs Pupils

Some children have very specific difficulties (e.g. behavioural and emotional needs) and can find it hard to recognise or keep within expected behaviours. If a child's behaviour gives cause for serious concern, we can give additional support in school to try and put things right. We can also with parental agreement, seek assistance from outside agencies (Pastoral Support Program).

Pastoral Support Program

It may become necessary for the school to use pastoral support plans for children who need supportive strategies and arrangements in order to ensure good behaviour or emotional/social well-being.

Pupil's conduct beyond the school gates

Teachers have a statutory power to discipline pupils outside the school premises when and if appropriate. This is for any misbehaviour when a pupil is taking part in any school organised or school related activity or travelling to and from school. Poor behaviour and bullying (please see our Anti-bullying Policy) which takes place anywhere off the school premises and which is witnessed by a member of staff or reported to the school will be taken very seriously and be dealt with following our behaviour policy.

Parents will be notified straightaway and asked to come in and meet with the head teacher to discuss the matter. In exceptional circumstances, depending on the nature of the behaviour or bullying incidents, a pupil may be excluded.

Preventing Bullying

More detailed guidance is given in our Anti-bullying Policy

The school take any incidents of bullying seriously and incidents will be followed up immediately following Anti-bullying policy procedures. Staff are proactive in tackling issues that might cause conflict between pupils. We have developed an ethos of good behaviour where pupils treat one another and the school staff with respect because they know this is the right way to behave. This is one of the strong Christian principles and ethos of our school. Values of respect for staff and other pupils, understanding of the value of education and clear understanding of how our actions affect others permeate our whole school environment and are reinforced by staff.

Detention

Teachers also have legal power to put pupils in detention. It may be necessary for teachers' to use detention during lunchtime.

Physical restraint/use of reasonable force

The majority of school staff are trained in positive handling.

We aim to follow the guidelines of the Education Act 1996, Education and Inspectors' act 2006 and DFE guidance 2012, in that the head teacher and staff members may use reasonable force to restrain a pupil to prevent them from hurting themselves or others, from damaging property or from causing disorder.

'Reasonable force' includes a broad range of action that includes physical contact with pupils, usually to control or restrain. A professional judgement is made as to when to use it.

'Reasonable' means 'no more force than is needed'. 'Control' means, for example, blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom. 'Restraint' means, for example, to hold back physically as in a fight situation. School staff have the power to use reasonable force to:

- Remove children who are causing serious disruption to a lesson or who are refusing to leave a classroom
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Engaging in any behaviour prejudicial to maintaining good order and discipline
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

Physical force will not be used as a punishment; this is unlawful. In keeping with the HLT guidance, positive options will always be St John of Jerusalem's preferred choice.

For further information see Reasonable Force policy/Positive Handling Policy and recent government guidance, 'The use of reasonable force- advice for headteachers, staff and governing bodies.' ([http://www.education.gov.uk/publications;search using the ref: DfE-00060-2011](http://www.education.gov.uk/publications;search%20using%20the%20ref%3ADfE-00060-2011))

Screening and Searching

Pupils are not allowed to bring banned items into school. These include: anything that can be regarded as a weapon, alcohol, drugs, stolen property, and fireworks. In addition, sweets, high energy drinks and chewing gum are not allowed in school. Mobile phones must be handed in to the office and locked away each day. Current legislation and guidance allows schools to search a pupil with consent for any items banned and without consent for knives, weapons, alcohol, drugs or stolen items. We recognise that instances when this will be needed might be very rare, however, the guidance issued in 'Screening Searching and Confiscating' 2011 DfE will always be followed and the search completed by the Headteacher or members of the senior leadership team. Any confiscated property will be returned to Parents/Carers, or in the case of illegal weapon, to the police.

Allegations against staff

If an allegation is made against a member of staff, a quick resolution of that allegation will be a clear priority to the benefit of all concerned. Support will be given to a member of staff who has had an allegation made against them. Suspension will only be made if there are no reasonable alternatives.

Allegations found to be malicious will be removed from personal records; those unsubstantiated, unfounded or malicious will not be referred to in employer references. If a pupil has made a malicious allegation the school may consider full or part time exclusion. The matter may also be referred to the police if a criminal offence may have been committed.

The following guidance will be referred to in the case of allegations against staff:

‘Dealing with Allegations of Abuse against Teachers and other members of Staff Guidance Document’.

Exclusions

From 1st September 2012 new guidance regarding exclusion came into effect. A copy of the statutory guidance on school exclusions from September 2012 is available from the school office or can be downloaded from: www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

Exclusions are very serious and we hope to avoid them by home and school working together. However, as a last resort it may be necessary to exclude a pupil after a range of measures have been tried to improve the pupil's behaviour.

Only the Headteacher, or the acting Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. For periods of five or more days, the Headteacher must arrange for the pupil to be educated on an alternative site. Looked After Children must have alternative provision from day one of the exclusion. The Headteacher may also exclude a pupil permanently. It is the headteacher's duty to inform the governing body and the local authority about exclusion.

This includes the following:

- A permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

Parents will be notified without delay of the exclusion and the reason for the exclusion. Parents have the right to appeal against exclusions and make representations about the exclusion to the school's Governing Body. The Governing Body has a disciplinary committee which will consider any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the pupil is to be reinstated then the Headteacher must comply with this ruling.

Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of negative behaviour pattern is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

We will follow the Hackney Learning Trust's advice and criteria on managing exclusions.

They are as follows:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviours towards staff members
- Abusive/aggressive/threatening behaviours towards pupils
- Refusal to accept authority of the teacher/school
- Racist/ sexist or bullying behaviour
- Other serious incidents

Monitoring of the policy

The effectiveness of this policy will be reviewed and evaluated by the staff as part of the school's rolling programme.

This policy will be monitored in the following ways:

- Head teacher/Deputy Headteacher to go through behaviour book / reflection sheet each week
- Annual presentation and review to be made to full Governors meeting

Note: This policy will be reviewed annually

Dated	23.05.2016
Produced on	24.10.2012
Signed off by Headteacher	Asarena Simon
Signature of Headteacher	
Date signed	17.07.2016
Issued to Curriculum Committee	23.05.2016
Date signed off by Curriculum Committee	23.05.2016
Issued to Governors on	23.05.2016
Signed off by chair of Governors	Alister Bould
Signature of Chair of Governors	
Date signed	

Appendix 1

Discipline in school

Teachers' powers

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

Pupils' conduct beyond the school gates

What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

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

Detention

What the law allows

22. Teachers have a legal power to put pupils aged under 18 in detention.

23. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

24. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

25. The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only, or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

26. Parental consent is not required for detentions.

27. As with any disciplinary penalty a member of staff must act reasonably, as described in paragraph 15 above, when imposing a detention.

28. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

29. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

Power to confiscate

What the law allows

30. 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 search⁷.

31. 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.

32. 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*.

⁶Section 550ZA of the Education Act 1996

⁷Section 550ZA of the Education Act 1996

Use of reasonable force

33. 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.

34. 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