

## **TALBOT HEATH SCHOOL**

### **Behaviour and Discipline Policy – Whole School Policy including EYFS**

***Date last adopted:*** 20<sup>th</sup> September 2022

***Date for next adoption:*** Autumn Term 2024

This policy pays regard to the Equalities Act 2010 and the school's SEND/EAL policy.

We believe that for the school community to function effectively certain standards of behaviour are essential and our expectations are based on individuals showing mutual respect and understanding. The rules which exist do so to ensure the school provides an environment conducive to teaching and learning, both in and out of the classroom. Girls are expected to dress in accordance with school uniform as set out in the school handbook. A dress code exists for Sixth Formers who may wear their own clothes.

Our policy aims to establish a positive School ethos, promote good behaviour and respect, prevent bullying and promote effective learning by establishing:

- clearly stated expectations of what constitutes acceptable and unacceptable behaviour
- processes which recognise, teach, reward and celebrate positive behaviour
- effective behaviour-management strategies
- processes, rules and sanctions to deal with poor conduct

The School aims to strike the right balance between rewards and sanctions and also aims to reward consistently good behaviour and reward improved behaviour. The school aims to use praise and encouragement to develop resilience and self-esteem among pupils.

The school has a strong pastoral support system which supports good behaviour. It is able to support pupils with special educational and medical needs with regard to behaviour through its SEND/ EAL, nursing and pastoral support systems. The school has a fulltime counsellor on the staff who is based in the Senior school. The school works with external agencies where necessary in this regard. Transition information is passed on from tutor to tutor throughout the school which includes information relating to behavioural issues.

Talbot Heath always aims to work in conjunction with the support of parents with regard to matters pertaining to behaviour and discipline. We will contact parents if the School is concerned about a pupil's behaviour to inform and or discuss any sanctions that are deemed appropriate. However, if parents are concerned about the application of a sanction to their daughter they should not hesitate to contact the School. Depending on the severity of the matter and consequent sanction they should contact, Form teacher, Assistant Heads (Junior/ Senior) or the Headmistress/ Head of Junior School. The School always wishes to address matters informally. If, however, the matter cannot be resolved informally then parents should use the more formal channel of raising a complaint.

The pupils' voice is heard with regard to the school's behaviour policy and its implementation through the School council forum meetings, feedback from the Junior School Prefect Team and Google Form surveys.

A copy of the school behaviour and discipline policy is on the school website and, at least once a year the policy is drawn to the attention of the pupils. The Boarding House has a specific section in its own handbook relating to Behaviour and Discipline.

This policy should be read in conjunction with the information in the student planner and the following school policies/documents:

- Anti-bullying Policy and Procedures
- Complaints Policy and Procedures

- Educational Visits Policy
- Exclusion Policy
- Transport Policy
- Behaviour Management Policy (dealing with challenging situations - positive handling)
- ICT, Mobile equipment and eSafety Policy
- School Code of Conduct (Senior School)
- Information for pupils' booklet (Senior school)
- Golden Rules (Pre-prep and Junior School)

## **Broad Guidelines**

### **1 Individual Staff Responsibility**

- To praise, give positive feedback and reward good behaviour
- To ensure that pupils comply with school rules regarding behaviour and dress
- To impose sanctions fairly and consistently if school rules are broken
- To inform the form teacher and/or Head/ Head of Junior School and/or parents according to the seriousness of the misbehaviour
- To record any interview with pupils and/or parents about serious misdemeanours and write up for pupil file
- To comply with guidelines on confiscations (School Handbook)

### **2 Form Teacher/Tutor Responsibility**

- To read all rules/code of conduct to pupils each term
- To support pupils new to the school in understanding and following the behaviour
- To ensure that pupils comply with school rules regarding dress and behaviour
- To praise, give positive feedback and reward good behaviour
- To impose sanctions fairly and consistently if school rules are broken
- To inform the subject teacher and/or Head and/or parents according to the seriousness of misbehaviour

### **3 Head of Faculty / Head of Junior School Responsibility – additional responsibilities**

- To publish clear guidance in line with school policy e.g. behaviour and dress on out of school visits, failure to hand in homework, awarding of house points etc.
- To monitor regularly that the guidance is being followed within the faculty
- To advise on all changes of policy

### **4 Pupil Responsibility**

- To ensure that school rules of behaviour and dress are obeyed
- To inform a responsible adult of misconduct where appropriate e.g. breakages, "bullying"
- To comply with sanctions given
- To inform staff of any achievements/successes outside school
- To be polite and helpful to members of the school community and to visitors

### **5 Parent Responsibility**

- To uphold the standards of behaviour and dress set by the school
- To inform the school of any concerns they have
- To inform the school of any aspect of Talbot Heath with which they are seriously dissatisfied
- To discuss any concerns with Head / Head of Junior School so as to avoid a possible misrepresentation of the school in the community  
To ensure that his/her child travels to and from school correctly dressed

## **Conclusion**

Implementation of the above policy should ensure pupils maintain a high standard of dress and behaviour

## **Appendices:**

- Appendix 1 – Behaviour procedure including rewards and sanctions - Junior School *and* Pre-preparatory department addendum
- Appendix 2 – Rewards and Sanctions – Senior School
- Appendix 3 – Confiscation Procedure – Senior School

### **Appendix 1**

#### **BEHAVIOUR PROCEDURE FOR JUNIOR SCHOOL including rewards and sanctions**

In the Junior School our aim is to instil the notion that 'good discipline' evolves from self-discipline and this comes from the children being in a caring and supportive orderly environment.

Great store is set upon the value of mutual respect, with staff setting good role models of behaviour and displaying a willingness to listen to children. This helps the children to develop high self-esteem and a sense of responsibility for their own actions.

Staff aim at all times to be firm and yet fair, with consistency across the age range. We do have a system of sanctions. (See section on sanctions). If there are more serious problems, then the school contacts the parents so that the correct behaviour can be reinforced both in and out of school. The children are encouraged to 'learn' or acquire the following skills in order to help them develop their own self-discipline. The school promotes good behaviour by ensuring that:

- 1) Children show politeness and courtesy towards, and consideration of all others, both in and out of school, and realise every individual is important and worthy of such consideration.
- 2) Children are encouraged to be safe in the playgrounds and the woods, in addition to the school premises, and have the reasons for such safety restrictions carefully explained to them.
- 3) Children are expected to look after their own belongings and to treat all such items, whether on loan from the school or their own property, with respect, making sure everything is named and that property is kept tidily.
- 4) They are taught that punctuality is important.
- 5) The older children are expected to set a good example to the younger ones as well as displaying care for their well-being.
- 6) Positions of responsibility are valued from Head Girls, Prefects, Wellbeing Ambassadors and Form Leaders etc. They are encouraged to realise at an early age that everyone has a part to play in the smooth running of any community and that if they do not carry out the duties for which they have responsibility, then they are letting down not only themselves, but also the rest of the community.
- 7) We impress upon them the need to tell the truth at all times and try to instil in them that there is a difference between telling tales and telling an adult about something which needs to be reported.
- 8) They are encouraged to think of others in a wider sense by becoming actively involved in charity work at school.
- 9) We help children to foster a pride in their form group, their school and its grounds and the world at large as well as a pride in themselves. This is tied in with uniform. They are expected to wear school uniform which is neat and tidy. We try to help them to understand that buttons missing, socks rolled down etc., look untidy and if they feel untidy then their work and their attitude is likely to be sloppy too.

## REWARDS AND SANCTIONS

By far the most welcome rewards come from praise from others for a job well done. We do, however, have a range of rewards and incentives.

Staff are encouraged to commend students whenever possible and while this is often best done informally, the use of House Points for pupils in Years REC to 6 allow for achievement and progress to be formally recognised and celebrated. House Points are also given for non-academic praiseworthy actions such as kindness, helpfulness, good manners, consideration of others etc.

Outstanding work or non-academic achievement for example exemplary behaviour by any pupil throughout the school will be given either a Praise Postcard, Teacher's Commendation, a Head of Junior School's Commendation. These are presented in assembly. For a '*Head's Commendation*' – the pupil is awarded a special certificate. The Pupil Praise Post Box allows pupils to nominate each other to be recognised for acts such as kindness, helpfulness, good manner, consideration of others.

School Colours and Half Colours are awarded in PE. These are for exceptional performance and contribution to these areas of the school. Girls also receive badges for being members of the Junior Choir and for helping in the library and as playground buddies and for helping our recycling efforts.

Pupils are commended for their achievements in assembly and specific 'Celebration Assemblies' devoted to the presentation of certificates, trophies, school colours etc. are held throughout the year. A formal annual Prize-giving ceremony for Year 6 is held each year to recognise student achievement.

Pupils are encouraged to tell staff about any achievements outside school as they progress through the school and they also regularly update their 'Achievements, Experiences and Activities' data which includes details of both in school and out of school activities and achievements.

Have a Go Heroes are presented fortnightly in Kindergarten to Year 2 in recognition of good work, progress, kindness etc.

Any breaches of school rules on discipline matters are dealt with in accordance with the discipline policy.

The Junior School Senior Leadership Team are responsible for pupil behaviour management throughout the Junior School. They can be called upon for help and support by other staff as needed.

Disciplinary sanctions have three main purposes:

- to impress upon the pupil that such behaviour is unacceptable
- to deter the pupil from repeating that behaviour
- to indicate to other pupils that the behaviour is unacceptable and deter them from doing it.

It should also be noted that sanctions ought to serve the purpose of learning too so that pupils learn why a particular action was unacceptable and learn how to behave differently in the future. Sanctions are more likely to promote positive behaviour if pupils see them as fair, so staff are required to apply sanctions consistently and fairly. Staff must also take into account pupils' individual needs/circumstances when applying sanctions e.g. SEN, EAL, disabilities and cultural sensitivities. Staff should also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or other type of special

educational need. No unacceptable or excessive punishments are used and this includes corporal punishments.

At Talbot Heath frequently low-level interventions, such as reminding a pupil of a rule or by giving a non-verbal signal, are all that is needed to discipline a pupil. Rather than impose a sanction sometimes it might be more appropriate to discuss the issue with the pupil, encouraging her to consider the harmful effects of her misbehaviour. Where such strategies prove unsuccessful or the poor behaviour is more serious or persistent, disciplinary sanctions may be employed. No unacceptable or excessive punishments are used. Staff discuss the giving of orange and red cards to ensure sanctions are considered, appropriate and proportionate.

## **Sanctions in the Junior School:**

### **Minor Offences**

Minor offences such as calling out, late work or incorrect dress will generally be dealt with by means of a verbal reprimand from the appropriate member of staff. Children will be advised of their error and may be required to correct it.

### **Orange Cards**

- Orange cards are given for minor offences if the actions of the initial member of staff do not stop the behaviour and after two verbal warnings.

### **Red Cards**

- Red cards are given directly to the pupil for more significant offences or for repeated/persistent misbehaviour. Before giving a Red card, it is advised that the member of staff discuss with SLT the nature of the pupil's misdemeanour in order to confirm the sanction is proportionate with the situation.
- Pupils are required to present their Red card to the form teacher and then to the Assistant Head Pastoral of the Junior School within 24 hours. The Assistant Head Pastoral in conjunction with the Head of Junior school will decide an appropriate sanction.
- Contact (with discretion for individual circumstances) is made by the Head of Junior School with the parents for each Red card given. This contact may be informal (email or phone call) or formal (letter).
- A record of the contact with parents is given to the tutor and recorded on iSAMs.

Appropriate and proportionate sanctions may be used according to the Head of Junior School's discretion after discussion with Junior SLT. These may include:

#### **1. Report Cards**

In isolated cases, careful tracking of a pupil is needed throughout the school day to identify patterns and to record progress. When this is the case a pupil may be placed on a Report card.

- Staff recommending a report card should do so via the Head of Junior School.
- When a pupil is placed on Report their actions are tracked during the school day. The pupil must have their report card signed off after each lesson by the subject teacher, after break and lunch by the duty staff and at the end of the day by the Assistant Head Pastoral of Junior School.
- Staff are encouraged to write positive comments on the report card when appropriate.

#### **2. Behaviour or work contracts**

Where misbehaviour is persistent and the orange/red card report system has not worked

then a pupil may be asked to sign and adhere to a work or behaviour contract.

This will be drawn up by the Head of Junior School and then signed in the presence of the pupil, the Head of Junior School and a parent/guardian. This contract will set out desired or prohibited behaviour and give a timescale.

If it is not met there will be a meeting with the parents and Junior SLT and other sanctions may be considered.

3. Removal from the group/class
4. Extra work or repeating unsatisfactory work until it meets the required standard
5. Confiscation of items (refer to the guidelines on confiscation)
6. Carrying out a useful task in the school if appropriate
7. Lunchtime detention  
Staff must allow reasonable time for the pupil to eat, drink and use the toilet. Staff should also consider whether the detention is likely to put the pupil at risk.
8. Withdrawal of access to the School IT system, including the School iPad, if the pupil misuses it or contravenes the ICT, Mobile equipment and eSafety Policy
9. Withholding participation in a School trip or an event that is not an essential part of the curriculum
10. Temporary (fixed period) exclusion
11. Permanent exclusion

### **Possible Orange Card Behaviour:**

Knowledge, judgement and discretion should be used for low level sanctions. Two verbal warnings should be given, if these warnings do not rectify the behaviour then an orange card should be given. In some cases one verbal warning is enough, if the action is significant enough that the pupil should not repeat the behaviours a second time.

Missing kit whether sports or instrumental should not be sanctioned through the behaviour system, with children of this age, whilst we are encouraging self-reliance, the responsibility for kit is shared with the parent. PE and music staff should liaise with the Form Teacher so that parents can be notified and a request made to send the correct kit to school.

Example behaviour that would be sanctioned by an orange card, this list is not exhaustive:

- Silly or inappropriate behaviour in lessons
- Silly or inappropriate behaviour in the playground or between lessons
- Persistent disruption to learning
- Punctuality to lessons
- Late or non-completion of homework without explanation or note (after 2 homeworks)
- Rudeness to others or to staff (low level – talking back/cheek/nasty comments to pupils)
- Unpleasant behaviour to others (low level – exclusion of others from play after warnings, unwillingness to share after staff intervention etc.)

### **Possible Red Card Behaviour:**

This sanction should be discussed with another member of staff, preferably the form tutor or SLT of the Junior School before giving out. A good rule of thumb is if it is wilfully dangerous or highly unpleasant/inappropriate behaviour, the red card is the right sanction.

- Persistent lying after having been given the opportunity to tell the truth
- Highly dangerous play in playground, between lessons, on mini-buses, in the school buildings
- Using offensive language loudly and aggressively towards another person
- Bullying of any kind
- Stealing

- Deliberate and/or persistent serious injury to others
- Acts of deliberate vandalism

When using sanctions staff should: (DFE Guidelines)

- make clear they are dealing with the behaviour, rather than stigmatising the person
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off)
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour
- when appropriate, use sanctions to put right harm caused
- use sanctions in a calm and controlled manner
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- avoid whole-group sanctions that punish the innocent as well as the guilty
- never issue a sanction that is humiliating or degrading

### **Pastoral support**

Depending on the nature of the incident and the circumstances of the individual pupil involved, a referral might lead to:

- consultation with the parent
- the use of the continual monitoring system for the pupil
- setting behavioural targets for the pupil to help individual pupils to manage their behaviour.

At this stage other agencies such as the Social Services may become involved.

Talbot Heath recognises that pastoral support is not, however, just about addressing behaviour. Good pastoral support should also be concerned with academic attainment and developing pupils' ability to become good citizens.

The School keeps a record of serious disciplinary offences: fixed-period and permanent exclusions and disciplinary meetings involving parents are recorded on the file of the pupil.

### **Reference**

DFE Behaviour in Schools, Advice for Headteachers and School Staff, September 2022.

**NB - All serious incidences are logged at the time of the event and copies kept on file. They must be given to the Head of Junior School within 24 hours of the incident.**

### **ADDENDUM:**

#### **BEHAVIOUR POLICY – EYFS and KEY STAGE ONE (Pre-Prep)**

In Pre-Prep we encourage good manners, a caring attitude towards others, respect for other people and their property, and a degree of self-discipline.

Our aim is that all children should keep the following Code of Behaviour to promote good behaviour:

- 1) "Please", "thank you" and "excuse me" when required.

- 2) Children should hold doors open for others.
- 3) No running in school.
- 4) Silent orderly behaviour when required, e.g. fire drills and assemblies.
- 5) Clothes and books to be put away tidily at all times.
- 6) No borrowing or lending unless with the permission of a member of staff.
- 7) No money to be in school unless requested by staff and then only in a sealed envelope.
- 8) No sweets in school.
- 9) No toys in school unless it is the child's birthday (Reception, Years 1 and 2) or, in the case of Kindergarten, at the discretion of the class teacher. Some topic related games or toys may be brought in at the request of the teacher.
- 10) School uniform to be worn at all times.
- 11) All items to be named clearly.

Children are spoken to by staff and reminded of the correct or appropriate behaviour. This is usually all that is necessary.

In each EYFS class there is a behaviour chart where children can be rewarded by moving up to the rainbow or shooting star. Alternatively, after a warning they can be moved onto the "thinking cloud" if they continue to break the Golden Rules.

In each KS1 class there is a behaviour 'traffic light' system. Each child starts the day with a green card, if after warnings, they do not adapt their behaviours they would move onto an orange card. In extreme cases a red card would be displayed. Each morning the system is reset to green

If bad behaviour persists despite several warnings, parents are informed. Major misdemeanours are recorded in an incident log, detailing the behaviour and actions taken. These are kept by the Junior School Headmistress. Parents are informed of any serious incident or consistent poor work pattern and a record of the conversation retained on iSAMS.

An example of this might be:

- (a) Persistent injury to other children, e.g. biting or pinching.
- (b) Bullying.
- (c) Abuse of school or other people's property.

## **Appendix 2**

### **REWARDS AND SANCTIONS - SENIOR SCHOOL: procedure and guidance for staff**

#### **Rewards**

Staff are encouraged to commend pupils whenever possible and while this is often best done informally, the use of House Points for all pupils allow for achievement and progress to be formally recognised and celebrated. House Points are also given for non-academic praiseworthy actions, such giving up their time to help at Open Morning. A mufti-day is awarded to pupils in the House with the most House Points on a half-termly basis.

Outstanding work or non-academic achievement by any pupil throughout the school can also be acknowledged through the awarding of a '*Head's Commendation*' – the pupil has a meeting with the Head, a certificate is presented and the Head informs their parents in writing.

*School Colours* are awarded in PE and Music. These are for exceptional performance and contribution to these areas of the school. Pupils may also be awarded Library colours for their assistance in the library



Pupils are commended for their achievements in assembly and a specific 'awards assembly' devoted to the presentation of certificates, trophies, school colours etc. are held throughout the year. A formal, annual, Prize-giving ceremony is held each year to recognise pupil achievement.

Pupils are encouraged to tell staff about any achievements outside school and they also regularly update their 'Achievements, Experiences and Activities' record by updating the appropriate Google Form, which includes details of both in school and out of school activities and achievements.

### **Use of disciplinary sanctions**

Disciplinary sanctions have three main purposes:

- to impress upon the pupil that such behaviour is unacceptable
- to deter the pupil from repeating that behaviour
- to indicate to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions are more likely to promote positive behaviour if pupils see them as fair, so staff are required to apply sanctions consistently and fairly and without discrimination on any grounds. Staff must also take into account pupils' individual needs/circumstances when applying sanctions e.g. SEN, EAL, disabilities, cultural. Staff should also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or other type of special educational need. In such cases, sanctions must not be applied as to do so may be discriminatory. Instead the member of staff must report the concerns to the Deputy Head Pastoral with a view to implementing an appropriate solution.

At Talbot Heath frequently low-level interventions, such as reminding a pupil of a rule or by giving a non-verbal signal are all that is needed to discipline a pupil. Rather than impose a sanction sometimes it might be more appropriate to discuss the issue with the pupil, encouraging her to consider the harmful effects of her misbehaviour. Where such strategies prove unsuccessful or the poor behaviour is more serious or persistent, disciplinary sanctions may be employed. No unacceptable or excessive punishments are used.

Order marks may be given by staff for insolence, misbehaviour, breaking rules, persistent forgetfulness and/or lateness etc, incomplete/inadequate work. Order marks are recorded electronically on iSAMs and checked weekly by the Deputy Head Pastoral. If a girl receives three order marks, or a multiple of three, this is discussed with the Head and a school detention may be given. A letter is sent to her parents giving details of the order marks and notifying them that their daughter is required to attend a specific detention session. These take place for one hour after school (4 to 5 pm).

In addition to order marks a range of sanctions are available to be employed at Talbot Heath. These include:

1. One-to-one admonishment
2. Removal from the group/class
3. Extra work or repeating unsatisfactory work until it meets the required standard
4. Confiscation of inappropriate items (refer to guidelines on confiscation)
5. Withdrawal of break or lunchtime privileges
6. Carrying out a useful task in the school (such as litter clearing)
7. Detention including during lunchtime or after school. However, staff must allow reasonable time for the pupil to eat, drink and use the toilet. Staff should also consider whether the detention is likely to put the pupil at risk or affect the pupil's caring responsibilities if they have some. Teachers should also consider whether suitable travel arrangements can be made by the parent for the pupil.

8. Withdrawal of access to the School IT system, including the School iPad if the pupil misuses it – contravenes the ICT, Mobile equipment and eSafety Policy
9. Withholding participation in a School trip or an event that is not an essential part of the curriculum
10. Use of a monitoring book, for either homework or behaviour issues
11. Temporary (fixed period) exclusion
12. Permanent exclusion

When using sanctions staff should: (DFE Guidelines)

- make clear they are dealing with the behaviour, rather than stigmatising the person
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off)
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour
- when appropriate, use sanctions to put right harm caused
- use sanctions in a calm and controlled manner
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- avoid whole-group sanctions that punish the innocent as well as the guilty
- never issue a sanction that is humiliating or degrading

### **Pastoral support**

Depending on the nature of the incident and the circumstances of the individual pupil involved, a referral might lead to:

- consultation with the parent
- the use of the continual monitoring system for the pupil
- setting behavioural targets for the pupil to help individual pupils to manage their behaviour.

At this stage other agencies such as the Social Services may become involved

Talbot Heath recognises that pastoral support is not, however, just about addressing behaviour. Good pastoral support should also be concerned with academic attainment and developing pupils' ability to become good citizens.

The School keeps a record of serious disciplinary offences: fixed-period and permanent exclusions and disciplinary meetings involving parents are recorded on the file of the pupil.

### **School buildings and grounds**

Pupils are encouraged to be safe in the playgrounds and the woods, in addition to the school premises, and have the reasons for such safety restrictions carefully explained to them. This includes not entering areas of the school or grounds, which are designated as "out of bounds" (see maps in tutor rooms).

### **Reference**

DFE Behaviour in Schools, Advice for Headteachers and School Staff, September 2022.

## **Appendix 3**

### **CONFISCATION – Procedure at Talbot Heath**

Any item is likely to be confiscated if it

- is illegal for a pupil to have
- poses a threat to others
- poses a threat to good order for learning
- poses a health or safety concern
- is against School uniform rules

Larger items are clearly named and small items are placed in a sealed envelope with the pupil's name and description of the confiscated item on the front and these are deposited in the school office for safekeeping. All confiscations are logged by the office staff and items have to be signed for on collection. Depending on its seriousness, parents may be informed about the matter.

\* For safety reasons mobile phones will be returned at the end of the school day, but there is a Mobile Phone Policy in place which tutors make pupils aware of at the start of each school year. Mobile phones may not be used within the school buildings and repeated confiscation results in a rising scale of sanctions (detention, ban and ultimately a day's exclusion.)

There may be some instances when the school chooses not to return an item to the pupil:

- Items of no value, such as an inappropriate message on a piece of paper, may simply be disposed of. However, staff will keep in mind that some items of seemingly no value, may have emotional value to the child — staff will establish if this is the case before deciding whether or not to dispose of the confiscated item.
- items of value which the pupil should not have brought to school, or items that have been misused in some way, might, if the School judges this appropriate and reasonable, be stored safely at school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. In such circumstances, retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This will always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

### **Advice to Staff**

If confiscating items of clothing or jewellery appropriate regard must be given to whether an item has religious or cultural significance to the pupil and avoid physical contact or interference with pupils' clothing of a kind that might give rise to allegations of abuse. In order to minimise such risks, if an item of clothing or jewellery is confiscated, this should be done by a staff member of the same gender as the pupil and with another staff member present where possible. Confiscation of any item that would leave the pupil only partly dressed must not happen.

### **Reference**

Searching, Screening and Confiscation – Advice for Headteachers, School Staff and Governing Bodies, January 2018