



FOUNDED 1879

HALLFIELD SCHOOL

BEHAVIOUR POLICY

Head Master	Mr K Morrow	
Chairman of Governors	Mr G Ralphs	
Staff member with responsibilities	Deputy Head: Head of Prep Deputy Head: Head of Pre-Prep	
Subcommittee with responsibilities	Education	
ISI Regulatory Policy	Yes	
Date adopted by Governing Board	Date	Autumn 2022
	Autumn 2025 (unless new legislation requires amendment)	
Date for policy review		

*Hallfield School promotes the safeguarding and welfare of children in its care;
all policies support the Safeguarding Policy"*



HALLFIELD SCHOOL

BEHAVIOUR POLICY

1. SCOPE

All staff, children, including EYFS and out of hours care.

The Head Master, Deputy Head: Head of Prep and Deputy Head: Head of Pre-Prep are responsible for the implementation and monitoring of this policy.

2. AIMS

The main aim of this policy is to establish and maintain the highest possible standards of conduct and consideration for others throughout the school. We aim for our children to accept responsibility for their own behaviour, to know right from wrong and to have an appreciation and respect for all members of the school community.

We aim to create an environment where all children will be encouraged to develop mutual respect and tolerance, develop their ability to distinguish between right and wrong and learn to accept responsibility for their own behaviour.

All members of Hallfield and the wider school community including governors, staff, parents, carers and children are responsible for maintaining positive behaviour. All staff are responsible for using rewards, behaviour guidelines and sanctions clearly and consistently and for working in partnership with parents and carers encouraging involvement and cooperation.

The school aims to set high standards of behaviour which will support teaching and learning by providing pupils and staff with a framework of positive support and encouragement by recognition and appreciation of achievement and by using a fair and consistent systems of sanctions. All staff are expected to promote self-discipline amongst pupils and to deal with any unacceptable behaviour fairly, consistently and firmly. Behaviour which does not allow constructive teaching or learning is unacceptable and staff will ensure this is not tolerated.

Also see School's Anti-Bullying Policy and Safeguarding and Child Protection Policy.

3. POLICY STATEMENT

Hallfield is a caring school where each child is treated as an individual and their well-being and happiness is very highly valued. We believe that in this environment children will learn to be responsible for their own actions and to empathise with the needs of all other members of their community.

The ethos of Hallfield is detailed in the 'Children's Charter'. (See below.) This document includes 16 pairs of words, chosen by the children, which express the school's shared values and core beliefs.

The underlying principle of behaviour management at Hallfield is always to encourage the children to produce their best work and behaviour and so to enable them to achieve their full potential.

Pupils should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible, the positive aspects of any pupil should be emphasised, and any addressing of negative behaviour or poor pupil decision-making should be constructive, and designed to promote self-regulation, self-understanding and self-worth in the pupil(s) concerned. (It is the behaviour, not the child that is unwelcome.)

It should be noted that some forms of behaviour may result from a psychological or medical condition such as, ADHD, Autism, Asperger's Syndrome. Staff should take this information into account when dealing with the behaviour of children formally diagnosed with these conditions.

The admission of a child to the School is conditional on acceptance of the terms set out in the Admissions policy. While every effort is made to inform parents about serious breaches of school rules, it must also be accepted that the Head Master has complete discretion in the imposition of sanctions, including fixed term or permanent expulsion.

No form of corporal punishment will be used or threatened to a child and we will not use or threaten any punishment which could adversely affect a child's well-being.

If a member of staff needs to intervene physically to restrain a child for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary, contact should be reasonable, proportionate and necessary where the interests of the child are paramount. If restraint of this nature is used, we will inform the parents concerned on the same day, or as soon as possible afterwards, and a record will be kept in school of the incident.

This policy should be read in conjunction with the Anti Bullying and the Permanent Exclusion and Review policies.



HALLFIELD SCHOOL

BEHAVIOUR POLICY PROCEDURES

A. EARLY YEARS FOUNDATION STAGE

1. Behaviour Management

We believe that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will always be encouraged and praised in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the setting we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

2. We aim to:

Recognise the individuality of all our children.

Encourage self-discipline, consideration for each other, our surroundings and property.

Encourage children to participate in a wide range of group activities to enable them to develop their social skills.

Work in partnership with parents by communicating frequently and honestly.

Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.

Encourage all staff working with children to accept their responsibility for implementing the goals in this policy.

Promote non-violence and encourage children to deal with conflict peacefully.

Provide a key worker system, in the nursery and Foundation, enabling staff to build a strong and positive relationship with children and their families.

The staff will keep up-to-date with legislation and research and support changes to policies and procedures in the setting; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. A record will be kept of staff attendance at this training.

We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the setting.

Our rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, will be required to talk through these actions and apologise where appropriate. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable.

It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

3. When children behave in unacceptable ways:

Physical punishment such as smacking or shaking will be neither used nor threatened, however it may be necessary to use restraining action in an emergency to prevent personal injury. A record is always kept of physical intervention and parents are informed if physical intervention is used on the same day or as soon as practicable thereafter.

Children will not be singled out or humiliated in any way. Staff within the setting will re-direct the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity.

Staff will not raise their voices in a threatening way.

In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.

How a behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done. It may also include the child apologising for their actions. Parents will be informed if their child is unkind to others or if their child has been upset. In most cases inappropriate behaviour will be dealt within the setting.

Confidential records will be kept on any negative behaviour that has taken place. Parents will be informed and asked to read and sign any entries concerning their child.

Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented.

If a child requires help to develop positive behaviour, every effort will be made to provide for their needs. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the setting. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist, paediatrician or child guidance counsellor.

Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively.

If a child should intentionally cause physical harm to another child, the Head Master and / or the Deputy Heads reserve the right to ask parents for that child to be removed from the setting.

4. Biting

Children bite for many reasons. If a child in the setting has bitten another child it will be dealt with in a manner appropriate to the child's age and stage of development, encouraging them to consider what they have done, and how their behaviour has hurt another child.

If a child consistently bites, we will work with the parent/carer to decide how the child can be supported to change their behaviour. We will observe the child to find out what triggers the biting behaviour and consider their development in all areas when assessing the reasons behind the biting. We will also monitor what is successful in deflecting the biting behaviours.

We will work with parents to draw up a plan of action to support the child and their development to reduce this behaviour. These action plans need to be used in the setting and at home to gain consistent boundaries and support learning.

Children's names will not be shared with other parents if they have bitten another child. If required, advice can be sought from outside agencies to support practice and families.

5. Reception

Reception form teachers nominate a child each week to receive a Children's Charter certificate and the form mascot to take home for the weekend.

In the Reception classes the school's policy of using yellow warning cards and red cards is adopted from the start of the Spring Term onwards.

Yellow and red warning cards are logged on ISAMs Reward & Conduct module and incident details reported on CPOMS as required.

If a child receives a red card, they miss their playtime, spending time with the Head of Phase.

In the case of a red card being issued the parents will be informed.

B. WHOLE SCHOOL PROCEDURES (Years 1 – 8)

1. The Children's Charter

<p>GOOD FRIENDS</p> <p>Kind and helpful</p> <ul style="list-style-type: none">• We are generous and try to help out whenever we can <p>Gentle and caring</p> <ul style="list-style-type: none">• We look after our friends and we don't cause hurt, physical or otherwise <p>Friendly and cooperative</p> <ul style="list-style-type: none">• We always seek to get along and to include others. We work together well in the classroom and play together well in the playground. <p>Considerate and forgiving</p> <ul style="list-style-type: none">• We think about the needs of others. We give each other another chance if we do something wrong and don't hold on to bad feeling.	<p>GOOD CITIZENS</p> <p>Loyal and trustworthy</p> <ul style="list-style-type: none">• We are responsible and supportive. We can be counted on. <p>Honest and truthful</p> <ul style="list-style-type: none">• We do not lie and we always try to tell the truth. <p>Respectful and tolerant</p> <ul style="list-style-type: none">• We are open-minded with other people's views and don't think we are always right. This influences the way we are towards them. <p>Polite and courteous</p> <ul style="list-style-type: none">• We say please and thank you. We hold the door open for people and look for chances to be helpful and our best selves
<p>GOOD LEARNERS</p> <p>Happy and enthusiastic</p> <ul style="list-style-type: none">• We love our school and we enjoy coming to learn every day. <p>Reliable and organised</p> <ul style="list-style-type: none">• We can be counted on to be well-prepared, to tidy things up and arrange ourselves well. <p>Determined and hardworking</p> <ul style="list-style-type: none">• We never give up, we concentrate and we always put in effort. <p>Listening and ready to learn</p> <ul style="list-style-type: none">• We don't talk when the teacher is saying something and we are always ready for the next learning challenge.	<p>GOOD INDIVIDUALS</p> <p>Kind and self-aware</p> <ul style="list-style-type: none">• We treat ourselves with kindness and understanding. We have realistic expectations of ourselves. <p>Healthy and active</p> <ul style="list-style-type: none">• We take care of ourselves by getting enough sleep, exercise and eating healthily. <p>Confident and self-advocating</p> <ul style="list-style-type: none">• We speak up for ourselves and have a say in what happens in our school. <p>Accepting and mutually respectful</p> <ul style="list-style-type: none">• We aim to understand and accept our feelings and those of others. We are able to say sorry, forgive and move on

The Children's Charter is a whole school guide to behaviour and expectations. It was developed by all the children in the School to agree on words which expressed their shared values.

It is the aim of the school for this Charter to be built into everything that the children and the staff do; the way we work and learn, the way we talk, the way we interact with each other.

2. Bullying

Full details on the School's approach to bullying and actions to help prevent it can be found in the Anti-Bullying Policy. This Behaviour Policy should also be read in conjunction with the Safeguarding and Child Protection Policy.

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over time that intentionally hurts another pupil or group physically or emotionally. Bullying is often pre-meditated and persistent, and may involve one or more individuals systematically undermining the confidence and self-esteem of others.

Bullying can take many different forms. These include verbal intimidation, deliberate ostracism, sexist or racist behaviour as well as threats and physical attacks.

Any form of bullying is unacceptable and will be dealt with immediately.

Staff at Hallfield School recognise that some pupils have educational needs, disabilities and emotional or behavioural difficulties that might substantially and regularly interfere with the child's learning or that of the class or group. Appropriate adjustments are made for such pupils as necessary and appropriate; these adjustments are set out in an IBP (individual behaviour plan) for each child with such needs formally recognised along with appropriate risk assessments.

Parents and guardians who accept a place for their child at Hallfield School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

3. CORE Values

The Hallfield CORE values run as threads both through the pupils' curricular and extra-curricular endeavours. By their nature and definition, the values cannot be pursued and attained without caring, compassionate and respectful behaviour being shown by pupils towards others and towards themselves. Both staff and pupils should always consider such implications of the values on behaviour expectations.

These values are:

Collaborative

- Works together with others well.
- Listens to and respects others' suggestions and views.
- Can understand and promote what is for the good of the group/team over the individual.

Creative

- Shows the ability to develop new ideas and to look at problems in different and interesting ways.
- Displays imagination and creativity aesthetically and intellectually.

Organised

- Is ready to learn, in terms of both materials and mind.
- Looks after their belongings.
- Arranges and manages their commitments successfully.

Resilient

- Able to stay positive, calm and determined in the face of a challenge.
- Sees a challenge as an opportunity for growth and development.
- Can manage failure proportionately, in context, and as an important part of progress.

Engaged

- Pays attention and listens carefully.
- Participates fully and is a committed learner.
- Gets involved in a wide variety of activities and opportunities, both curricular and extra-curricular.

Both being collaborative and being engaged particularly require pupils to regulate their behaviour appropriately to ensure they can achieve of their best, and that others can do likewise.

4. Rewarding positive behaviour (Reception to Year 8)

The school's behaviour management strategy is built around the positive reinforcement of good behaviour. Rewards are used to motivate children to do better and to work harder as well as to recognise formally those children who maintain the values of the Children's Charter.

The most powerful way to reward and reinforce good work and behaviour is the approval of the teacher. It is of primary importance that teachers foster a positive and cooperative atmosphere in all their lessons and seek to establish and maintain sympathetic and caring relationships with children in their care.

This type of positive feedback is best given at the time and within earshot of other children who will know what type of work and behaviour is most highly valued by the teacher and by the school.

It is important that teachers communicate good behaviour to parents via regular notes in the children's academic planners. Postcards home can also be used to celebrate good behaviour and achievement.

Merits are given for children who demonstrate, in their work and in their relationships with others, the values expressed in the Children's Charter; for positive engagement and purpose, positive accomplishment and positive behaviour, being 'green' all week.

Merits are recorded onto ISAMS during the week in which they are given.

Each week the form with the highest total in each Year Group are recognised in a Good News Assembly.

All children are placed in to one of the four Houses, Pughe, Ridgway, Stork or Nowers and any child's individual merits are included in the merit house totals which are also calculated each week and, for Years 3-8, recognised in Good News Assembly.

Children within the Pre-Prep earn a token for each merit awarded and these are then collected in the House Merit display within the Pre-Prep Hall. During Pre-Prep Good News Assemblies this is referred to, all children are encouraged and the leading House is praised.

At the end of each term the winners of the House merit competition will be announced in the final assembly.

Pre-Prep form teachers refer to the Children's Charter when allocating merits. Children's Charter Certificates may be presented during Good News Assembly for exceptional behaviour or for continuous good behaviour.

Prep children are encouraged to nominate their peers who they perceive as following the Children's Charter. Children's Charter Certificates are presented in Good News Assemblies.

Gold cards are awarded each half of term to children for consistent outstanding behaviour and these children enjoy a special reward with the Head Master.

For Years 3-8, Head Master's certificates are given for outstanding work and endeavour and are awarded at a Prep Good News assembly.

5. Sanctions (Reception to Year 4)

So that children gain an understanding of cause and consequences related to their behaviour sanctions used will be reasonable, proportionate and fair and designed to promote improved behaviour and should never aim to humiliate or degrade a child or undermine their self-esteem.

Sanctions for individual pupils, both Prep and Pre-Prep, are based on a card system (green, yellow and red). These are good, warning and consequence cards, respectively.

Every child starts the day with a green card with their aim to maintain this. If a teacher needs to verbally warn a child, and then again must speak to the child about an issue, their card will be turned from green to yellow.

This process can be recorded openly on the class display (within form rooms), by writing names on white boards (for specialist teachers) or more discreetly by giving an individual child an actual coloured card on their desk.

If a child responds positively to being given a yellow card and changes their behaviour for the better over an extended period (30 minutes plus) then the teacher can redact the yellow card.

Regardless of the method of giving the yellow card all 'live' yellow cards at the end of a lesson must be added to the child's reward and sanctions profile on ISAMS as soon as possible. A member of staff may feel putting an entry with more detail onto CPOMS appropriate for record keeping purposes.

Form teachers can place a child on a behavioural report card if they recognise a pattern of repeated poor behaviour on an analysis of the frequency and nature of a child's yellow cards. The issuing of a report card should be recorded on CPOMS.

- a) There must be a discussion with the Head of Phase prior to the issue of a report card
- b) Parents of children issued with report cards must be informed on the day before their issue by the form teacher via a phone call or face to face meeting.

- c) Report cards should be completed and signed by members of staff and daily signed by parents.
- d) Report cards should be devised in order to support the child. They should only be used for a set period of time to allow the child an opportunity to change behaviour.

If the child persists with behaving badly, then a yellow card can, in turn, be turned to red. This can be done for an individual yellow which doesn't cause a pupil to improve their behaviour in a given lesson or situation. This can also be done for a series of yellows over a period of time which indicate the child is not responding appropriately to the warnings. The latter should be discussed on an individual basis between form teacher and Head of Phase. Professional judgement and the circumstances will be used to deem whether a red card would be an appropriate escalation. The pupil *must* be forewarned that a failure to change their behaviour will lead to a red card so they have a chance to change their decision making.

In the event of an act of physical violence or direct disobedience of a teacher a straight red card should be given.

All incidents resulting in red cards must be added as soon as possible to both CPOMS, as a record (tagging the Sanctions/Red Card category), and to the child's reward and sanctions profile on ISAMS.

A red card means consequences:

- a) The child concerned will miss their next playtime and complete a red card consequence / reflection exercise.
- b) The enforcement and supervision of this sanction is the responsibility of the member of staff awarding the red card.
- c) When a straight red card is given this must be recorded as above.
- d) Parents of children issued with red cards must be informed on the day of their issue by the member of staff awarding the red card via the child's academic planner and, if a straight red card, via phone call / email / face to face meeting.

If a child receives three red cards, in one half term, their Head of Phase will arrange a Head of Phase detention to last half an hour. In Pre-Prep this will be at a lunch break. In Years 3&4, this will be at 4pm and regardless of a club that should be being attended, paid or otherwise.

If a further red card is received in one half term, the child's parents will be invited to a meeting with either the Deputy Head Pre-Prep and/or Deputy Head Prep. Consequences of such a meeting can include children being; given a Deputy Head detention after school, excluded from after school clubs, not being allowed to represent the school, internal exclusion and fixed term exclusion. If there is no consistent improvement in the behaviour of a child, parents will be invited to a meeting with the Head Master and further sanctions such as fixed term exclusion and permanent exclusion will be utilised.

Staff must be mindful to show consideration and understanding, when implementing these sanctions.

Under the guidance of the Head of Learning Support sanctions and subsequent consequences will be tailored and adapted for individual children with individual behaviour plans. These individual behaviour plans will be circulated to all staff and frequently reviewed and updated termly.

6. Sanctions (Year 5 to Year 8)

Exemplary and positive behaviour are expected as the norm from our older children.

The use of yellow warning cards and red consequence cards is the same as in younger Year Groups. However, the age of the children is reflected in the following:

Any child issued with two red cards in a half term will have a Head of Phase detention, as set out above, 1600-1630. A child issued three red cards in a half term will have a Deputy Head detention after school on a named day from 1600-1700. This form of detention will be repeated for every further red card received.

The issue and timings of detentions are non-negotiable. Parents will be informed either by phone or by email.

If a child is in a Deputy Head detention more than twice per half term parents will be invited to a meeting with the Deputy Head: Head Prep. Consequences of such a meeting can include children being; excluded from after school clubs, not being allowed to represent the school and, with the Head's approval, an internal exclusion or fixed term exclusion.

7. Serious Misbehaviour (see Exclusions Policy)

If a serious incident occurs, the member of staff in charge must record it on CPOMS creating a central record that may be shared with outside agencies and parents and therefore must be completed using professional language, be factually accurate, with no expression of opinion.

Serious incidents include a child striking and injuring another, deliberate damage or theft or persistent taunting or bullying (which is likely to constitute child-on-child abuse – see Safeguarding and Child Protection policy).

The Deputy Head: Head of Prep and / or the Deputy Head: Pre-Prep, the Head of Phase and the form teacher must be informed as soon as possible so that a measured response can be made.

The parents of a child involved with a serious incident will be notified by the member of staff nominated by the relevant Deputy Head and could be either themselves or Head of Phase. No other communication should take place by any other member of staff with the parents unless directed by the relevant Deputy Head.

The Deputy Head: Head of Prep and / or the Deputy Head: Pre-Prep, in consultation with the Head Master will always investigate serious incidents and a suitable course of action will be agreed with the parents and/or carers where possible. Behaviour of this kind may include after school detention, internal exclusion, fixed term exclusion.

The Head Master has all of the described sanctions available to him and in addition permanent exclusion.

In the instance of permanent exclusion, the Head Master will meet with parents and/or carers to discuss the situation, inform the Chairman of Governors and formal records of meetings and agreed sanctions will be kept.

In the case of any sanctions being applied by a Deputy Head and or the Head Master a record including the child's name, Year Group and the nature and date of the offence will also be recorded in the register of sanctions made available to the School Governors.

All consequences should be reasonable and proportionate to the circumstances of each case, considering the child's age, any reasonable adjustments that may need to be made for children with SEND and any other individual needs.

A suitable course of action may include seeking advice from outside agencies and other professionals e.g. an Educational Psychologist, Cognitive Behavioural Therapist and the construction of an agreed individual targeted behaviour plan.

8. Parental Complaints

Where parents consider that a sanction is unjustified, they should take their complaint to the Head of Phase in the first instance.

If the issue remains unresolved the Deputy Head: Head of Prep and / or the Deputy Head: Head of Pre-Prep should be informed.

Failing these steps, a parent then may take this matter to the Head Master.

If a parent is still in dispute with the school in relation to a Permanent exclusion or expulsion they should follow **Appendix 1 of the Permanent Exclusion and Review Policy**.

Which staff members can conduct searches and when

Legislation deems that:

- Any staff member has the power to search pupils for any item if the pupil gives informed consent (see below)

Although any staff member has this power with consent, best practice is that – where possible – only staff members who have been authorised by the Head Master to conduct searches for prohibited or banned items carry out any search.

- Even if a pupil does not agree, the Head Master and members of staff authorised by the Head Master (and *only* those staff), have the power to search a pupil for an item which is prohibited or banned if they have ‘reasonable grounds’ to suspect the pupil has such an item. (See below for banned items and ‘reasonable grounds’.)

At Hallfield, staff authorised by the Head Master to undertake such searches are:

- Members of the Executive Team
- The trip leader on a school trip when the need to search arises on the trip

These staff may search for any item on the list of prohibited or banned items below.

By law:

- The member of staff carrying out the search **must** be the same sex as the pupil
- There **must** be another member of staff present as a witness to any search - they don’t have to be the same sex as the pupil

The only exception to needing a second member of staff is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn’t carried out urgently **AND**
- It’s not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

When an authorised staff member conducts a search without a witness, they should immediately report it to one of the Deputy Heads or the Head Master, and make sure that a record is written onto CPOMS.

Gaining consent and what will happen if a pupil refuses to cooperate

Any staff member feeling that they need to search a pupil or their possessions should seek the informed cooperation of the pupil before any search. In asking for consent, the member of staff should explain calmly and clearly:

- Why they feel the search is necessary
- Why this is important
- What a search would involve

*e.g. “*****, I’m worried that you may have something which you shouldn’t in your locker/bag, as I’ve heard you might have a penknife in school today. It is important for your own safety and that of others that – if you do – it is carefully looked after and goes home at the end of the day. To search for it, I would take the items out of your locker/bag to have a look and may need to open your pencil case too. May I please do this?*

The School can sanction pupils if they refuse to cooperate with a search for a **prohibited** item. However, where possible, staff should avoid presenting the idea that a pupil can be sanctioned for refusing to consent to a search, as this may imply that the pupil didn't freely consent.

What does 'reasonable grounds' mean?

There's no specific legal guidance on what 'reasonable grounds' to suspect a pupil has prohibited items means. At Hallfield, a common sense approach that can be rationalised and justified applies. For example:

- Hearing the pupil or other pupils talking about an item
- Being told directly of an item
- Seeing an item
- Noticing a pupil behaving in a way that causes a member of staff to suspect that they're concealing an item

The School may use CCTV footage to decide whether to search for an item.

Prohibited items

These can be searched for with or without a pupil's consent.

Prohibited items are:

- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the to the pupil) or damage to property
- Stolen items
- Knives, blades or other items capable of cutting and/or piercing
- Other weapons
- Sexually explicit images
- Alcohol
- Illegal drugs
- Tobacco and cigarette papers
- Fireworks

Other items banned at Hallfield:

- Mobile phones (except Seniors at permitted times), smart watches or any personal technology that can be internet-enabled and/or has an in-built camera

How to carry out a search

Before a search the Head Master or authorised staff member should:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. These considerations would need to be covered in the subsequent CPOMS report.
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it
- Always seek the pupil's cooperation

If a pupil refuses to cooperate

In this case, the authorised member of staff should first consider why this is, and act proportionately. It may be that the pupil:

- Is in possession of a prohibited or banned item
- Doesn't understand the instructions or what a search will involve
- Has had a previous distressing experience of being searched

If the pupil continues to refuse to cooperate:

- They may be sanctioned in line with this Behaviour Policy
- If you don't think that a search is needed urgently, seek advice from the Head Master or the DSL / Lead Deputy DSL. During this time, the pupil should be supervised somewhere away from other pupils
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the pupil from harming themselves or others, damaging property or causing disorder. **Note:** you can only use reasonable force to search for prohibited items but not other items banned in your school (i.e. not for mobile phones / personal technology)

Searching a pupil's clothes

Search the pupil in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:

- Gloves
- Scarves
- Shoes

You **cannot** ask pupils to take off any further items of clothing.

Be sensitive to whether a pupil is wearing outer clothing for religious reasons when you conduct a search. For example, you shouldn't require a female pupil to remove a headscarf she's wearing for religious reasons if your witness is male.

Searching a pupil's possessions

Authorised staff can search lockers, desks and bags in the presence of the pupil and another member of staff (except in cases where there's a risk of harm and where it's not reasonably practicable to summon another member of staff).

Only police can conduct a strip search

School staff are **not** allowed to carry out strip searches, including the Head Master and authorised staff. Only police who have been asked to come to the school may decide whether a search is necessary and carry it out.

The police can only carry out a search if they:

- Think this is necessary to remove an item related to a criminal offence, **and**
- Reasonably consider the pupil might have concealed such an item

Call the police into school as a last resort

Always put the best interest of the child first. This means that before you decide to call the police into school you should first:

- Make sure that you've exhausted other approaches
- Carefully weigh up the risks to the pupil's mental and physical wellbeing with the need to conduct a search

Any intimate search of a child may take place only in the presence of an appropriate adult of the same sex, unless the child expressly asks for an appropriate adult of the opposite sex, who is readily available. An appropriate adult is a parent, guardian or social worker; or in their absence any responsible person over 18 years old.