

## OLD VICARAGE SCHOOL

### BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

This Policy is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

#### Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- [Behaviour in Schools, Advice for Head Teachers and College Staff \(DfE: 2022\)](#)
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* ([DfE and Department for Health: January 2015](#))
- *Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies (DfE 2013)* which incorporates previous directives.
- *Equality Act 2010* (HM Gov: 2010)

#### Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), the out of school care and extra-curricular activities inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietors and volunteers working in the school

#### Related Documents:

- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic Education (PSHEE) and Supervision of Children Policy.

The above policies, working practices, documentation and record keeping support the implementation of behaviour management including discipline and sanctions.

**Designated Members of Staff responsible for Behaviour Management including Discipline and Sanctions** are Mrs. Kerry Wise (Head of School), Mr. Richard Crook, Mrs. Sarah Grundy (Head of Pre-Prep).

#### Early Years Foundation Stage (EYFS)

- The practitioner responsible for behaviour management in the EYFS is Mrs. Sarah Grundy.

#### Available from:

- This Policy is available to parents on the School Website, or it can be viewed in the School Office or a copy can be requested.

#### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement, and audit by the Head of School.
- The proprietor will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, annually from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements, or best practice guidelines so require.

Signed:

Date: May 2024

Matthew Adshead  
Proprietor

Jenny Adshead  
Bursar and Proprietor

Kerry Wise  
Head of School

#### **Behaviour Management including Discipline and Sanctions Policy**

Old Vicarage School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

**Statement of Intent:** This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We also recognise the need to identify underlying issues around negative behaviour that may raise safeguarding concerns. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.

We believe that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism, and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements. We identify many ways in which we create a climate of positivity in order that good behaviour is the norm through assemblies, PSHE sessions, class time, whole school events, projects and rewards all underpin to a positive behaviour curriculum.

Expectations of good behaviour are high, and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms and in planners. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. As part of this Policy, we believe that all children and adults have the right to work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. As part of supporting our pupils, we ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Inherent in the ethos of the school is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule, or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere. The purpose of this policy is to:

- Create an environment that is conducive to achieving the aims of the School;
- Provide clearly defined limits that are easily understood by children, staff and parents;
- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

**Aims:** Our aim is that through this policy we motivate children to:

- work hard;
- be kind and behave well;

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- obey the school rules;
- treat all members of the community with respect and
- show self-respect.

As part of our Behaviour Policy Old Vicarage School believes that pupils should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. We take all forms, including prejudice-based bullying extremely seriously and it is not tolerated at our school. Please see our Anti-Bullying Policy for more details. Bullying can occur through several types of anti-social behaviour.

In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules, we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social, and emotional development.

The School aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements and
- an acceptance by all staff of a responsibility for maintaining good discipline.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

**School Ethos:** Old Vicarage School is expected to be a place where:

- all individuals are respected and their individuality valued;
- pupils are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated;
- early intervention is the norm and
- there is an emphasis on self-discipline.

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – children, parents, and staff – to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour. The school's behaviour policy will be available to all staff.

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**Implementation:** The Head of School has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. The School, in compliance with DfE Guidance (2022) ([www.education.gov.uk](http://www.education.gov.uk)) *Behaviour in Schools*:

- has a consistent approach to behaviour management;
- has at least weekly whole school discussions about children's behaviours and records behaviour strategies online;
- Keeps a log of incidents which can be strategically analysed to identify trends;
- ensures a strong school leadership;
- supports teachers with classroom management;
- Implements ongoing SLT presence through learning walks;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides support to children to self-manage their behaviours;
- takes into account all aspects of the child and why they are displaying certain behaviours;
- provides staff development and support;
- ensures support systems are in place for students;
- liaises with parents and other agencies;
- manages students' transition;
- has clear, well organised working practices along with maintaining its facilities to a high standard;
- takes appropriate disciplinary action against pupils who are found to have made malicious accusations against staff and
- fulfils its duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments for these students.

The School makes the relevant information available to comply with the above. The policies, working practices, documentation and record keeping support the implementation outlined above.

**The Role of the Head of School :** The Head of School's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. Support for staff faced with challenging behaviour is also an important responsibility of the Head of School who is expected to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying pupils;
- ensure that the standard of behaviour is acceptable and
- regulate the conduct of pupils.

**The Role of All Staff:** All staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Well-planned, interesting, and demanding lessons make a major contribution to good discipline.

**The Role of Pupils:** Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. As part of supporting our pupils, we ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

**The Role of Parents:** Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

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It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the Order. School premises are private property and parents will generally have permission from the school to be on school premises. However, in cases of abuse or threats to staff, pupils or other parents, schools may ban parents from entering the school. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. All adults, including staff, parents, and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

**Standards of Behaviour:** Our school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons but behaviour, which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings the school endeavours to ensure that staff apply all standards fairly and consistently.

**The School Environment:** We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school.

The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy, and attractive.

Children will show pride in their own classroom and the cloakroom will be the first step to this. As part of school responsibilities, the playground is considered a litter-free zone. To enable everyone to enjoy our surroundings it is recommended that a class, at the end of break, should tidy the playground when it is considered necessary.

We wish to promote a school environment where:

- all pupils have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- pupils should move from lesson to lesson quickly, but calmly so that they are punctual;
- to benefit fully from lessons pupils should have all necessary equipment and books.
- positive self-esteem is encouraged along with concern for the well-being of others;
- school rules, stated positively, are understood and applied consistently;
- the attitudes and values of PSHEE and SMSC permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all have a right to attend school without the fear of being bullied;
- praise rather than blame, is the norm;
- pupils should put all litter in bins;
- pupils should leave classrooms clean and tidy;
- they should also adhere to the school uniform/dress code and
- pupils should refrain from using make-up, nail varnish and unnatural hair colours.

Pupils should confine items of jewellery worn at school to a watch and one necklace with a religious pendant and, in the case of girls, one pair of stud earrings to be worn in the earlobe only. Apple watches, or like, are not permitted. These items must be removed for P.E. (Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school). Boys are not allowed to wear an earring in school – even if it is covered with a dressing.

Parents should hand in to the School Office any medication required apart from asthma inhalers and epi -pens brought into School, which may be kept on the individual if required.

Pupils should be very careful crossing roads outside the school grounds.

**Expectations.:** These are:

- to promote the well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race, or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All pupils in the school have the right to the best possible education regardless of ethnic origin, colour or religion. All staff and parents of children in the school have a right to be treated equally regardless of ethnic origin, colour or religion. Children should be encouraged to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Head of School is to be informed.

**Unacceptable behaviour is:**

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. OVS Rules should be well known to all and reinforced consistently.

#### **Zero Tolerance Approach to issues of Sexual Violence and Sexual Harassment**

Our school stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.

**Code of Conduct and Care for Others:** *In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of the preparatory school to conform to the following code of conduct.*

- All pupils of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Head of School or outside agencies.
- We expect all members of our school to refrain from physical contact with one another.
- In particular no items of monetary or sentimental value should be taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses.
- Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

**Rewards:** Throughout the school, good behaviour is promoted at all times. In our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate,

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reward them for good behaviour and good work. Care should be taken to affirm children who are “always good”. They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

House points can be gained by awarding special house 'coins' for positive individual efforts both inside and outside the classroom. When awarding a coin it should be remembered that what may be a miniscule achievement for one child, is a big step forward for another, and the reward should be appropriate to the child's individual effort.

Coins can be awarded for excellent academic achievement or improved effort, for acts of kindness or service to others or notable endeavour in any aspect of school life. Coin totals are collected and recorded weekly for each child and an overall total is recorded for each house. Children are informed of overall weekly totals and individual children's highest totals each week at the Friday Awards Assembly. At the Friday Award's Assembly, a child is selected from each class to be the 'Star of the Week' for that class. A certificate is awarded to the child. This can be for academic endeavour as well as kindness or service to others. The Head of School may award a certificate to celebrate notable achievement, effort or behaviour.

Badges are awarded for various achievements from academic through to service to others. Some badges are awarded at the annual Academic Prize Giving Ceremony. These badges are worn on the child's blazer. We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children special coins for house points for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Coins are awarded for good effort, work, conduct, art, music, sport etc.
- Prizes awarded for academic success and extra-curricular achievements on the Academic Prize Giving Ceremony.
- Recognition of personal qualities by peer group through the election of Prefects, House Captains, School Council Members etc.
- Recognition by the Head of School to children for outstanding service to the School.
- Staff are encouraged to send outstanding pieces of work to the Head of School
- Displaying good work around the School.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g., academic, personal, artistic, sporting etc. are celebrated in School Assemblies.

**House System:** The School has four Houses: Amber, Derwent, Dove, and Wye. Each child is assigned to a House upon entry to the school. Each house has an elected House Captain. A vote takes place at the end of each academic year. Every child in the house from Nursery to Year 6 votes for a child in Year 5 who will move into Year 6 the following year. Each house has a designated member of staff who is House Leader and teachers are assigned to support a house. The Head of School has overall responsibility for the House System. There are regular House competitions in areas such as music and sport. The weekly coin count up and end of term coin count up allows children the chance to compete for their houses. The winning house that has the highest coin total enjoys a special party at the end of the term.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year including organising charity events. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in School Assemblies.

### **Sanctions**

The consequences of any misbehaviour should be logically related. Under no circumstances is it an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition. We employ each sanction appropriately to each individual situation.

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- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. If a child is disruptive in class, the teacher verbally reprimands him or her.
- If a child misbehaves repeatedly, we may remove the child for the remainder of the lesson and isolate the child from the rest of the class until they calm down, and are in a position to work sensibly again with others.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. We may also use daily and weekly reports.
- If appropriate, a letter of apology or explanations for behaviour is required from the miscreant.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanor and should take place as quickly as possible.
- We ensure that the learning is never prevented when a child is isolated or asked to work elsewhere.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our School, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour.

- Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Detentions at lunchtime or after school may be given.
- Amongst older children, normal sanctions include verbal reprimands, loss of rewards, favoured activities, playtimes, etc.
- Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc) are dealt with firmly by the Head of School, or in her absence, the Head of Pre-Prep.

Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

**Early Years Foundation Stage (EYFS):** We recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. We recognise that under the "Statutory Framework for the Early Years Foundation Stage" (2021), we are responsible for managing behaviour in an appropriate way. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work in the EYFS will use and promote positive language with children where possible. In EYFS, a child will normally be gently redirected. If unacceptable behaviour persists, he or she will be withdrawn from the group for a short period, and if necessary, taken to another room to calm down. Our behaviour management strategies at The Old Vicarage School in EYFS are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual
9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action.

For a more detailed explanation of how each of these principles works in the EYFS, please see the Policy 'Managing and modifying behaviour through positive language in the EYFS'.

**Pupil's with special educational needs and disabled pupils:** Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school must take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not

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be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child. Old Vicarage School encourages a culture of good behaviour and recognises that this will create calm environments which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided. The Old Vicarage recognises its duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.

Old Vicarage School will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. For example;

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long periods;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

**Further suggested strategies:** All adults working directly with children at OVS can be effective discipline managers by planning ahead for discipline just as carefully as they prepare their lessons or activities. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on behaviour and will ensure that everyone's rights are maintained. When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.

- If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule e.g. "Jim, you know our rule for..... Please use it."
- Direct the child to appropriate behaviour.
- If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.
- Remain calm and use appropriate assertion. Arguing and anger do not convince. Having a plan for discipline before you start is enormously helpful.
- In general, speak quietly. Becoming louder than a noisy group of children can be a recipe for disaster.
- Focus clearly on the behaviour which is affecting due rights.
- Expect children to comply.
- Focus clearly on the relevant rule or right.
- Avoid asking "Why?" questions. (Save these for discussion away from the group). Use "What?" questions instead.
- Address the behaviour and avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)
- If behaviour continues to be disruptive after reasonable tactics outlined above have failed, then further action, as detailed in Step Four, may become necessary.

**Managing Pupil Transition:** We carefully manage the transition of the children, not only from EYFS through to Key Stage 1, to Key Stage 2 and beyond, in preparing children for their senior school placement. A particular strength of our school is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with

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SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools. The Year 6 teachers also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for the children. Not only are children prepared for the academic transition of moving to senior school, but also the social side. Ex-pupils come back to talk to the current Year 6s about what senior school is like.

**Serious Misbehaviour: Record of Serious Sanctions :** Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Head of School and entered in the Incident Log. These records are kept electronically by the Head of School. Adults in school send details and actions points to the Head of School in these instances. An Incident Log is kept to record incidents that require significant action from the Head of School.

This involves a meeting with the parents and ongoing monitoring by the Head of School. If the behaviour of the child does not improve it could lead on to the exclusion stage.

The Head of School keeps a record of any child who is excluded for a fixed-term, (suspension) or who is permanently excluded. It is the responsibility of the proprietors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

**Fixed Penalty Exclusion and Permanent Exclusions:** Old Vicarage School will apply its behaviour policies in a consistent, rigorous, and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Old Vicarage School are:

- Suspension = Fixed Penalty Exclusion
- Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a student can only be exercised by the Head of School. If the Head of School excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the Chairman of the Advisory Board. The school informs the parents how to make any such appeal. It is the responsibility of the Board, with the help of the Head of School to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## THE OVS WAY

**1. The Three Knock Rule:** At any time of the day a child can ask the teacher, "Please can I use the Three Knock Rule". The teacher knows that a child is worried, and their response would be "Yes, of course. Would you like to go on your own or would you like to go with a friend?"

The child would knock on the Head of School's door three times. This immediately alerts the Head that it is a child who is worried. The Head of School stops what they're doing and invites the child inside to discuss the problem. This system allows the child to exit themselves at any time from a situation where they feel worried overly anxious angry or unhappy. They may have an issue with one of their peers, feeling anxious because they don't understand the work, or are even struggling with the relationship with their teacher. The Three Knock Rule allows them time out from a potentially difficult situation to discuss this and agree a way forward with the Head of School. In the absence of the Head of School, The Head of Pre-Prep is available.

**2. The School Listener:** One of the most destructive emotions is guilt. A child may feel that they have got it wrong. They may have said or done the wrong thing to upset one of their peers. They may have fallen behind with their work through their own fault. The School Listener listens without prejudice and offers advice to the child on the next steps.

**3. Speaking to any teacher:** Children understand they can approach any adult in school to receive help with the problem, knowing that the action will engage the worry procedure, giving them the security and peace of mind to know the problem will be listened to and a solution will be sought.

**4. Speaking to parents:** Children are encouraged to involve their parents in any worries or concerns they may have. In the event they feel unable to speak to School adults directly, they know that it is acceptable and a common

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practice for all children to ask their parents to speak up on their behalf if the child feels unable to. This encourages open dialogue at home.

**5. Writing a letter:** There is a post box in the main hall of the school which is checked on a daily basis. Children with problems or worries can leave a note in the post box, safe in the knowledge that this will be picked up and dealt with directly by the Head of School, or the teacher they may request.

**6. House Captain, Prefect, Older Children:** All OVS children are taught and understand that all the children look out for younger children. As part of the procedure, children recognise they can approach the House Captain or a Yr 6 School Prefect or any older child. Children who are approached understand their responsibility help a worried child seek support.

The OVS Worry Procedure adds a security blanket beneath every child in the school. All children know how to use the system and that by doing so their worries can be solved.

**The OVS School Listener - Counsellor Option as part of Behaviour Management:** It may be helpful for an impartial member of staff to become involved or to be consulted. The use of a "Counsellor" will be considered in an ongoing behavioural problem. At OVS, the children will know this person as "The School Listener". This will not normally be the Head of School - who would always be available as the final point of reference. The "Counsellor" should maintain a close interest in the behaviour, achievements etc. of the child and should liaise regularly with the teacher/s who work most closely with them. Sometimes it may well be helpful to remove a disruptive child into the classroom of the "Counsellor". As the "Counsellor" gets to know the child better there should be an input into the behaviour management strategy that is agreed as being the most appropriate. At OVS, "The School Listener/Counsellor" is Mrs O Murfin. In her absence, Mrs. Grundy, the Head of Pre-Prep, becomes "The School Listener".

**Liaison with Parents and other Agencies:** We have links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. Old Vicarage School also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

**Organisation and Facilities:** Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment, which enable children to be come as personally adequate, socially competent, and as independent as their potential will allow.

**Malicious accusations:** If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Head of School will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. Old Vicarage School takes disciplinary action against pupils who are found to have made malicious accusations against staff which, if necessary, may include exclusions.

**Educational Visits:** The Head of School may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the pupil being sent home at the parents' expense.

**Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities):** Pupil's behaviour outside school on school on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

**Corporal Punishment:** Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used.

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The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

**Punishments that are humiliating or degrading will not be used. The following sanctions / punishments will never be used:-**

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.
- Children left to stand outside the classroom unsupervised.

*Concerns about the welfare of colleagues or children should be communicated to the Head of School immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*

### **Physical Restraint (See our Physical Intervention Policy)**

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of School and recorded in the child's personal file. The child's parents are informed on the same day. Records are kept of when force is used, and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

**Drug and alcohol related incidents:** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or adult employee. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until a parent of the child has visited the school and discussed the seriousness of the incident with the Head of School. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will be informed.

### **Involvement of Pupils**

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

### **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

### **Recording**

The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the

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school to record the transgression(s) on the transfer report.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

*Concerns about the welfare of colleagues or children should be communicated to the Head of School immediately. Remember, these guidelines will protect you, the children, and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*

### **Organisation and Facilities**

Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment, which enable children to be come as personally adequate, socially competent, and as independent as their potential will allow.

### **Staff Development and Support**

We support our staff in managing and modifying children's behaviour through appropriate In Service Education Training (INSET) whereby we bring in specialist trainers to develop staff skills further. We also have detailed supporting documents and clear procedures, which enable staff to feel confident in dealing with behaviour accordingly.

### **Support systems for pupils, parents, and other agencies**

In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents, and the child understand what is expected of them and the strategies, which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support.

**Anti-Bullying:** This Behaviour Management Including Discipline and Sanctions Policy is dovetailed with our *Anti-Bullying* and *Safeguarding – Child Protection Policies*. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others.

**The role of the class teacher:** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others. It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability. Teachers treat each child fairly, classes with respect and understanding, enforcing the classroom code consistently. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of School.

**Behaviour of Parents on/off the School Premises:** It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person

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concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching. Appointments should be made. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. A note must be written if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The pupil is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Parents should not use the Class/Social Committee Communication System to vent personal vendettas against the school, nor should emails be circulated, or placements made on social network sites that damage the reputation of the school/pupils/staff. Any email that is to be circulated publicly to parents, should be approved by the Head of School or Bursar first.

#### **APPENDIX : SEARCHING AND CONFISCATION**

This appendix applies to all staff, volunteers, and contractors, paid and unpaid, working in the school. Our School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Care and consideration will be given to the age of the child when following the guidance in this policy.

*This policy has been written using advice taken from Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014. The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Equality Act 2010*

#### **Search with Consent**

- School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent.
- It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. They do not need written consent from the child.
- The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction

#### **Search Without Consent**

- The Head of School and staff authorised by the Head have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
- knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, and pornographic images.
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

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## Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

## Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014

## Dealing with Electronic Devices (statutory guidance)

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- In determining a 'good reason' to examine or erase the data or files 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 to go against the expectation in the school's Behaviour Policy.
- If inappropriate material is found on the device it is up to the teacher 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.

## Guidance for Carrying Out A Search What the law says:

- 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, but 'outer clothing' includes hats, shoes, boots, gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers, 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.

**Also note:** 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.

**Lockers and desks:** Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present. If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

## Use of reasonable force (Please refer to our Physical Restraint and Use of Reasonable Force Policy)

### Informing Parents

- There is no requirement for the school to inform parents before a search
- Parents may be informed as part of the school behaviour policy and procedures.
- Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the

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school.

- If a parent makes a complaint then the normal procedures for dealing with a complaint should be followed.

Record Keeping: There is no legal requirement for the school to keep records of searches or confiscation. However, as part of our normal procedures any such event will be recorded.