



Review Date: September 2017

Review Officer: Primary and Secondary Deputy Head Teacher

Whole School Behaviour Policy

Rationale

Every member of the school community has a right to attend school safely. Staff and students are entitled to attend QIS to work and learn together in a mutually supportive, safe and respectful environment. The behaviour policy and school rules are an essential way of making these expectations clear to everyone and to ensure a positive learning environment is maintained.

Behaviour is the choice and the responsibility of the individual. Learning is the key focus of QIS and so behaviours which encourage learning are to be encouraged and rewarded whilst behaviours which might disrupt or hinder learning are to be challenged and pro-actively discouraged.

A framework of guidance and clear expectations is essential to this and it should be based on the latest research and educational thinking on what constitutes positive behaviour. As students get older strategies to reward and challenge behaviour may change but the basic framework and system of progression through the policy remains the same across the whole school in order to ensure consistent handling of issues.

The basic tenet of any behaviour policy is that positive behaviours should always be encouraged first and that good teaching and effective learning will always be the best way to encourage positive behaviour and reduce negative behaviour.

Aims

- To promote high quality teaching and learning as a key to successful behaviour management.
- To reward and encourage children to behave positively
- To pro-actively discourage negative behaviours
- To support and enable students to take responsibility for their behaviour.
- To provide a clear framework for the consistent handling of behaviour issues
- To ensure fair and proportionate steps are taken to deal with poor behaviour
- To ensure that teachers, students and parents recognise that maintaining a high standard of behaviour is the responsibility of everyone.
- To promote self-discipline, fostering self-respect, respect for others, and care for the school in the wider community and environment.
- To promote the school core values:
 - Caring for each other in a safe environment
 - Respect and equality for all
 - Working together to learn better
 - Equipping people for life
 - Taking pleasure and enjoyment for learning
 - Being healthy, happy and feeling valued

Procedures

In producing this policy QIS has used guidance from the SEC/Ministry of Education in Qatar and also the edited DfE Document included in the Appendix.

Both the Primary and Secondary Schools at QIS adopt a 10 stage process in dealing with poor behaviours in an attempt to work with students and their families to avoid repetition of unwanted and negative conduct.

Behaviour Guidelines

Although it is impossible to define all forms of poor behaviour that may be exhibited by students in school the most common are set out here as examples of what this policy is designed to deal with.

Misbehaviours include:

- Not completing homework
- Disruptive behaviour
- Bullying
- No Planner or lack of required equipment
- Chewing gum
- Incorrect uniform
- Unnecessary or inappropriate physical contact
- Unnecessary or inappropriate social contact. Eg. Fraternising with the opposite sex.
- Defacing or damaging School property
- Use of mobile phones during school hours
- 'Play' fighting
- Not prepared for lessons
- Prejudicial or racist behaviour
- General silliness
- Bad language or swearing
- Disrespecting others, rudeness
- Aggressive or violent conduct
- Being in an 'inappropriate' area of school without permission. Eg. A secondary student in primary
- Behaviour that does not 'fit' the QIS student profile (see appendix)
- Smoking
- Use of any form of banned or inappropriate substance

These behaviours must be addressed proactively and positively by every member of staff at QIS in a professional and appropriate way, in accordance with this policy. Although it would be impossible to give precise guidance on how to deal with each and every incident of poor behaviour the following strategies are listed as a guide of how we might typically approach such behaviours on a day to day basis.

Appropriate Sanctions may include:

- Talking and explaining to the student the inappropriate nature of their actions in order to gain their understanding and co-operation
- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges –
- for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or extra event.
- Missing break time.
- Detention including during break time or after school
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the hall or activity space or removing graffiti.
- Regular reporting including early morning reporting;
- scheduled uniform and other behaviour checks;
- or being placed “on report” for behaviour monitoring.
- Withdrawal from certain lessons and replacement with appropriate alternative learning
- Change of class or teaching group
- Temporary internal exclusion (typically 1-5 days)
- Temporary, fixed term external exclusion (typically 1-5 days)
- Any other agreed and reasonable sanction supported by parents. Eg. Parent may attend a certain lesson with their child
- Permanent exclusion and relocation to another school (with SEC approval)

The following tables show how the school will deal with behaviour, in a step by step fashion across primary and secondary.

Consequences of Poor Choices -Primary

The steps below relate to unacceptable behaviour including anti-social or disruptive behaviour, a lack of respect for property or person, in particular bullying or racism or any other form of prejudice which contravenes the vision of the school – **Aspiring to Excellence; Building futures; Celebrating Diversity**

If a student disrespects a staff member, hits, punches and/or intimidates another student involving contact they may be internally suspended or sent home for the rest of the day.

Steps	Consequences
1	If an incident of unacceptable behaviour occurs a verbal warning will be given.
2	If this behaviour occurs again on the same day , the student will be moved to yellow.
3	If the inappropriate behaviour continues then the student will be moved to orange and will lose 5 minutes break. <i>1 Dojo point to be deducted.</i>
4	If this behaviour persists then the student will be moved to red and lose 10 minutes of break and sent to the Year Leader and the incident will be recorded on SIMS. <i>1 Dojo point to be deducted.</i>
5	After a pattern of repeated red cards, parents will be spoken to by the class or subject teacher. Details recorded and communicated via email in FS and Class Dojo in KS1 and KS2.
6	If the pattern of inappropriate behaviour continues, a formal letter will be sent to parents by class or subject teacher requesting a meeting between them in school. The Year Leader will be present at this meeting.
7	Continue getting red cards and the Deputy Head will phone parents to come into school for a meeting. A formal written warning will be given to the parents about the child's behaviour.
8	If the inappropriate behaviour continues further, parents will be phoned to come into school to have a meeting with the Deputy Head and the Head of Primary. A second formal written warning will be given.
9	If there is no improvement in behaviour, the Head of Primary will meet again with parents and a third and final written warning will be given.
10	Continuing misbehaviour will result in parents being called to attend a meeting with the Head of Primary and the Principal where a formal letter will be given requesting the student find an alternative school to attend.

1 – 4 are daily.

Consequences of Poor Choices -Secondary

UNWANTED BEHAVIOUR (Student)	POSITIVE CHOICES (Student)	CONSEQUENCES (Teachers)
<u>Stage 1:</u> Unwanted behaviour.	Listen to your teacher and act on the advice given.	Verbal warning: your name will be recorded in the teacher's planner.
<u>Stage 2:</u> Repeat unwanted behaviour.	You may still be part of the lesson but you must change your behaviour.	Teachers will now use the SIMS system and your planner to monitor your behaviour. You will be issued with a break time class teacher detention. You will remain in the lesson.
<u>Stage 3:</u> Continuing unwanted poor behaviour.	You should reflect on your behaviour in another class. You will complete a reflection sheet. You will continue with the work that has been set.	You will be moved to another teacher. You will have a reflection sheet to complete. Your teacher will telephone your parents. The telephone call will be recorded in the teacher's planner.
<u>Stage 4:</u> After being moved to another classroom, you continue with unwanted behaviour.	You have put yourself in a difficult situation and now must respond if you wish to remain a student at QIS.	The Head of Department will issue an after school detention and telephone your parents. The Head of Department will inform your Head of Progress.
<u>Stage 5:</u> a)Violence towards another student or teacher. b)Foul and abusive language directed towards another student or teacher. c)Failure to attend detention for Stage 4.	Your unacceptable behaviour may put at risk your place at QIS.	Your Head of Progress will refer you to the School Counsellor and contact your parents. A meeting will be held with your parents and they will be given a letter of concern. Internal exclusion from 1 to 3 days may be applied.
<u>Stage 6:</u> Failure to address your behaviour or accept the consequences of your actions.	You must change your behaviour. You must seriously consider if you still wish to be a student at QIS.	A meeting will be held with your parents, your Head of Progress and your Deputy Head Teacher. From this point onwards formal warning letters will be issued if there is no improvement in the behaviour and issues continue to occur.

<p><u>Stage 7:</u> Failure to address targets set for improvement at stage 6 meeting</p>	<p>Student engages with the targets set and positive behaviours to improve the situation can be observed- if not move to stage 8</p>	<p>1st warning letter – issued to the parents in a meeting with the Head of Progress. Parents are asked to sign the letter. (If they refuse this is noted on the letter and placed on file)</p>
<p><u>Stage 8:</u> Continuation of poor behaviour. Further serious incidents. No noticeable improvements</p>	<p>Student engages with the targets set and positive behaviours to improve the situation can be observed- if not move to stage 9</p>	<p>2nd warning letter – issued to parents in a meeting with the Head of Progress and Deputy Head (Pastoral). Head of Secondary and Principal informed. Parents are asked to sign the letter. (If they refuse this is noted on the letter and placed on file)</p>
<p><u>Stage 9:</u> Final opportunity to address the inappropriate behaviour</p>	<p>Referral to School Board and Chairman who may contact the parents and meet in order to prevent the final stage.</p>	<p>3rd and Final warning letter – issued to the parents in a meeting with the Head of Secondary and Deputy Head (Pastoral). This letter will be signed by the Head of Secondary and The Principal. Before the letter is issued The Principal will discuss with the school owner and school governing body.</p>
<p><u>Stage 10:</u> Following 3rd and final warning there is another incident which breaches the school behaviour policy</p>		<p>File of evidence is compiled and submitted to the SEC for consideration and support in moving the student to a new school for a fresh start</p>

These procedures and tables will be applied consistently and fairly and will promote the concept of personal responsibility for the student.

These have been drawn up in consultation with staff and students to provide a simple and clear set of guidelines for students to follow. These are communicated to students, are published on classroom walls and are also available for parents to see inside the Student Planner or on request.

Physical violence will not be tolerated at QIS and will result in a minimum sanction of an internal suspension. More serious incidences of violent behaviour or threat to safety may result in an immediate move to stages 7-10, depending on the severity of the case.

Sexually or culturally inappropriate behaviour will also not be tolerated in anyway and may lead to an immediate move to stages 7-10 depending on the severity of the case.

It should be noted that although there is a clear step system applied to the sanctions, one significant incident or major event can result in more serious sanctions being applied. E.g. serious assault.

It should also be noted that full investigations should be mounted into the all incidents especially when the more serious consequences and stages are being dealt with.

Mitigating circumstances may well apply to decisions taken especially where the parents are for example particularly supportive and are working well with the school. In these instances greater success can be expected in addressing the poor behaviour/s together.

Role of the teachers and adults in the school

Ultimately, we want children to behave well, out of consideration for themselves and others and to promote a culture of respect. However, rewards and sanctions are a necessary part of the learning process and help to ensure that the students are clear on the expectations and standards that are set by QIS. The precise nature of rewards and sanctions must be a matter for the professional judgement of individual teachers and the context of each situation faced but the frameworks are set out in this policy, school planners and displayed in the classrooms for teachers to follow and apply.

The following general principles inform this professional judgement: Good behaviour is noticed and acknowledged by the class teacher. The school seeks to foster an atmosphere in which success is shared. Positive comments are therefore given a high profile; good behaviour is highlighted from time to time in assembly and parents are notified when there has been a significant improvement in a child's behaviour. The emphasis is upon a genuine response of approval for good behaviour rather than mechanistic systems of reward.

Sanction is used consistently and calmly. Sanctions are proportionate to the seriousness of the misbehaviour is not designed to humiliate but emphasises disapproval, and seeks to improve an individual's behaviour in future. A straightforward "telling off" will be all that is needed in the vast majority of cases to communicate disapproval to a child. For more persistent problems, the school will follow the sanctions that are clearly laid out in this policy.

QIS Student Profile (appendix 1)

- Positive
- Happy
- Friendly
- Motivated
- Determined
- Team player
- Considerate
- Expert listener
- Well organised
- Reliable
- Responsible

A QIS student is determined to succeed

They are positive and optimistic, having high aspirations for themselves and the other students around them. They are resilient when facing set-backs but also realistic in their plans for the future. They are self-motivated and are unafraid of failure. They have a strong work ethic and engage with all learning opportunities to the best of their ability. They try to put in all of their effort, all of the time. They enjoy learning and see beyond just the essential information needed to pass exams. They are happy to take risks and try new things.

A QIS student is balanced

They have a wide variety of interests, hobbies and friends. They value all of the subjects that they study as well as extra-curricular opportunities. They are kind, honest and respectful to other students and other members of the school community. They are genuine in what they say and are friendly and caring.

A QIS Student is responsible

They manage their time effectively to ensure that deadlines are met. They are where they need to be when they need to be. They keep their promises and are ready to learn during every lesson. They respect and follow the school rules with an understanding that they are there for everyone's benefit. They accept when they have made a mistake and take ownership for putting things right.

A QIS Student is part of a team

They understand that everyone has a role to play in the classroom and on the sports field. They accept that we all have different abilities and talents but that we should play to our strengths not our weaknesses. They are willing to support their classmates so that everyone can be successful. They are able to communicate effectively by speaking in English, respecting and valuing the fact that other people may have different opinions to them.

Class Dojo Behaviour 2016-17 – Primary (Appendix 2)

- All students will start on green every day.
- Yellow – thinking time and therefore **no** dojo point to be deducted.
- Orange – dojo point deducted and parents automatically alerted.
- Red – another dojo point deducted and parents alerted again.
- Any red should be documented on SIMS with an explanation of the incident/ unwanted behaviour.
- First pattern of reds should be dealt with by the Class Teacher, then the Year Leader and then PLT (please refer to the consequence chart).
- Meetings with parents must be recorded on SIMS for tracking purposes.
- If the child moves back from red to orange to yellow and to green then they cannot regain the previously lost dojo but should then work on achieving another dojo for outstanding behaviour.
- The 10 minutes deducted at the red stage must be seen through by the teacher who issued the red (if this is not possible during break time e.g. teacher is on duty then the child can stand next to you for the 10 minutes or if you have a different break then you can accompany the child for 10 minutes during another lesson) * this has been discussed with specialist subject teachers and will be reviewed at the end of term.
- The Class Dojo points are given for outstanding behaviour and not academic achievement BUT it will link as we will be rewarding behaviour for learning e.g. listening, trying hard, following instructions etc.
- Children will be aiming to achieve 15 points by the end of the week (consistent throughout Primary) and Year Leaders will send letters to parents to highlight this positive behaviour – in KS1 the Purple Star letter is sent home.
- Children can only move to the purple when they have achieved 15 dojo points.
- Purples should also be recorded on SIMS as you will need to keep count for any end of term rewards.
- The children will start at 0 points every Sunday.

Short Term: Dojo points

Medium Term: Letter/ email sent home

Long Term: End of term reward

REWARDS 2016/17 – Secondary (appendix 3)

Information regarding behaviour and rewards is displayed in all classrooms

Student profile is clearly displayed in every classroom. (appendix 1)

Rewards are issued to students in class or around school where they have produced work of a standard that exceeds their usual capabilities. They can also be used to recognise and reward a student who goes over above what is expected of a QIS student.

1. Merit Awards

Term 1 Timescale for administration is 18/9/16 – 10/11/16 (8 weeks)

Bronze Certificate	27 merits
Silver Certificate	36 merits
Gold Certificate	45 merits

Term 2 Timescale for administration is 3/1/17 – 16/3/17 (10 weeks)

Bronze Certificate	33 merits
Silver Certificate	44 merits
Gold Certificate	55 merits

Term 3 Timescale for administration is 18/9/16 – 18/5/17 (whole year)

Bronze Certificate	50 merits
Silver Certificate	80 merits
Gold Certificate	120 merits

2. 100% Attendance Awards

Same timescale as for Merit Awards

Certificates are presented at prize assemblies at the end of each term as per school calendar.

APPENDIX 4 –

Behaviour and discipline in schools Advice for headteachers and school staff January 2016

Contents

Summary

About this departmental advice

Expiry or review date

Key points

The school behaviour policy

Developing the behaviour policy

Discipline in schools –

teachers' powers

Punishing poor behaviour

Behaviour and sanctions

Pupils' conduct outside the school gates –

teachers' powers

Detention

Matters schools should consider when imposing detentions

Detentions outside school hours
Confiscation of inappropriate items
Power to use reasonable force
Seclusion / isolation rooms

Summary

About this departmental advice

- This guide is from the Department for Education. It provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils.

- The purpose of this document is to provide an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behaviour in their school.

Expiry or review date

This advice will be kept under review and updated as necessary

Key points

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

The school behaviour policy

What the law says:

Maintained schools

1. The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- and which regulate the conduct of pupils.

2. When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;

- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour;
- and pastoral care for staff accused of misconduct

3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

5. The headteacher must publicise the school behaviour policy, in writing, to staff, Parents and pupils at least once a year.

6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008)

. Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Home- school relations are important but schools can determine how best to foster these relationships. If schools choose they can have voluntary home school agreements.

Developing the behaviour policy

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the headteacher should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour

- 1) A consistent approach to behaviour management;
- 2) Strong school leadership;
- 3) Classroom management;
- 4) Rewards and sanctions;
- 5) Behaviour strategies and the teaching of good behaviour;
- 6) Staff development and support;
- 7) Pupil support systems;
- 8) Liaison with parents and other agencies;
- 9) Managing pupil transition; and
- 10) Organisation and facilities.

The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Discipline in schools – teachers' powers

Key Points

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

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The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

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Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

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Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

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Teachers have a power to impose detention outside school hours.

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Teachers can confiscate pupils' property.

Punishing poor behaviour

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

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To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools

should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy . They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Behaviour and sanctions

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

Schools should have in place a range of options and rewards to reinforce and praise good behaviour , and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges –
- for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-
- time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter
- or weeding school grounds; tidying a classroom; helping clear up the dining hall
- after meal times; or removing graffiti.
- Regular reporting including early morning reporting;
- scheduled uniform and other behaviour checks;
- or being placed "on report" for behaviour monitoring.

In more extreme cases schools may use temporary or permanent exclusion.

**Pupils' conduct outside the school gates –
teachers' powers**

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school Premises “to such an extent as is reasonable”

Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school -organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends
- except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

Whether the detention is likely to put the pupil at risk.

Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline (as described in the bullets under the heading “Discipline in Schools– Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully

The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2)

Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property ; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to

maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Separate advice is available in 'Use of Reasonable Force –advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Seclusion / isolation rooms

Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy.

As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15)

. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible.

Schools should also allow pupils time to eat or use the toilet.