



# **Behaviour Policy**

**September 2022**

At Summerside Primary Academy we want to equip the children with life skills and to help our community learn to understand the consequences and impacts of their actions. We have very high expectations for behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative. Through use of the Zones of Regulation as a method for supporting our pupils to manage their emotional wellbeing and use strategies to help them avoid conflict in the first place. We also believe that by using a restorative process and bringing those harmed by conflict, and those responsible for the harm, into communication, we can enable everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. The school actively builds an ethos which promotes trust, restoration of relationships and looks to repair at every opportunity. We believe that children have the right to feel safe and feel accepted.

**We aim to:**

- help children grow up into confident, tolerant, considerate young people ensure that everyone at Summerside can listen to others and feel listened to
- show children how to respect themselves and to show others the same respect
- help children to understand the needs of others
- teach children to care for their own belongings and their surrounding environment
- create an environment where education is a partnership between home and school
- be consistent through clear routines and expectations.

**We believe that:**

- all members of the community should feel safe, happy & cared for in school
- children & adults should be asked what they need in order to get the best out of themselves
- we should 'teach' skills to enable and empower children to make good relationships we must provide systems that will support children & adults if relationships break down
- any behaviour that harms/upsets a child or adult should be addressed and all parties involved should be given the opportunity to put things right

**To achieve this; children, staff, parents, carers and members of our community will:**

- speak to one another in a calm manner
- work together listen to each other
- tell their truth
- try to understand each other's point of view
- actively seek to build, maintain and repair relationships

It is essential that our behaviour systems help to create a calm, orderly and respectful environment where children can grow in confidence feel safe and are able to learn.

**Stay on Green, Aim for Gold:**

At Summerside Primary School we use a behaviour system called 'Stay on Green, Aim for Gold'. We work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are following school golden rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community aims to show this behaviour at all times. The expectations are designed to focus on positive action and choices rather than what children should not do.

**Overview:**

The principle behind this system is:

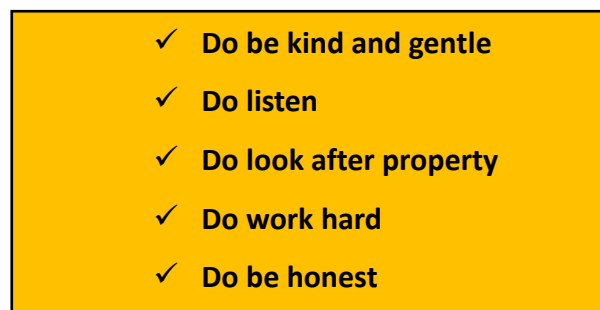
- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.

- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who regularly follow the rules are noticed and rewarded.
- Supported by the Zones of Regulation

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.
- Restorative approach used for repairing incidents
- Positive choices - Rewards
- Negative choices - Consequences

**Green behaviours = our school golden rules:**



**How It Works:** (See Appendix A,B and C for breakdown of behaviour system)

- In each class there is a prominent 'Stay on Green, Aim for Gold' display with each of the colours represented by a simple piece of matching coloured card. On this display, all children have a card with their name on it.
- Each day, children start with their name on **Green**.
- If children make positive impactful individual choices they are celebrated by placing the colour bronze, silver or gold into the chart and rewards given (Please see Appendix for list of behaviour rewards).
- If children make negative behaviour choices they are warned by placing a blue card in their named card holder.
- Continuing or serious negative behaviours will result in the child's name being changed to the yellow or red areas of the display and the subsequent sanctions actioned.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards Green (and then towards Gold).
- When on Yellow, children will move to a different part of the classroom for 5 minutes and complete a self-reflection sheet (see Appendix). Parents/carers will be notified by the class teacher if their child has moved to yellow through a phone call or conversation at pick up time. Both the teacher and Phase Leader keep a copy of the reflection sheet and it is logged on Arbor (our Management Information system) as a minor incident.
- When on Red, children are sent to a the Phase Leader's class. They must be told the reason why they are being asked to leave the classroom and a note must be sent to the Phase Leader to inform the teacher why they are there. Children will take a Self-Reflection Sheet to complete. The Self- Reflection Sheet and behaviour form are filled in and sent to the Phase Leader, these

are recorded on Arbor as a serious incident. Parents/carers will be notified. The Phase Leader will monitor the child's behaviour for the rest of the week. When the child returns to class they immediately move back to green.

- If a child reaches red again the same day – the child will be sent to the SLT to have a restorative conversation, parents will be contacted to come in for a meeting and the child will be put on report for a week. Any other rule breaks the child moves to Zero Tolerance Red.
- Whilst it is generally unlikely for children to reach Red, any child who reaches Red or beyond in a day will receive in class support from the Learning Mentor team to help them make better choices in their behaviour.
- There are a number of behaviours which are deemed severe enough for an automatic Zero Tolerance Red (even if the pupil had been on Green/Silver/Gold).

These include:

- Violent and aggressive behaviour
- Racist language
- Homophobic language
- Stealing
- Bullying
- Insulting someone's gender
- Insulting someone because of a disability
- Swearing
- Deliberately defacing or damaging any school property

#### **If a child reaches Zero Tolerance Red:**

- They are sent to a member of the Senior Leadership Team (SLT)
- Phase Leader/SLT/Learning Mentors will call parents for a meeting to discuss the behaviour.
- The child will receive an Internal Red (internal isolation in another class) for half a day. This will be logged on Arbor.
- All playtimes and lunchtimes will be missed that day – these will be supervised by SLT.
- 3 incidents of Zero Tolerance Red in a half term will lead to 1 day external exclusion.

All significant behaviours (positive and negative) will be logged and records kept in order to track behaviour of individuals – this will be logged on Arbor.

#### **Children with specific behavioural needs:**

- We recognise that some children have specific needs with regards to their behaviour.
- For those identified with SEND, the system may be altered and adapted to meet their needs.
- In these cases their Individual Education Plans and Individual Behaviour Plans will indicate the actions planned to address and support their needs.

#### **Peer on Peer abuse:**

The school prioritises cultivating a safe and respectful environment amongst pupils, and ensures that all pupils are aware that the school adopts a **zero-tolerance** stance on peer-on-peer abuse of any kind.

The school promotes respectful interactions amongst pupils, and all staff model appropriate and respectful behaviour. Staff will take care to avoid normalising harmful behaviour, particularly harmful sexual behaviour, e.g. by refraining from the use of phrases such as 'boys will be boys' or describing such behaviour as 'just having a laugh' or 'part of growing up'.

The school will ensure that wider societal factors that exacerbate the problem of peer-on-peer abuse are reflected in its approach to creating a preventative culture. This means that individuals who are more likely to be abused, e.g. girls or LGBTQ+ pupils, or who are at increased risk of acting as a perpetrator in abusive situations, e.g. due to abusive home situations or anger management issues, are given additional support from an early stage.

All incidents are recorded on Arbor and the appropriate action is taken.

### **Exclusions:**

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use a fixed term exclusion for a child. This may be for half a day, a whole day or, in exceptional cases, for a maximum of 2 weeks, to maintain the well-being, health and safety of all our community. In some cases, it may be necessary to permanently exclude a child. Only the Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies tried or for extreme behaviour. On the child's return parents/carers will be required to attend a reintegration meeting with their child and a member of SLT before the child can re-join their class.

## **The Restorative Approach**

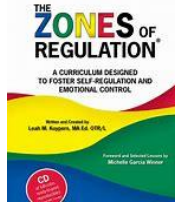
At Summerside Primary Academy everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

### **The 5 stages are:**

1. What happened? Drawing out each person's story one at a time.
2. What do you think and feel about that? What each person was thinking at the time, before and since.
3. Who has been affected and how? Who has been harmed/affected and how?
4. What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.
5. What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

## **Zones of Regulation**



The aim of the framework is to support children to develop social, emotional and sensory self-regulation. It is an integration of several different approaches including The Incredible 5-Point Scale, Social Thinking, Alert Programme, and was developed by an Occupational Therapist. She identified self-regulation as a common need among all children

Aims of the programme:

- Way to identify and communicate feelings / zones in a non-judgemental way
- Understand the different feelings, sensory needs and thinking patterns that result in a child shifting from one zone to the next
- Learn tools to stay in or move between different zones
- Develop an individualised toolbox
- Recognise triggers and when to use tools
- Recognise others emotions and the impact of one's behaviour on others

The Four Zones: Our Feelings & States Determine Our Zone – states of alertness and emotions

- The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone. This is not expected in school. In this zone a person may feel out of control and needs to use tools to keep them safe (breathe, take a break, calm jar, music)
- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone. This zone might be expected at break time or trips. Calming tools will help to reduce energy levels back to the green zone ready to learn.
- The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored. This zone requires energy and alerting tools (e.g. stretch, drink water)



**Key Aspects:**

- All zones are acceptable
- Children and staff will enter school and put themselves in the Zone that they are feeling, they are expected to change this throughout the day
- We make others feel comfortable and safe when we are in the expected zone at the expected time
- Important to practise skills in the green zone so the child is prepared to cope with the other zones
- Make comments out loud e.g. this is really frustrating me and I can feel I am in the yellow zone. I need to use a tool to help me calm down
- Share how a child's behaviour is impacting the zone you are in
- Try not to reward the child for being in the green zone as this is not always the expected zone
- Praise attempts at moving/staying in zones even if they are not completely successful
- Support children to use their Tool kit for managing their feelings.

See Appendix D for display expectations example.

**Rewards:**

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour.

Wherever possible we aim to have positive interactions with a child rather than negative interactions. E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair in order to remind the first child of the correct choice; check the first child has stopped and then praise them for making the correct choice.

We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any

reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences.

### **Whole Class Rewards:**

- At the end of each day if all children Stay on Green, Aim for Gold the class earns 5 minutes of extra play. The class can earn up to 25 minutes of extra play to be taken on the day of the week the teacher decides.
- Every class has a whole class reward system which ends in a class treat if they reach the total number of points.
- If five children gain bronze in a day, the class get a reward on their whole class rewards point system.
- If three children gain silver in a day, the class get a reward on their whole class rewards point system.



### **Individual Rewards: (see Appendix B – Behaviour ladder)**

- Green – child is given positive praise.
- Bronze - child is given positive praise
- Silver – child is given positive praise.
- Gold – child receives a Gold leaf, which will be sent home. A copy of the leaf will go up on the Golden Leaf Tree. They also get the opportunity to have a go on the 'Golden Cycle'
- Every week there is a Success Assembly for Key Stage 1 and 2. Each week a child in every class is recognised in the award assembly for their good work, positive learning attitude and behaviour or growth mindset. Children who have received a Gold leaf during that week will also have this presented in assembly and their photo taken for the website.

### **Outside Class and Playground Positive Behaviour Management:**

The principles of the 'Stay on Green, Aim for Gold' System will continue outside class and playground contexts.

### **Outside the Classroom:**

- All members of staff will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour and meal time supervisors will give out Stay on Green stickers to children if they have shown exceptional positive behaviours.
- Warnings and 'consequences' for negative behaviour given (see Appendix E for lunchtime behaviour system in more detail).
- Playground behaviour - all adults must be vigilant to address 'tensions' through restorative conversations before they result in incidences.



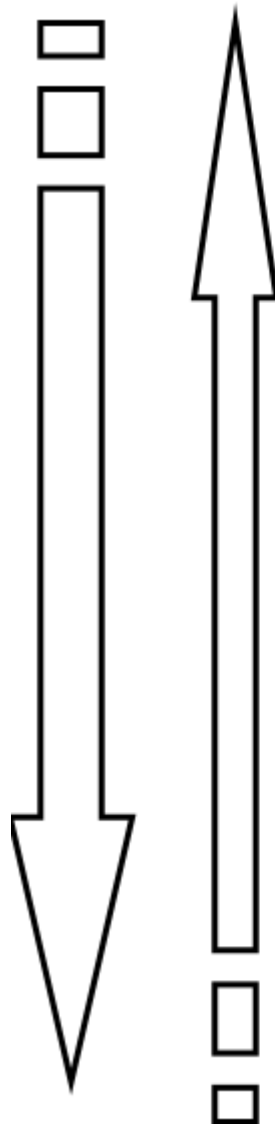
- All adults must deal with incidents appropriately following the principles of Stay on Green, Aim for Gold and use of restorative approach.
- Children must approach staff outside on the playground when other children make poor choices and not come into school.
- Serious incidents will be referred to SLT/Learning Mentors.
- All significant incidents must be reported to class teacher.

### Lunchtime Behaviour Ladder

Stage	Consequence	Actions	Behaviours that sanction a consequence
<b>1<sup>st</sup> Consequence</b>	Verbal warning	Restorative conversation, reaffirmation of playground rules and reminding of the behaviour system	<ul style="list-style-type: none"> <li>• Not Listening</li> <li>• Not Following Rules</li> <li>• Not Sharing</li> <li>• Play Fighting</li> <li>• Being Unkind</li> </ul>
<b>2<sup>nd</sup> Consequence</b>	Isolated reflection time in 'Time out' area of playground	"On the wall" for 5-10 minutes and a restorative conversation, reaffirmation of playground rules and reminding of the behaviour system Remind the child of the next step up in consequences, reaffirm the playground rules	<ul style="list-style-type: none"> <li>• Mild Swearing</li> <li>• Big up Attitude</li> <li>• Being Over Physical</li> <li>• Doing Something Wrong more than once (spoken to)</li> </ul>
	Refer to lead Phase Leader  (At the end of playtime)	Child to have a restorative conversation with the Phase Leader The Phase Leader completes a behaviour log, informs teacher and moves child down a colour on their class system	If the child moves onto yellow or red, they will still have to complete a reflection sheet in or out of class. Class teachers to inform parents. Behaviour log completed, Arbour Direct Swearing Fighting Verbal Towards Staff
<b><u>Serious incident at playtime</u></b>	Removal from the playground to Phase Leader at 1pm or Deputy Head before this time  <b><u>OR</u></b>  Straight to the Senior Leadership Team	The child is sent to SLT's office for the rest of play - Isolated reflection time, they will complete a reflection form and will be moved down to <b>YELLOW</b> on their class chart. A behavioural log is completed for the incident.  <b><u>OR</u></b>  The child is removed from the play/dining hall and taken straight to head or Deputy Head teacher office	Learning Mentors or SLT to call parents. Behaviour log completed Arbour  <b><u>OR</u></b>  Parents are contacted by SLT for a review of the incident and general behaviour. The behaviour is logged on system. The child may be given an Internal Red or where appropriate External exclusion.

**Visual Guide to Stay on Green, Aim for Gold**

**Aim for Gold (Stay on Green) – Visual Guide**



<b>Gold</b>	Gold – Gold leaf – one sent home, one goes on Golden Tree.
<b>Silver</b>	3 in class in a day = contribute towards class reward point system.
<b>Bronze</b>	5 in class in a day = contribute towards class reward point system.
<b>Green</b>	Stayed on green for the session. All children = 5 min a day earnt
<b>Blue</b>	Verbal / non - verbal warning
<b>Yellow</b>	2 <sup>nd</sup> Warning - Reflection time in class (5min)- self reflection sheet. Teacher speaks to parent
<b>Red</b>	Stage 3: Partner class, self reflection sheet → to LM / SLT. Record on <u>Integris</u> . Phase leader monitors. Meeting with parent. LM drop in and supports B4L in class.  Stage 4: straight to LM / SLT, put on report card.  Stage 5/Zero Tolerance: ½ day internal exclusion.

Between each stage, children are given time for reflection and opportunity to change behaviour.

A range of Positive Behaviour Management strategies, including warnings or reminders must be given before a consequence.

Children must be given opportunity to move from consequence stage back to green and towards gold.

Appendix B:

**Behaviour Ladder**

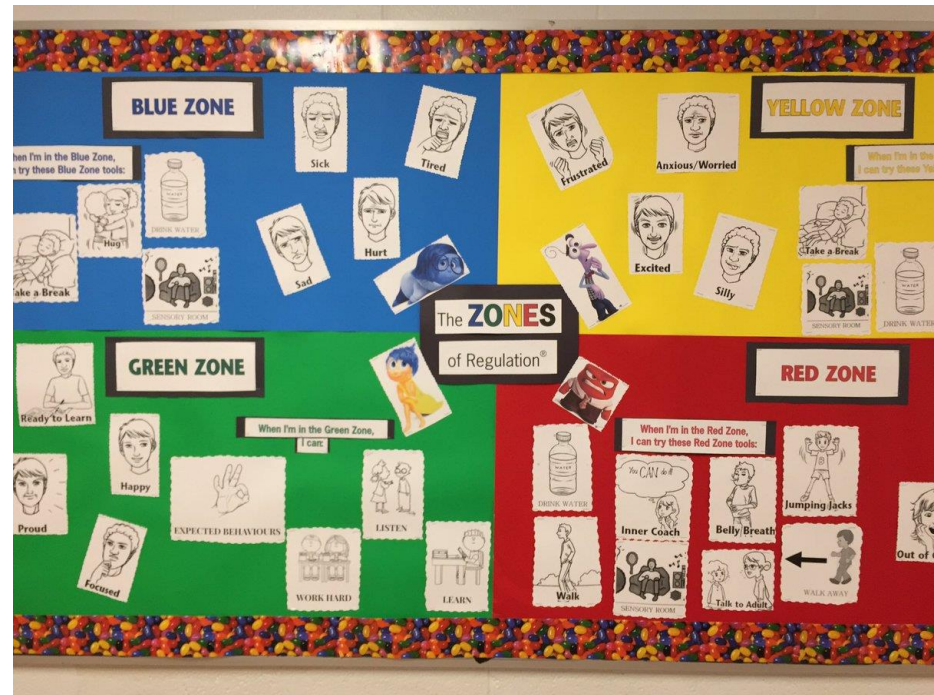
Rewards for Appropriate Behaviour :o)		Order of Consequences :o(		
<b>GREEN</b>	<ul style="list-style-type: none"> <li>Teacher praise.</li> <li>Whole class stay green all day = 5 mins earnt</li> <li>Up to 25min Green time (extra play)</li> </ul>	<b>1</b>	<b>BLUE</b>	<ul style="list-style-type: none"> <li>Verbal warning</li> </ul>
<b>BRONZE</b> :o)	= Something good e.g. piece of work/attitude to piece of learning <ul style="list-style-type: none"> <li>If there are 5 bronze in class in a day - contributes towards class reward point system = 1.</li> </ul>	<b>2</b>	<b>YELLOW</b>	<ul style="list-style-type: none"> <li>Second warning</li> <li>Reflection time in the classroom - up to 5 minutes.</li> <li>Self –reflection sheet filled in</li> <li>Class teacher notifies Parent/Carer.</li> <li>Reflection sheet</li> <li>Phase Leader (filed and recorded on Arbor).</li> </ul>
<b>SILVER</b> :o) :o)	= Consistent good behaviour across a time (child dependent) <ul style="list-style-type: none"> <li>If there are 3 silvers in class in a day - contributes towards class reward point system = 1.</li> </ul>			
<b>GOLD</b> :o) :o) :o)	<ul style="list-style-type: none"> <li>Gold leaf stuck on Golden Tree</li> <li>Gold leaf will be sent home</li> <li>Golden Cycle Challenge</li> </ul>	<b>3</b>	<b>RED</b>	<ul style="list-style-type: none"> <li>Sent to Phase Leader to complete a Self-Reflection Sheet.</li> <li>Reflection form, filed in the behaviour file, recorded on Arbor.</li> <li>Phase Leader to monitor behaviour for rest of week.</li> <li>Phase Leader to speak to Deputy Head</li> <li>Class teacher informs Parent/Carer.</li> </ul>
<p style="text-align: center;"><b>GOLDEN RULES</b></p> <ul style="list-style-type: none"> <li>✓ Do be kind and gentle</li> <li>✓ Do listen</li> <li>✓ Do look after property</li> <li>✓ Do work hard</li> <li>✓ Do be honest</li> </ul>				
<p style="text-align: center;"><b>ZERO TOLERANCE BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>❖ Violent and aggressive behaviour</li> <li>❖ Racist language</li> <li>❖ Homophobic language</li> <li>❖ Stealing</li> <li>❖ Bullying</li> <li>❖ Insulting someone's gender</li> <li>❖ Insulting someone because of a disability</li> <li>❖ Swearing</li> <li>❖ Deliberately defacing or damaging any school property</li> </ul>		<b>4</b>	<b>SERIOUS RED</b>	<ul style="list-style-type: none"> <li>Sent to Deputy Head</li> <li>Restorative conversation.</li> <li>Meeting with parents.</li> <li>Any other rule breaks that day = straight to Stage 5.</li> </ul>
		<b>5</b>	<b>ZERO TOLERANCE</b>	<ul style="list-style-type: none"> <li>Sent to Deputy Head Teacher.</li> <li>Phase Leader/Learning Mentor/Senior Leadership Team call parents - meeting to discuss behaviour.</li> <li>Internal Red (in another class) for half a day.</li> <li>All playtimes and lunchtimes missed that day – supervised by the Head or Deputy Head</li> <li>Support work plan put in place by Learning Mentors.</li> <li>3 Internal Reds in a half term = 1 day exclusion.</li> </ul>

Appendix C

**Definition of different colours for ‘Good to be Green, Aim for Gold’**

Gold	Silver	Bronze	Green	Blue	Yellow	Red
<p>Consistently behaving well over a longer period of time.</p> <p>For producing excellent work of a high standard.</p> <ul style="list-style-type: none"> <li>• Going to the library</li> <li>• Amazing Big Write</li> <li>• Achievement outside school</li> <li>• Reached a goal – swimming, topic, homework</li> </ul> <p>Please keep a class list and tick off when your children earn gold. All children must have earned a gold by the end of the year.</p>	<p>Consistent good choices/acts of kindness when already on Bronze.</p> <ul style="list-style-type: none"> <li>• Outstanding work and effort.</li> <li>• Consistently producing good work and working hard.</li> <li>• Risk taking in order to challenge</li> </ul>	<p>Consistently showing Green behaviour throughout the day.</p> <ul style="list-style-type: none"> <li>• Making numerous contributions to class discussions.</li> <li>• Producing a good piece of work and persevering.</li> <li>• Being a good role model in class</li> <li>• Making good choices.</li> <li>• Showing good problem solving skills</li> <li>• Being kind</li> <li>• Being helpful to others</li> <li>• Good eye contact with the listener.</li> <li>• Engaged in group work.</li> <li>• Settling down to work quickly.</li> <li>• Excellent presentation.</li> <li>• Lots of extra reading</li> </ul>	<p>Following all the school rules.</p> <ul style="list-style-type: none"> <li>• Engaged in lessons and work</li> <li>• Sharing</li> <li>• Good manners</li> <li>• Following Steps to Success</li> <li>• Good input during carpet sessions</li> <li>• Answering questions</li> </ul>	<p>Low level disruption such as:</p> <ul style="list-style-type: none"> <li>• Calling out after a first warning.</li> <li>• Off topic conversations</li> <li>• Answering back</li> <li>• Not working hard or lack of effort.</li> <li>• Ignoring advice</li> <li>• Not working as a team and excluding others</li> <li>• Rude or unkind</li> <li>• Backchat</li> <li>• Negative attitude to learning</li> <li>• No homework</li> <li>• No P.E kit</li> </ul> <p><b>3 blues at the end of the week:</b></p> <p>=1 yellow = Self Reflection Sheet = Parent phone call, recorded on the behaviour meeting record sheet.</p>	<p>Build-up of minor incidents after being placed on Blue</p> <ul style="list-style-type: none"> <li>• Drawing on the table</li> <li>• Rough play in the playground</li> <li>• Being repeatedly rude to adults</li> <li>• Not telling the truth.</li> </ul> <p><b>3 Yellows in a week:</b></p> <p>= 1 red = SR sheet completed with Phase Leader = Parent Meeting with Class Teacher and Phase Leader Meeting recorded on meeting sheet = ½ day internal exclusion in Phase Leaders class</p>	<p>Build-up of minor incidents after being placed on Yellow</p> <ul style="list-style-type: none"> <li>• Discriminatory language</li> <li>• Swearing</li> <li>• Damaging school property</li> <li>• Persistent refusal to follow instructions.</li> </ul> <p><b>Red = ½ day internal exclusion in Phase leaders class</b> = No break or lunchtime outside</p> <p><b>Serious Red</b></p> <ul style="list-style-type: none"> <li>• Violent and aggressive behaviour</li> <li>• Homophobic language</li> <li>• Racist language</li> <li>• Bullying</li> <li>• Insulting someone's gender, belief or disability</li> <li>• Physical harm -hitting others</li> <li>• Stealing</li> <li>• Deliberately defacing or damaging any school property</li> </ul> <p><b>Zero Tolerance Red:</b></p> <ul style="list-style-type: none"> <li>• External exclusion</li> </ul>

**Zones of Regulation Displays:**



## Appendix E:

### **Electronic Devices – Searching and Deletion Policy**

The Headteacher will need to authorise those staff who are allowed to carry out searches.

The Headteacher has authorised the following members of staff to carry out searches for and of electronic devices and the deletion of data / files on those devices: **the Headteacher, the Deputy Headteacher and, in their absence, the person left in charge of the school.**

Members of staff authorised by the Headteacher to carry out searches for and of electronic devices and to access and delete data / files from those devices should receive training that is specific and relevant to this role.

Specific safeguarding training is required for those staff who may need to judge whether material that is accessed is inappropriate or illegal.

Pupils who bring mobile phones must pass on to the class teacher at the beginning of each day and collect just before home time.

Authorised staff (defined in the responsibilities section above) have the right to search for such electronic devices where they reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

- Searching with consent - Authorised staff may search with the pupil's consent for any item, ensuring that we ask for permission first.
- Searching without consent - Authorised staff may only search without the pupil's consent for anything which is 'prohibited' (as defined in Section 550AA of the Education Act 1996)

#### **In carrying out the search:**

- The authorised member of staff must have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.
- The authorised member of staff should take reasonable steps to check the ownership of the mobile phone / personal electronic device before carrying out a search.
- The authorised member of staff should take care that, where possible, searches should not take place in public places e.g. an occupied classroom, which might be considered as exploiting the student / pupil being searched.
- The authorised member of staff carrying out a search of a pupil's clothing must be the same gender as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they too should be the same gender as the pupil being searched.

There is a limited exception to this rule:

Authorised staff can carry out a search of a pupil of the opposite gender including without a witness present, but **only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.**

#### **Extent of the search:**

**The person conducting the search may not require the pupil to remove any clothing other than outer clothing.** Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear (outer clothing includes hats; shoes; boots; coat; jacket; gloves and scarves).

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

**The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.**

**Use of Force – force cannot be used to search without consent for items banned under the school rules regardless of whether the rules say an item can be searched for.**

An authorised member of staff finding an electronic device may access and examine any data or files on the device if they think there is a good reason to do so (i.e. the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school code of conduct).

The examination of the data / files on the device should go only as far as is reasonably necessary to establish the facts of the incident. Any further intrusive examination of personal data may leave the school open to legal challenge. It is important that authorised staff should have training and sufficient knowledge of electronic devices and data storage.

**If inappropriate material is found on the device it is up to the authorised member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. Examples of illegal activity would include:**

- **child sexual abuse images (including images of one child held by another child)**

- **adult material which potentially breaches the Obscene Publications Act**
- **criminally racist material**
- **other criminal conduct, activity or materials**

Members of staff may require support in judging whether the material is inappropriate or illegal. **One or more Senior Leaders should receive additional training to assist with these decisions.** Care should be taken not to delete material that might be required in a potential criminal investigation.

The school also considers their duty of care responsibility in relation to those staff who may access disturbing images or other inappropriate material whilst undertaking a search. Seeing such material can be most upsetting and make arrangements in place to support such staff accordingly.

#### **How will infringements be handled:**

##### **Pupils**

Any pupil infringements will be dealt with initially by the class teacher and referred to the Headteacher, Deputy Headteacher or Phase Leader if the offence is repeated and is regarded as bullying or is of a serious nature e.g. deliberate mis-use of software/equipment.

Parents will be informed and sanctions imposed e.g. loss of a privilege.

#### **Policy Review date:**

September 2023