

# The Priory School



## Behaviour Policy and Procedure

<b>Monitoring</b>	<b>Frame of engagement</b>	<b>Date</b>
<b>Member of Staff Responsible</b>	CKN	Oct 2017
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## 1. Introduction

**This policy should be read with reference to the Priory School Trust behaviour policy (June 2017)**

At The Priory School we believe that every member of our school community is unique and has the potential and responsibility to impact positively on the lives of others. We believe in recognising, valuing and celebrating the contributions of every individual.

This policy aims to ensure that all students can reach their potential in a safe, secure, calm and ordered environment. It encompasses our rules, rewards and sanctions and the communication and management framework we use to ensure that students know they are being treated fairly and consistently.

Rules are kept to a minimum and are in place for good reasons. All staff and students accept a collective responsibility for the management of good behaviour. Parents / carers are asked to work in partnership with the school.

## 2. Our Core Values

Our expectations are that our students work hard, participate fully in school life and make good choices. These are expressed in such a way as to encourage students to judge themselves against these expectations and for students to set an example to each other. Through this, we establish an atmosphere that enables our students to develop values of being selfless, self-assured and successful.

Our Student Executive Team have captured the essence of these core values, which underpin our behaviour management systems:

Every accomplishment starts with the decision to try.  
Something seems to be the people no one imagines anything of who do the things that no one can imagine can.

**Successful:** This is achieved through a balance of being self-assured and selfless. If you try your best in everything you do and embrace the amazing opportunities that are around you, then the rewards will be

If it doesn't challenge you, it won't change you.  
If we really are, far more than our abilities.

**Selfless:** Making time for other people and yourself will help you to grow as a person whilst caring and learning about others. This is an invaluable life skill.

Small acts, when multiplied by millions of people can transform the world.  
Always give without remembering, always receive without forgetting.

**Self-assured:** Having a gentle, understated, confidence in yourself and your abilities, in order to follow and achieve whatever you set your mind to.

### 3. Community Expectations

Our Community Expectations have been devised by students to remind us what is expected of us all:

- **We respect everyone, regardless of our differences**
- **We are proud to be members of the school community and respect the school environment**
- **We have a positive mindset and actively take part in all areas of school life**
- **We come together as we celebrate and encourage our own successes and the successes of others**
- **We manage ourselves with maturity as we make good choices**

### 4. Our Behaviour Principles

- We expect everyone in our community to uphold high expectations of behaviour, and to recognise, celebrate and promote a culture of success.
- We expect students to take responsibility for their own actions.
- We expect students to consider the impact of their behaviour on others and to set a good example, both within the school and wider communities.
- The **rewards** system will actively recognise those who make a positive contribution and uphold our core values and community expectations. Anyone choosing to break these should expect a corresponding sanction.

### 5. Roles and Responsibilities

- The **Principal and Senior Leadership Team** will be responsible for the day-to-day management of the policy and procedures.
- **School staff, including teaching and support staff**, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied, actively recognising effort and achievement and promoting high standards of behaviour. School staff will play a key role in advising the Principal and the Senior Leadership Team on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal and School Leaders, for creating a high quality, inclusive learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. School staff will ensure parents and carers are kept informed about their child's behaviour.
- **Parents and carers** are expected to sign the **Home School Agreement** and to work in partnership with the school to assist their child in maintaining high standards of behaviour, both in and out of school. It is important that parents revisit the agreement and the Behaviour Policy at the start of each academic year; these documents can be found on the school website.

- **Students** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- **Governors** will consult with the Principal, SLT, staff and parents regarding the monitoring of the policy and procedures.

## **6. Application of the policy – the school’s jurisdiction**

The policy applies to all students who remain subject to the school’s jurisdiction. The rules within the policy apply when students are on the school premises during school hours, on visits and trips, during any other events or occasions related to the school and any occasions where the students are the responsibility of staff. The policy applies when the students are off site on study leave or work experience. When students are travelling to and from school in uniform they are considered to be representing the school and therefore the policy applies.

The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week and term and beyond the boundaries of the school site, where such misconduct prejudices the good order and welfare of the school, its staff and students or brings the school into disrepute.

Whilst it is impossible for a school to manage the conduct of students when they are under the care of their parents/carers, the school can impose penalties on students who have harassed another student or member of staff outside school.

## **7. Procedures**

Procedures detailed in this policy have been developed through consultation between the Senior Leadership Team, teaching and support staff, Governors, parents and students.

Our behaviour policy follows the DfE guidance, which clearly sets out the roles and responsibilities for governing bodies, Head Teachers and teachers (*‘Behaviour and discipline in schools’*, February 2014, available from [www.gov.uk](http://www.gov.uk)). It recognises the requirements of the Disability Discrimination Act and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems.

Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported under the SEND Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled students by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed term exclusions.

## **8. Rewards**

Along with continued reinforcement of our expectations and values, rewards and celebration of achievements are seen by The Priory School as the most positive way in which to encourage

good behavior, motivation and academic progress. Our School community recognises and celebrates the successes of individuals and groups in a variety of ways and continues to review the rewards system in consultation with students, staff and parents/carers.

Rewards can be given by any member of the school staff and will be regularly monitored by the tutor, Head of House and the Assistant Principal (Student Welfare).

### **House Learning Awards (HLAs)**

HLAs are awarded for the following:

- an exceptional written task
- exceptional homework
- a sustained high level of effort in class
- exceptional progress during a unit of work
- exceptional independent study
- exceptional contribution to group work
- exceptional contribution to group discussion
- an exceptional practical task
- an exceptional presentation
- being generous, helping another student
- enterprise

HLAs are recorded on SIMS and parents will be informed of their issue on the same day by email. They are regularly monitored and students are awarded certificates when they achieve a certain number of HLAs in an academic year:

15 HLAs = bronze certificate (presented by the Head of House during House assembly)

30 HLAs = silver certificate (presented by Deputy or Assistant Principal during year or key stage assembly)

50 HLAs = gold certificate (presented by the Principal during full school assembly)

Students achieving the highest number of conduct points (the number of HLAs minus any behavior logs) will be invited to a buffet lunch with the Heads of House at the end of each term.

### **The Principal's Award:**

Each week, a small number of students will be selected for the Principal's Award. This award recognizes those students who have gone above and beyond in any area of school life. Students receiving the award will be invited to meet with the Principal for a small breakfast and parents/carers will be notified of the award by text or email.

### **House Colours:**

House Colours are awarded for outstanding, sustained contribution to the House, going over and above what is expected on multiple occasions. Students are eligible to receive House Colours once they have been at the school for a year and will receive a badge and certificate

as well as having their name on the House Colours board.

### **Awards Evenings:**

Awards evenings are held towards the end of the academic year to celebrate students who have demonstrated our core values of being selfless, self-assured and successful.

A variety of other forums may be used to recognise the successes of students, including:

- letters, emails and phone calls home
- form tutor achievement boards
- displays around school
- school newsletter
- assemblies

## **9. Rules and Consequences**

At The Priory School, we will help students to learn how to behave and will implement support structures for students whose behaviour gives cause for concern (see **Appendix I**)

We have the right to apply a wide range of sanctions/consequences to students who break school rules, fail to follow instructions or behave in a way that is unacceptable. All poor behaviour is logged on SIMS and is monitored closely.

Consequences can include:

- removing break or lunch time privileges
- withdrawing a student from a lesson or from a peer group
- withdrawing participation in a school trip or event
- confiscation of property
- detentions, including during and after school
- exclusion from school, either internally, or externally for a fixed term or permanently

### **Dealing with incidents of poor behaviour in lessons**

It is the responsibility of the class teacher to manage the behaviour of the students in their classroom and class teachers should be proactive in their response to classroom management. Classrooms are places of learning and we have high expectations of student behaviour in lessons. For instances of low-level disruption, the following process will be applied:

- a verbal warning (e.g. for talking, not focusing on work)
- 2 minutes outside the classroom
- moved within class
- moved to work with Head of Department

An academic detention may be given at any time during this process.

### **Dealing with incidents of poor behaviour out of class**

The same high expectations of behaviour apply at all times and all staff members are responsible for managing poor behaviour. Students who misbehave around school or whilst representing the school will be subject to a range of sanctions as set out below.

### **Sanctions**

There is no set sanction for a particular behaviour as there are different degrees of severity and all circumstances must be considered when deciding on the response to poor behaviour choices. Whilst some behaviours do have an automatic sanction (for example, not handing homework in on time will lead to an academic detention), some will require investigation and careful consideration.

The following sanctions may be applied:

- removing break or lunch time privileges
- withdrawing a student from a lesson or from a peer group
- withdrawing participation in a school trip or event
- confiscation of property
- detentions, including during and after school
- internal exclusion
- exclusion from school, either for a fixed term or permanently
- community service
- compensating the school or an individual for damaged or stolen property

### **Detentions**

If a student is set a detention to be served after school hours, they will be given a slip by the member of staff setting the detention, detailing the date, time, location and reason for the detention. This will be given to the student at least 24 hours before the detention and is the school's way of communicating that the detention has been set. Therefore, parents/carers are expected to sign the detention slip in acknowledgement.

There are different types of detention; academic, pastoral and School. Academic detentions will be set by a class teacher for poor behaviour or lack of homework in a lesson. Pastoral detentions will be set by the Head of House for repeated lateness or poor behaviour outside the classroom. School detentions are more serious and are always held on a Friday by a member of the Senior Leadership Team. A School detention may be set for students who miss academic or pastoral detentions, or for more serious poor behaviour.

Students may be given break and lunch time detentions but will always be given the opportunity to get food or go to the toilet.

On occasion, a student may be kept back at the end of the school day without notice to the

parent. If this is the case, it will not exceed 10 minutes.

### **Internal exclusions**

Students placed in an internal exclusion must report to their Head of House at 8.30am on the day of the sanction and hand their phone in. They will spend the day working in isolation with opportunity to have rest breaks and purchase food and drink, but will not be allowed to socialise with other students. They will not have a member of staff with them for the entire time, but will be checked on at regular intervals and will be sat in a public place where staff will be able to see them. Every effort will be made to provide extra support for students who receive it in lessons.

### **Fixed term exclusions**

In most cases an external fixed term exclusion will be the last resort after a range of measures have been tried to improve the student's behaviour. We follow DfE guidelines on exclusions, and the final decision to externally exclude can be made only by the Principal or through delegation to a member of the Senior Leadership Team. When deciding to exclude a student the Principal will ensure that the matter has been investigated and that a record is kept of his actions and those of other staff.

**The standard of proof to be applied is the balance of probabilities rather than beyond all reasonable doubt, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Principal may exclude the student.**

A **reintegration meeting** will always follow a fixed term exclusion and will typically involve the student, parents/carers, Head of House and a member of the Senior Leadership Team. The terms of re-admission will be discussed and agreed on in this meeting as well as any ongoing support for the student.

Examples of behaviours which may lead to a fixed term exclusion can be found below. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive.

- swearing at, or about, a member of staff
- racist or homophobic abuse
- persistent bullying
- gross disobedience
- fighting resulting in physical harm
- theft, graffiti or vandalism
- serious misuse of technology

### **Return to school following an exclusion of five days pending permanent exclusion**

On very rare occasions, a student may be excluded for a period of 'five days pending permanent exclusion'. This would occur where the school deems the behaviour of the

student (whether for a one-off incident or cumulatively) to be serious enough to consider permanent exclusion but needs time to investigate further or consider the severity of the latest incident more closely. If a student is allowed to re-join the school community following the five day exclusion, it will be under strict conditions. This will include daily monitoring by a member of the Senior Leadership Team and an understanding that any further significant breach of the school rules will probably result in the decision to permanently exclude the student.

### **Permanent exclusions**

At times, it is necessary for the Principal to consider permanent exclusion in response to a student's behaviour; reasons for this may include, but are not limited to, the following;

- all other steps to encourage the student to obey the school rules have failed
- allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school
- persistent and defiant behaviour. This would encompass bullying, including homophobic or racist bullying
- serious actual or threatened violence against a student or member of staff
- sexual misconduct
- supply of an illegal drug, or severe misuse of an illegal drug
- carrying an offensive weapon

For further information relating to fixed term or permanent exclusions, please refer to our Exclusions policy.

### **Restorative approaches**

On occasions, we will consider whether a restorative approach is appropriate and will arrange for students to meet in a formal setting with mediation. This will only be if all parties are happy to proceed and will not necessarily replace a sanction.

### **Appendices to the Behaviour Policy**

- I Support systems**
- II Specific rules communicated to students**
- III Protocol for informing police of behavioural events in school**
- IV Protocol for interviewing students**
- V Restraint and search protocol**

The Behaviour policy should be read with reference to:

- The Anti Bullying policy**
- The Exclusions policy**

**The Home-School agreement**

**The SEND policy**

**The Complaints policy**

**The Substance Misuse policy**

**The School Uniform rules**

## **Complaints procedure**

### **Students**

If a student has a complaint about the way he or she has been disciplined or treated then he or she must firstly discuss the matter with their form tutor. If the matter remains unresolved or concerns the form tutor then it should be referred to the Head of House. It is envisaged that the majority of student concerns can be dealt with at this level. However, if a matter remains unresolved then a member of the Senior Leadership Team will review the matter.

### **Parents and Staff**

The Governors have a published Complaints Policy which can be reviewed via the school website.

## APPENDICES

### APPENDIX I

#### **Support Structures**

The following structures exist within the school to support students whose behaviour is causing concern. Referral to these areas of support is usually via the Head of House and parents/carers will be involved in discussion regarding intervention.

### **Mentoring**

Tutors, Learning Mentors and Sixth Form peer mentors work within the school to support and encourage students who are not achieving their potential.

### **Placement on the SEND Register**

Students on the register are monitored by the SENDCo and appropriate interventions are put in place.

### **Involvement of Tuition Service**

The school works closely with the Tuition, Medical and Behaviour Support Service (TMBSS). Work may involve one to one or group support, as well as alternative programmes of study at one of TMBSS's tuition centres.

### **Work with the Student Support Team**

Students may be referred to the Student Support Team to address specific areas of concern.

### **Student Reports**

Students whose behaviour does not meet expectations may be placed on report by their Head of House to address specific targets. Students will be expected to report to their Head of House daily and sanctions will be put in place if the report is unsatisfactory.

### **Planning Meetings**

Where a pattern of poor choices emerges and it is clear that other interventions have not been successful, the Head of House will consult with the Assistant Principal (Student Welfare) to determine whether a Planning Meeting should be called (please note that Planning Meetings may be called for a variety of reasons, not just poor behaviour). The Planning Meetings have three stages, increasing in severity. All Planning Meetings involve the student and their parent(s)/carer(s) and the following:

Stage 1: Form tutor and Head of House

Stage 2: Head of House and Assistant Principal (Student Welfare)

Stage 3: Assistant Principal (Student Welfare), Principal, Local Authority Inclusion Team

The planning meeting will involve discussion of the key concerns, any contributing factors and the completion of an action plan. This will be sent to parents/carers and reviewed within an agreed timescale at a planning review meeting. This may or may not involve the parent/carer but outcomes of the meeting will be shared with parents/carers.

This is a stepped process and students who do not regulate and reform their behaviour will move on to the next stage. On occasions, behaviour may deteriorate very rapidly, in which case a stage 2 or even stage 3 planning meeting may be called without holding the previous stage.



## APPENDIX II

### **Specific School rules communicated to students**

At The Priory School we trust our students to act accordingly; they do this very successfully and there are few rules that we expect them to adhere to.

Our rules and the consequences for breaking them are communicated to students regularly through discussion in form time, assemblies and lessons. The following list gives more information about some of the rules we regularly reinforce. When a student chooses to break the rules they should expect to receive an appropriate sanction.

#### **Uniform and appearance:**

Uniform must be worn at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Students wearing inappropriate clothing will be referred to their Head of House and may be isolated unless they have a letter explaining the exceptional circumstances.

#### **Mobile phones**

The school acknowledges that many parents/carers wish their child to have a mobile phone in their possession for reasons of personal safety. As such, students are allowed to bring mobile phones to school but they must be switched off and out of sight at all times. If a phone is used or seen during the school day without the specific permission of a member of staff it will be confiscated and a further sanction may apply.

#### **Inappropriate language**

Any student heard swearing will be reprimanded by the teacher at the time. Verbal abuse towards other people is not acceptable and will result in a sanction.

#### **Damage to property**

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be punished. Damage should be dealt with by the Head of Department in charge of that teaching area, or by the Head of House outside of lessons. Students will be billed for any subsequent costs incurred for replacement or repair.

#### **Out of bounds**

Students are expected to be in designated areas at break times and before and after school. Clear guidance about the exact areas forbidden have been communicated to students:

- the grass/wooded area from behind the sports hall all the way to the path to Bank Farm Road
- The strip of grass between the tennis courts and Longden Road

- car parks, other than to walk through them
- in classrooms at break/lunch unless permission is given by a member of staff / wet break
- the cycle sheds, except for leaving and collection of cycles
- all roof spaces, windows and fire escapes
- any area where building work is taking place
- the school field when weather conditions prevent it from being available for use

### **Misuse of computer equipment**

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as hacking or improper use of the internet can result in loss of privileges and will be dealt with according to the severity of the incident.

### **Offensive conduct to other students**

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school anti bullying policy.

If a student is harassed physically or verbally within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

### **Offensive conduct to a member of staff**

Abusive language/rudeness or defiance towards a member of staff is very unusual and very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including permanent exclusion from school. Threatening, aggressive or damaging conduct, or repeated misconduct of this sort would be aggravating factors.

Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in permanent exclusion from school.

### **Deliberate classroom disruption**

Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our consequences system.

### **Theft**

All cases involving theft including taking property without permission will be investigated by a senior member of staff. A fixed term exclusion is the typical sanction for theft. Each case will be taken on its merits and the school may look to permanently exclude for theft. The Police may be informed.

### **Alcohol- & drug-related offences**

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Substance Misuse policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction.

In cases where illegal substances are involved the Police may be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to permanent exclusion.

### **Smoking**

Smoking is not allowed on the school site or in school uniform off site. Students who are caught smoking or in the possession of smoking paraphernalia, will face a serious sanction.

### **Possession or use of an offensive weapon**

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The student will be given some form of sanction, which will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to fixed term or permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction.

### **Possession of other offensive items**

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion will apply in aggravated cases where the conduct was repeated.

### **Obstruction of justice**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

### **Improper conduct**

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions up to and including permanent exclusion from school. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.

## APPENDIX III

### **Protocol for involving/informing the police of behavioural events in school**

The police will be informed when the school is made aware of a criminal act outside school. All information will be passed to the police.

For criminal events within school the police will be informed if it is a significant and serious criminal event.

For less significant criminal events the school will use its discretion as to whether or not to inform the police.

Criminal events are defined as:

- carrying an offensive weapon
- theft
- criminal damage (including graffiti and vandalism)
- drugs (possession and supply)
- assault (peers/adults)
- sexual abuse/harassment
- serious misuse of technology

## APPENDIX IV

### **Protocol for interviewing students**

1. At initial contact in an investigation, it is acceptable for one member of staff to conduct the interview.
2. If during the course of the interview there is a possibility of external exclusion two members of staff may be present (one of whom should be SLT, Head of Year or Head of Faculty/Department).
3. During the investigation with two members of staff present, one will question and the other take notes.
4. Notes taken at the interview should include:
  - the date and times of all interviews
  - those present in the interview
  - reported speech, not inference (although notes can be made relating to the conduct of the student, such as gestures that are made or refusal to respond to direct questions)
5. Any investigation leading to internal or external exclusion should have a statement written and signed by the student. It may be appropriate for the student to dictate a statement to a member of staff, in which case they should read it before signing and dating it.
6. The statement can be in free prose or a written response in reply to specific questions.
7. When statements are provided as a reply to specific questions then the student should have an opportunity to add further information.

#### **Student Statements**

All witness statements would normally remain anonymous. This is in order to protect the witnesses from internal and also external acts of violence or threats of intimidation. The investigators and Principal may consider an exception to this where the witness statement makes a serious allegation regarding the student under investigation.

## APPENDIX V

### **Restraint and search protocol**

#### **Use of Reasonable Force**

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff cannot use force as a punishment – it is always unlawful to use force as a punishment. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Staff should not therefore hesitate to act in an emergency, provided they follow these guidelines. Staff have a legal obligation to safeguard the welfare of students in their care. Specific details, including risk evaluation, methods of handling and recording of incidents, are in DfE guidelines.

#### **Power to search without consent**

Search without consent can take place where there are reasonable grounds to suspect the possession of a prohibited item. Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items

Members of staff who are authorised to search for offensive weapons include:

- SLT
- Heads of House

As well as the searcher, one other member of staff must be present at the search of a student. The searcher should be of the same gender as the student being searched. The search can take place on school premises or on a school visit. The searcher can require the student to remove outer clothing.

