



Ferndown
Middle School

CASTLEMAN ACADEMY TRUST

POLICY:

Behaviour

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FERNDOWN MIDDLE SCHOOL

Behaviour Policy

Ferndown Middle School believes that all pupils should be empowered to achieve in all areas of school life, be treated with respect and treat others the way they wish to be treated. We want them to enjoy school life. We are therefore committed to providing a caring and safe environment for all our pupils so they can learn in an atmosphere of mutual respect for each other's views and approaches to life and feel happy, safe and secure.

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 or Disabilities (SEND).

This policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that if a pupil chooses to behave in a way that stops either themselves or others learning or breaks the school ethos of mutual respect amongst all its members, all staff, pupils and parents/carers have a clear understanding of the procedures and sanctions that will be applied.

This policy has been written in line with the following guidance

- DfE Behaviour & Discipline in Schools; Guidance for Governing Bodies
- DfE Behaviour & Discipline in Schools; Guidance for Headteachers and School Staff
- DfE Statutory Guidance on School Suspension
- DfE School Discipline Regulations
- DfE Behaviour & Discipline in schools: Advice for Headteachers and School Staff.

It should also be read in conjunction with the School's Teaching and Learning Policy, Anti Bullying Policy, Equal Opportunities Policy and SEND Policy.

Our Aim

We want every member of the school community to feel valued and respected, and that each person is treated fairly and well. Our staff, governors and all who work with the school aim to fully develop each pupil's personality and potential, create an effective learning environment and promote inclusion and equality of opportunity, whilst promoting British values, preparing them for life in modern Britain.

The overarching school rule of "Treat others as you wish to be treated" underpins all behaviour. We are a caring community, and all our decisions and actions are based on the school values of ambitious individuals, curious learners and kind citizens. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way.

At Ferndown Middle School, we have pupils and staff who respect one another and respond well to the problems others are experiencing. The school has a number of rules, but the primary aim of the behaviour policy is not to be a system to enforce rules. It is a means of promoting good relationships so that everyone can work together with the common purpose of helping others to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It aims to help pupils grow in a safe and secure environment and to become respectful, independent members of the school community.

The school expects **every** member of the school community to behave in a considerate way towards others at all times. When pupils do not adhere to the school rules, sanctions will be applied and reflection time will be issued. It is impossible for the school to identify every situation where behaviour might fall short of our high expectations. Each situation will be analysed and acted on to ensure individuals learn from the event, hence making it less likely for the situation to arise again.

Positive and Negative Consequences

We strive to ensure that learning is engaging and purposeful to ensure behaviour issues are minimal (refer to the Teaching and Learning Policy). We firmly believe that if pupils are actively and purposefully engaged, they are less likely to misbehave. If the lessons are related to their own lives and the challenges set for them are appropriate, pupils will be motivated and enthusiastic to be involved in their day-to-day learning.

Through our teaching and learning, pupils are encouraged and expected to take responsibility for their behaviour. Through various methods, pupils are led to understand that our actions have consequences, which can be both negative and positive – depending on behaviour.

Self-esteem is the personal picture we have of ourselves – our strengths and our limitations. This self-image is affected by all the positive or negative responses of the people with whom we come into contact. We all, pupils and staff, need to demonstrate respect for each other at all times and through this, we can accept learning challenges and failures.

We promote positive behaviour through

- Setting, modelling and promoting clear expectations and rules with pupils – in classrooms, around the school and in the community
- Absolute consistency amongst all staff in implementing School policies
- Understanding that pupils are valued as individuals
- Taking into account the individual needs of all pupils including those from vulnerable groups (for example, but not exclusively, Looked After Children (LAC), Pupil Premium, pupils with medical needs, those in families under stress, those with poor literacy skills and those at risk of exclusion)
- Ensuring the curriculum is appropriate for each individual pupil
- High-quality teaching and learning using a variety of teaching styles and methods
- Recognising achievement including the regular use of praise and a relevant and valued reward system, agreed upon by pupils and staff.
- Target setting and individual support programmes
- Assemblies
- Discussions with pupils
- All adults modelling the behaviour we want to encourage
- Whole Staff CPD to support Behaviour Management

School Rules

Through the clear enforcement of simple rules and the rewarding of good work and behaviour, we aim to create a positive environment where pupils and adults share a sense of belonging to the school community.

1. **Respect ourselves, others, the learning environment and the wider community.** The school actively teaches what we mean by "respect" and what it looks like in the school environment and the wider community.
2. **Ensure we are ready to learn.** All in school, both staff and pupils, will be prepared for lessons in terms of resources. Staff will strive to ensure that pupils are also emotionally prepared for lessons and are in a "State for Learning".
3. **Wear the correct uniform or clothing suitable to the task at hand.** Pupils are expected to wear

school uniform at all times, except when a particular learning experience requires different clothing (e.g., a trip to a river to explore geographical features).

4. **Behave in a safe manner to ensure our own and others' safety.** We are all responsible for behaving so that we are all safe. Unsafe behaviour will not be acceptable.
5. Always **do your best.** We are aware that at times, we experience difficulties and it is difficult to engage in learning. However, the expectation is that we will always try our hardest to complete tasks, take part in activities and make the learning environment a safe and happy one to learn in.
6. **Follow policy with regard to mobile phones and other ICT.** ICT is a wonderful tool to help make us more effective in our daily lives but must be used responsibly.

Rewards and Sanctions – the choices system

Rewards – House Points

House Points are awarded for a variety of positive behaviours these include positive contributions to lessons, good behaviour, good class work, good homework, good lunchtime behaviour, respectful behaviour and proactive independent approach to their learning.

As House Points are collected virtually, via our Class Charts, pupils have a variety of rewards to choose from. House points can be redeemed for a prize at any time once sufficient house points are collected.

Sanctions – the strike system

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please see our Anti-Bullying Policy for further information and guidance.

Limiting low level persistent disruptive behaviour

There will always be pupils who choose to misbehave. One of the biggest barriers to learning is low-level persistent disruptive behaviour. Examples of this type of behaviour are: shouting out, talking over others, non-learning discussions, being out of the seat, being slow to start work, ignoring the instructions given, and arriving without learning equipment.

Teachers will always use, in the first instance, their professional strategies to support disruptive behaviour. These include

- Set high expectations
- Ensure the work is appropriately planned for all pupils
- Adjust the seating plan
- Make sure all pupils are able to see and read the board
- Achieve eye contact with a pupil very early on if poor behaviour is being displayed
- Refer to the expectation
- Use a distraction technique (humour..) to defuse tension or confrontation
- Slip the name of a pupil into your talking or conversation
- Decide whether to tackle that pupil during the lesson or at the end

- Place yourself in an appropriate place in the room in relation to the pupil
- Use subtle signals such as a change of tone of voice, and body language.

How the strike system is implemented

- A couple of Verbal warnings.
- Third time they are spoken to – name on the board - pupils will remain with that teacher for a brief restorative conversation regarding their behaviour. If this felt necessary.
- If the pupil needs to be spoken to again, the pupil would receive a tick next to their name – this would result in a 10-minute reflection time, to be carried out by the Class Teacher, who can have a restorative conversation with the child.
- Should the behaviour continue then that consequence can be increased to a 30-minute lunchtime detention, again preferably with the Class Teacher or in the detention room if that is not possible.
- If the pupil does not attend an increased reflection time, it will automatically be upgraded to after-school detention.

If poor behaviour continues to be exhibited across multiple lessons or days, the following set of sanctions will be carried through.

- If 5 reflections are issued, the Form Teacher will call home and discuss the incidents of poor behaviour, (parents will be aware of the incidents via Class charts
- Should this not have the desired effect, the YEAR LEADER will then speak to the child and if the poor behaviour does not stop, will phone the parents. During this phone call, an agreed strategy will be put in place, which can be a red report card. This card will last for 3 weeks, with the final week concentrating solely on the areas of real concern.
- If the red report does not change the behaviour then a meeting between the YEAR LEADER and parents will take place where other sanctions, including after-school detentions, will be discussed.
- **After School Detention** – 3.20-4.20pm – either when several incidents have been logged or if one extremely serious incident takes place.
- **Severity Clause:** Sometimes, teachers have to act quickly and decisively to stop a pupil's disruptive behaviour. In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some way stopping the entire class from functioning calls for an immediate consequence that will remove the pupil from the classroom; in this instance, a member of the Leadership Team will be sent for by calling for a Code A. The child will sit outside the Headteacher's office. The incident will be investigated by the Year Leader and appropriate consequences will be issued.
- Parents will be informed by the Year Leader, and the Class Teacher will record the incident on the behaviour log.
- A pupil as a consequence of misbehaviour, must never to be sent to stand outside of the room, without direct adult supervision.

Consistency between members of staff is very important.

We believe that co-operation between home and school is vital if pupils are to develop into responsible adults. We aim to inform parents/carers whenever a child's behaviour gives cause for real concern. We would also aim to share good news with parents/carers too!

Where a pupil shows consistent difficulty with aspects of behaviour, a behaviour plan (PSP) will be drawn up by the YEAR LEADER. This may include counselling, support groups or special arrangements for lessons or break times.

Prepared for Learning Expectations

We are in pursuit of the highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all.

The most effective learning takes place when there is effective teaching in a well-managed environment. We know the environment encourages learning if it is calm, happy and safe for all. The development and maintenance of positive attitudes to learning rests with the teacher but is also the responsibility of the pupils themselves. Building on this is the obvious need for self-organisation, an area that pupils can often find challenging.

At the start of the year and throughout the year, all pupils at Ferndown Middle are reminded about what is needed for learning. The purpose of this is to help pupils with their organisation and build their independence, ready for their transition to the Upper School. We have high expectations for all and expect our children to arrive promptly, bringing the correct equipment and wearing full uniform with pride.

Playground supervision

All staff are responsible for the health, safety and welfare of all pupils on site. Breaks should allow pupils the freedom to make their own decisions about who to be with and what to do. Staff support and encourage pupils by:

- Being positive and friendly
- Looking out for any pupil who has difficulty with social relationships and finding opportunities for them to join in constructively
- Sharing ideas for games and helping pupils learn new skills
- Intervening if any activity is likely to harm or hurt anyone.

Pupils who are preventing others from having an enjoyable break will be sent inside and followed up after lunch/break time by their YEAR LEADER.

Exclusions

The school views exclusion as a last resort. It usually occurs only in extreme cases where the behaviour of pupils directly affects the health and safety of themselves or others. Before making a decision to exclude, the school will ensure that a thorough investigation has been carried out, including allowing the pupil to give their version of the events, seeking any witness statements and considering any evidence of provocation. Any record of previous misdemeanours may be taken into consideration.

No pupil will be sent off site before the end of the day unless contact has been established with parents/carers/nominated responsible adult. In the event of contact not being made, the pupil must remain on site, withdrawn from class until the end of the normal school day. At the point of exclusion, a letter will be sent home via first-class post (and email if the responsible adult has an email address), stating the reason for the exclusion. Telephone contact will be made with the parents/carers of the student informing them of the exclusion. All suspensions will be recorded centrally in the School Exclusion Record on SIMS. The Chair of the Schools Standards Board will be informed of all suspensions, both fixed term and permanent on a monthly basis.

Exclusions will be enforced after investigating the circumstances of an event or on an immediate basis. The

decision to exclude is at the discretion Headteacher or Executive Head Teacher.

Exclusion may take one of three forms:

- Internal exclusion – the decision to follow this course of action and to determine its duration will be taken by the Year Leader or a member of the Senior Leadership Team. The pupil will be removed from a whole class teaching environment and, although following their normal daily curriculum, be required to work on their own under close supervision.
- Fixed term exclusion/suspension – the decision to follow this course of action and determine its duration will be taken by the Headteacher, in the Headteacher’s absence, a member of the Senior Leadership Team. Any action taken will adhere to the DfE’s Guidance. Parents/carers will be contacted immediately and required to withdraw the pupil from the school premises, at which point the pupil becomes the responsibility of their parents/carers. A suspended pupil must not be present in a public place during school hours. The school will provide work for the period of the exclusion. On the pupil’s return to school, a reintegration meeting will be held with the Year Leader /member of the SLT to discuss how best to manage the pupil’s return to school and establish a behaviour contract.
- Permanent exclusion – this is the school’s ultimate sanction. Pupils face permanent exclusion when their behaviour constitutes a serious breach of school rules and/or is considered a significant threat to the health and safety of themselves or others.

See Appendix 1 for further details and guidance on suspension.

Restraint

In extreme cases where the physical danger to self or others seems likely, it may be necessary to restrain a pupil. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain a pupil or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils. Pupils will always be advised of the steps to be taken before and during any restraint and a ‘cooling off’ period will be applied. This may take the form of an internal or external exclusion.

Review and Monitoring

Sanction systems are reviewed regularly. Pastoral team meetings, which include Senior Leadership Team/YEAR LEADER, review and discuss behaviour management on a half-termly basis.

Working with Parents as Partners

Parenting is a difficult and vulnerable task. Parents/carers play a crucial role in enhancing pupils’ self-esteem. Every parent/carer has the right to hear regular “good news” about pupils.

We regularly invite families in to celebrate learning. This is done in a variety of ways. Families can enjoy a range of displays, presentations, art galleries, drama, music and dance. Pupils thoroughly enjoy sharing their learning with their families and as such, present a very positive outlook.

We will strive to ensure pupils receive consistent messages about how to behave at home and at school. We would expect parents/carers to support the school in their expectations too. We expect parents/carers to support pupils’ learning and to co-operate with the school. We try to build a supportive dialogue between

the home and the school, and we inform parents/carers as soon as possible if we have concerns about a pupil's welfare or behaviour.

Parents/carers should support the school in applying sanctions, if necessary. If parents/carers have any concern about the way pupils has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the YEAR LEADER, Assistant Headteacher, and Headteacher. As per the school's Complaints Policy, if parents are still not satisfied, they should contact the Chair of the Schools Standards Board at the school.

It is important to remember that the vast majority of pupils will respond to and benefit from the above policy. However, from time to time, there may be pupils who do not respond to established incentives and sanctions. These pupils will need an individual red behaviour contract. Points to remember when establishing a contract:

- Targets, to begin with, must be small and attainable (success breeds success)
- Reinforcement must be daily
- The contract will need constant assessment
- 'Pay off' must be clear – the consequences should be clear and suit the misdemeanour
- A simple statement agreed upon between the child and teacher is written down.

The contract will need to be signed by the pupil and teacher and strictly adhered to. There will be regular discussions with the pupil about what might prevent him/her from succeeding. Parents/carers will also be involved in the contract.

The Role of the Class Teacher

It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time.

The Class Teachers in our school have high expectations of pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

The Class Teacher treats each pupil fairly and enforces the behaviour policy. The teacher treats all pupils in their class with respect and understanding.

If a pupil misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents on EDUKEY would be the preferred place for storing this information. Sanctions are applied via the behaviour system. If misbehaviour continues, the Class Teacher will seek help and advice from the YEAR LEADER, Inclusion Lead, Assistant Headteacher or the Headteacher.

The Class Teacher reports to parents/carers about the progress of each pupil in their class, in line with the whole-school policy. The Class Teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher ensures that records are kept of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspension to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil (see Exclusion guidance – Appendix 1).

The Role of Governors

The School Standards Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Behaviour Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, reporting to the School Standards Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Class Teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes: MDSAs give written details of any incident in the incidents, which are then passed onto YEAR LEADERS.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently suspended.

It is the responsibility of the School Standards Board to monitor the rate of suspension and to ensure that the school policy is administered fairly and consistently.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.

Appendix 1

GUIDANCE ON SUSPENSION - DfE

For the vast majority of pupils, suspension and permanent exclusion may not be necessary, and their behaviour can be managed by the strategies in our behaviour policy. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusion will be necessary. This is to ensure that pupils are protected from disruption and can learn in safe, calm and supportive environments.

Suspension Period of five days or less

When a child is suspended from school, work will be set and marked by the school. The responsibility for this rests with the Year Leader to collect work and Class Teachers to mark work. All discussions with parents/carers will be recorded on Edukey.

Where a pupil is causing concern and may have had a number of suspensions, a Behaviour Plan (PSP) and Risk Assessment will be completed.

The parents/carers may wish to make a written representation to the Chair of the Governor Panel about a suspension. A parent/carer wishing to make representation should do so in writing as soon as possible. If the suspension is 6 days or less within the one term, the Chair of the Governor Panel has discretion as to whether to call a meeting or not. The chair of the panel will respond in writing to the parent and a copy of the response will be on the child's file. The chair has the power to consider the reinstatement of the pupil following the governor guidance.

Suspension of more than 5 and less than 16 days in any one term

For a suspension (or series of suspensions) of more than 5 days but not more than 16 days in any one term, if parents/carers request a meeting with governors, the governors must hold the meeting within 50 school days of the governors' receiving notification of the suspension. The parents/carers and the school will be invited to present evidence to the governors challenging the decision to impose a suspension. Governors will make a decision, which will be provided via the Clerk to the Schools Standards Board in writing to the parents/carers and posted within 5 school days after the meeting.

If parents/carers do not request a governing board meeting, the governing board is not required to consider the suspension but does have the power to consider the reinstatement of the pupil, following the governor guidance.

Reasons for suspension:

- Vaping – if a vape is brought into school with intent 1-day exclusion. If Vape is smoked in school/school grounds- 2-day exclusion. If smoked and traded 3-day exclusion.
- Bullying, deliberately goading, fighting with intent to harm will result in a suspension.
- Ongoing behaviour that is against the school behaviour expectations for example: rudeness, persistent refusal to follow school rules and requests from members of staff, swearing and persistent disrespectful behaviour.

Off-site provision

For a suspension of more than five school days, the governing board must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to

suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row.

All suspended pupils will be put on a Report on their re-admittance to the school. This programme is intended to ensure the positive re-integration of the pupil into the life of the school and improve behaviour.

In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

Permanent Exclusion

The decision to permanently exclude a student will be taken in response to a serious breach, or persistent breaches, of this policy, and where allowing a student to remain in the school would seriously harm the education or welfare of the pupil and/ or others in the School.

Only the Headteacher shall have the discretionary power to permanently exclude any pupil after consultation with the Chair of the Schools Standards Board. In exceptional circumstances, the Headteacher may decide to take this course of action without the pupil having had any previous suspensions.

For example:

- Possession, using or supplying of drugs, including medicines or alcohol
- Serious and ongoing bullying or racist behaviour
- Abuse against sexual orientation and gender reassignment
- Being in possession of an offensive weapon
- Serious actual or threatened violence against another student or a member of staff
- Sexual or indecent assault
- Extremely serious damage to school property or building
- Any pupil found smoking anywhere on the school site, and on school trips, camps etc., a first offence will incur a one-day exclusion, and a second offence may lead to permanent exclusion
- Persistent high levels of defiance or misbehaviour, in breach of the school's policies and ethos.
- This list is not exhaustive.

When a pupil's behaviour record shows persistently high levels of misbehaviour, the school will work fully with the pupil, parents/carers and external agencies to prevent a decision on a permanent exclusion from occurring. This can take the form of:

- Behaviour Plan and Risk Assessment being put in place with appropriate mentor support, external agency support
- Managed move procedure being investigated
- Investigating alternative curriculum provision models, either full-time or part-time, on a temporary short-term or long-term basis, that might be more appropriate for the pupil's needs. This will lead to subsequent and structure re-integration of the pupil back into the life of the school.

For permanent exclusion, the Governor Panel should meet within 15 days of notification of the permanent exclusion. The School Standards Board will follow the required procedures as set out in the DfE -Suspension and Permanent Exclusion from maintained, academies and pupil referral units in England, pages 35- 44. All relevant information and guidance will be supplied to parents/carers as required, by the clerk to the Schools Standard Board.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place. This will be the pupil's 'home authority' in cases where the school is in a different local authority area. The school should collaborate with the local authority when the pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.

Appendix 2

GUIDANCE ON SEARCHING PUPILS

Searching with consent

Schools' common law powers to search: School staff can search pupils with their consent for any item.

1. 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 his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
2. Our Behaviour policy and occasional updates to parents/carers and pupils indicate what items are banned.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's Behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent – What the law says:

What can be searched for:

1. Knives or weapons, alcohol, illegal drugs and stolen items
2. Tobacco and cigarette papers, fireworks and pornographic images
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
4. Any item banned by the school rules, which has also been identified in the rules as an item, which may be searched for.

The Headteacher and those staff authorised by the Headteacher have a statutory power to search pupils without consent. School staff can seize and confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Parents/carers will be informed when this happens. In the case of weapons, we will call the police to carry out the search if any reluctance or resistance to co-operate from the pupil is encountered. In other cases, we will seek to be as effective and discreet as possible by using the following guidelines:

1. She/he will be invited to hand over any suspected items or have a parent/carer/ or police attend if they choose not to comply. There may be circumstances when school staff will call the police for assistance if they consider it is appropriate.
2. Searches will be conducted with two or more members of staff present.
3. Unless there are exceptional circumstances or an emergency, both members of staff will be of the same gender as the pupil and the process will be conducted in a dignified manner.
4. Intimate body searches will not be conducted.

Under Article 8 of the European Convention on Human Rights, pupils have the right to expect a reasonable level of personal privacy. The strategies outlined above are the school's practical response to its philosophy of inclusion.