



## BEHAVIOUR MANAGEMENT POLICY 2022 (Including discipline and exclusions)

This is a whole School policy and applies to all members of Copthorne Preparatory School including EYFS and is written in accordance with DfE guidance 'Behaviour and Discipline in schools 2016'. Behaviour and Sanctions is an ISI Reporting Standard (ISSR 9).

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<b>Author:</b>	Mrs S Janman, Deputy Head
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### 1 Introduction

- 1.1 Each member of staff is expected to encourage and promote good behaviour in pupils, respect for others and to apply all rewards and sanctions fairly and consistently.
- 1.2 Well planned, interesting and demanding lessons make a major contribution to good discipline. Copthorne Prep School aims to encourage the pupils to adopt the highest standards of morals, principles and behaviour in line with our core values.  
As a school we aim to:
  - 1.3 Provide an excellent all-round education both academically, in the field of Arts, in sport and through a wide range of extra-curricular activities.
  - 1.4 There are opportunities for all and those who are especially talented can reach the highest level of attainment.
  - 1.5 Develop in each child independence, commitment and enthusiasm.
  - 1.6 Foster a spirit of mutual respect and kindness and encourage everyone to do their best for the community.
  - 1.7 Encourage every child to participate fully in life and learn about themselves and their place in the world.

### 2 Standards of Behaviour

- 2.1 The school expects a high standard of behaviour.
- 2.2 Pupils are encouraged to maintain a good work ethic and good levels of behaviour from the moment they enter the school.
- 2.3 Each member of staff is expected to promote self-discipline amongst pupils and to deal appropriately with unacceptable behaviour.
- 2.4 It is understood 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 lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated and appropriate sanctions are taken.
- 2.5 Due regard is taken of the Equality Act 2010 and reasonable adjustments are made for pupils with SEND.
- 2.6 Teachers are expected to be familiar with general teaching strategies that are appropriate for pupils with SEND or EAL in order to engage them in the classroom and minimise poor behaviour.



- 2.7 In addition, teachers should always refer to the IEP, IBP or PLP of such pupils in order to apply specific strategies pertinent to their needs.
- 2.8 With this in mind, teachers should then use the rewards and sanctions system. Guidance can also be sought from the SENCo too.
- 2.9 Through regular discussions at staff meetings and INSETs the school endeavours to ensure that staff apply standards consistently and fairly.

### **3 Code of Conduct**

- 3.1 To be read in conjunction with 'Staff Code of Conduct' policy.
- 3.2 At Copthorne Prep School we see education as a partnership where governors, staff, parents and pupils work constructively together to promote the values of the school as enshrined in our aims and ethos.
- 3.3 Our members of staff are committed to excellence, aiming to achieve a spirit of trust, respect and co-operation.
- 3.4 We expect the highest standards of behaviour inside and outside the classroom, as well as outside the school in any written or electronic communication concerning the school.
- 3.5 We aim to promote and reward good behaviour through praise and encouragement and fostering a spirit of mutual respect.
- 3.6 This is promoted through the House system, which is a powerful motivator for encouraging and promoting good work and behaviour.
- 3.7 The role of staff as positive role models for the pupils helps to reinforce the values of the school and cannot be over-stated.
- 3.8 We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.
- 3.9 Pupils should follow the School's rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.
- 3.10 Everyone at Copthorne Prep School has the right to feel secure and to be treated with respect.
- 3.11 Harassment and bullying will not be tolerated and the school's Anti – Bullying Policy is available to parents on the website or on request from the school office.
- 3.12 The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, or physical disability or learning difficulty.
- 3.13 We expect pupils to be ready to learn and to participate in the wide variety of activities and opportunities available at Copthorne Prep School.
- 3.14 They should attend lessons punctually and with the correct equipment and be ready to learn and abiding by the classroom rules. We expect all pupils to show respect for the school building, grounds, equipment and furniture.
- 3.15 We expect the pupils to respect the general environment and, above all, other members of the school community whether another pupil or adult.
- 3.16 We expect pupils to be safety-conscious whether in or out of the building. This will involve observing any safety practices (for example in the Science laboratories), moving around the school calmly and with an awareness of others and using any equipment carefully and sensibly. This will also apply on any school trips or outings where pupils will be expected to listen to any instructions given by staff whether Copthorne Prep School staff or staff on site (for example on a residential trip or school outing.)



## **4 School rules and expectations**

- 4.1 The school rules will be highlighted with the pupils at the beginning of each year by their form tutor. They are designed to encourage positive behaviour and self-discipline.
- 4.2 Our aim is to reward and encourage good behaviour, while sanctions help us to set boundaries and to manage challenging behaviour.
- 4.3 In this way, our intention is to help pupils understand what is expected of them and why sanctions may be imposed for inconsiderate and unacceptable behaviour.
- 4.4 It is not possible to set out every rule which must be obeyed and they are subject to change from time to time.
- 4.5 Consequently, pupils at Copthorne Prep School are encouraged to use common sense at all times and to behave in a way which reflects the best interests of the whole community.
- 4.6 Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Head in enforcing our rules in a fair manner that is designed to safeguard the welfare of the community as a whole.
- 4.7 The Head, for his part, undertakes to ensure that sanctions are applied fairly throughout the school, and, where appropriate, after due investigation has taken place.
- 4.8 Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity and at no time and for no reason will a member of staff threaten or administer any form of corporal punishment that could adversely affect a child's well-being.
- 4.9 The Director of Wellbeing oversees the discipline policy at Copthorne Prep School in consultation with the Head, other members of SLT, Year Coordinators, Tutors and other members of staff.
- 4.10 The sanctions available for breaches of school discipline will vary according to the severity of the incident.

## **5 Rewards and Sanctions**

- 5.1 All rewards and sanctions must be applied fairly and consistently.
- 5.2 None of the school's punishments will be degrading or humiliating.
- 5.3 All serious punishments are recorded on 'My Concern' which provides a valuable record of ongoing misdemeanours, helps to establish trends or patterns in a child's behaviour and gives crucial background information when dealing with parents.
- 5.4 It is recognised and understood at Copthorne Prep School that if a child is repeatedly in trouble there may well be reasons behind their disturbed behaviour.
- 5.5 Wide consultation is important, and counselling is available for the children when it is felt to be appropriate, such measures would be speaking with the school counsellor.
- 5.6 Punishments for children with SEND are discussed and reviewed carefully by staff and may be modified if appropriate.
- 5.7 Pupils are frequently discussed at staff meetings and via email as and when required.
- 5.8 Details of all disciplinary entries will be notified to all staff.

## **6 Suspensions and Exclusions**

- 6.1 If all reasonable attempts to resolve poor behaviour or repeated breaches of the school rules have proved unsuccessful, it is possible that the Headmaster will suspend or exclude a pupil or pupils, particularly when they have continued to receive more than 20 minutes off each week, or received three or more detentions in any one term or academic year.



6.2 If and when this happens, the procedure is as follows:

**Suspension** - A letter from the Headmaster setting out the duration of the suspension period and the reason for this action will follow a telephone call from the Headmaster to the parent. The pupil will not normally attend school/school outings/school matches during the period of suspension. If appropriate, work will be set for the suspension period so that the pupil's progress will not be compromised. Upon return, the pupil will be reassured and staff will aim to ensure that reintegration is smooth and untroubled.

**Exclusion** - The decision to exclude a pupil will be taken in the following circumstances:

In response to a serious breach of the school's Behaviour Policy.

If allowing the student to remain in School would harm the education or welfare of the pupil or others in the school.

The Chairman of Governors will be informed.

## 7 Appeal

7.1 Parents have the right of appeal against notification of exclusion.

7.2 Details regarding the schools Appeal Process can be found in our 'Complaints Policy' under the section 'What if I am not satisfied with the outcome?'.

## 8 Records

8.1 Records of all suspensions and exclusions are recorded on My Concern as well as in the Headmaster's study.

8.2 Incidents of poor behaviour/ classroom disruption and any communication with parents regarding poor behaviour are logged on 'My Concern' and are monitored by Director of Wellbeing and discussed in weekly meetings between the Director of Wellbeing, SENCO, Year Coordinator, Matron and DSLs.

8.3 Patterns are looked for and carefully monitored, details are passed to governors during Education Committee meetings and when necessary advice and support is sought from Ben Moir – governor with responsibility for Child Protection and Welfare.

8.4 Separate detention logs are kept for patterns and continual misdemeanours which may trigger a suspension

## 9 Corporal Punishment and Restraint

9.1 In accordance with the law there is no corporal punishment threatened or allowed by the school.

9.2 However, if authorised by the Head, a teacher, or other member of staff, may use 'reasonable force' to prevent a pupil from:

- Committing an offence
- Causing personal injury or damage (including to themselves)
- Engaging in any activity prejudicial to the maintenance of the good order, whether during a lesson or at any other time.

9.3 The Head has authorised all teaching staff to use reasonable force in the above circumstances.

9.4 For any pupils with known behaviour problems the school will carry out a risk assessment and organise an IBP, after consultation with parents.

9.5 Records of any evidence of physical restraint used are kept in the Headmaster's study and are signed by the Headmaster.



## 10 Search and Confiscation

Copthorne Prep School reserves the right, in accordance with DfE guidance to:

- 10.1 Search a pupil for any banned item where the pupil agrees.
- 10.2 If consent is not given, the School can refuse the right of admission to that pupil or pupils.
- 10.3 The Head and Staff authorised by the Head may search a pupil and their possessions without consent, where they suspect the pupil(s) has certain prohibited items. Prohibited items include knives or weapons, alcohol, illegal drugs and stolen items.
- 10.4 Authorised searches will be conducted by 'same gender staff' and witnessed by staff.
- 10.5 Authorised searches can be conducted where the School has reasonable grounds for suspecting that a pupil is in possession of a prohibited item
- 10.6 The right to search extends to the pupil's possessions, lockers, desk and clothing, except clothing directly in contact with the pupil's skin.
- 10.7 The above conditions are extended to pupils who are away from the school when on an organised School trip, either day or residential.
- 10.8 Staff will act in accordance with the Staff handbook when conducting searches and confiscating items.

## 11 House System

- 11.1 Each child is allocated to one of the four houses when starting at Copthorne Prep School.
- 11.2 This is a vertical grouping system and we aim to keep a balance of gender in each year group in each house.
- 11.3 In the Prep School there are regular house meetings with teachers who represent the house, at which house totals and progress are discussed.
- 11.4 The house system aims to encourage healthy and positive competition, co-operation, teamwork and loyalty.

### Houses and House Colours

Prep	Pre-Prep
Newton	Blue
Workman	Green
Rendall	Red
Sale	Yellow

- 11.5 The pupils' efforts in the classroom are recognised through effort stars in both the Pre-Prep and Prep. Particular emphasis is placed on pupils being awarded citizenship stars.

## 12 Behaviour Support Systems

- 12.1 The school has a number of techniques for supporting behaviour management.

### **In the Prep School they are:**

- 12.2 Support from Form tutors, subject teachers
- 12.3 School counsellor who is available on a Monday. This is coordinated by the Director of Wellbeing.
- 12.4 Life coach for pupils in Year 7 - open to other year groups via discussion with Life Coach & Director of Wellbeing.
- 12.5 A report card to help pupils regain focus in a particular area
- 12.6 Citizenship stars are given out to those acting in a kind way



## In the Pre-Prep department:

- 12.7 Support by the class teacher
- 12.8 School counsellor (as in Prep School above)
- 12.9 Sun, cloud & raindrop system
- 12.10 Courtesy cards
- 12.11 Golden time

## 13 Rewards and Sanctions in the Nursery

- 13.1 There are no formal Rewards or Sanctions for the Coach House Nursery.
- 13.2 We adopt an informal approach to rewards with the use of generic stickers that are given to children who have shown exceptional behaviour or produced a good piece of work.
- 13.3 We also use 'Time Out' for short periods to give children time to calm down or reflect.
- 13.4 We use the Sun, Cloud and Raindrops system as in the Pre-Prep. Children start each day on the sunshine, if they behave badly they move onto the cloud and the parents are informed; if there is a continuation of bad behaviour their name appears on the raindrops and the Head of the Pre-Prep will be advised.

## 14 Rewards and Sanctions in the Pre-Prep

- 14.1 Children can collect 'Stars' for their House in a number of ways.
- 14.2 'Stars' are awarded for any good piece of work, good behaviour, thoughtfulness, consideration and particular effort.
- 14.3 Children can also collect courtesy cards for kindness and thoughtfulness.

## Pre-Prep Golden Rules

Be Gentle	Do not push or shove
Be kind and a good friend	Ask others to join in your games
Listen to each other	Do not all talk at once or interrupt
Be honest	Do not cover up the truth
Look after property	Do not waste or damage things
Work hard	Always do your best

## 14.4 Friday Assemblies

Friday assemblies are used as a forum for rewarding children. There are four main reward systems:

- 14.5 Each week a child from each class is nominated 'Star of The Week' and given a 'Star of The Week' sticker and certificate to take home. The child may receive this award as a sign of particular academic effort or achievement or to mark good or kind behaviour.
- 14.6 Every two weeks, the House which has accumulated the most stars is revealed and suitably congratulated.





14.7 On alternate fortnights, the class which has accumulated the most courtesy cards is revealed and suitably congratulated.

14.8 Good manners table: every Friday one child from each class is nominated to sit at a special Good Manners Table as they will have displayed good table manners during the previous week.

## **15 Sanctions & Golden Time**

15.1 In each class the children begin the week with their names on a picture of the sun.

15.2 Should any children misbehave, their names will be moved to the rain clouds.

15.3 Further transgression will result in their names moving to the raindrops and they will then miss 2 minutes of Golden Time.

15.4 Children start each day on the sunshine.

15.5 Persistent bad behaviour results in the child being brought to the Head of Pre-Prep.

15.6 If the bad behaviour continues the parents will be called in to discuss how we can work together to improve the situation.

## **16 Rewards and Sanctions in the Prep School for years 3 - 6**

16.1 'Effort Stars' can be awarded for any good piece of work, academic or non-academic, citizenship or anything that demonstrates Copthorne's core values.

16.2 'Double Effort Stars' count as 4 Points and are awarded for a particularly outstanding piece of work or attainment for that child.

16.3 'Headmaster's Commendation' counts as 8 House Points and are awarded by the Headmaster for an outstanding piece of work. Pupils are also awarded certificates for their commendation.

16.4 For Years 3 and 4 Bronze, Silver, Gold and Diamond certificate are awarded in assemblies when pupils achieve a certain milestone; 50/100/150/200 stars. Also, the pupil with the most effort stars each term is awarded the 'Star' cup, which is presented in the end of term assembly.

16.5 Good manners table: every Friday one child from each class, in year 3 & 4 is nominated to sit at a special Good Manners Table with the Headmaster, Deputy Head or Co-ordinator as they will have displayed good table manners during the previous week.

16.6 When pupils gain a citizenship star this is then put towards the House Star total. The winning house each term is suitably rewarded.

### **16.7 Sanctions**

16.8 The school operates a 'minutes off' system. For minor offences the member of staff will give you a WARNING (e.g. "Stop talking and get on with your work – if you don't I will take some minutes off").

16.9 Children then have a choice to modify (change for the better) their behaviour.

16.10 If the pupil chooses not to modify their behaviour they can be awarded minutes off (up to a maximum of 20) for a single offence, these are recorded in their prep diaries.

16.11 If a pupil gains 30 minutes off a term they will have a meeting with the Director of Wellbeing to discuss what they have done to receive that amount of minutes off, a decision will be made as to whether or not a detention will be issued. If necessary parents will be invited to attend.

16.12 If a pupil continues to gain minutes off and they reach a total of 50 minutes, they will have a meeting with the Deputy Head – discussion as above and a detention may or may not be issued.



16.13 If a pupil continues not to modify their behaviour and gains 60 minutes off they will have a meeting with the Head and their parents to discuss the way forward.

For persistent offenders the following may occur:

## 16.14 **Detentions**

16.15 For more severe infringements and mis-demeanours a detention may be given.

16.16 The detention is noted down on the shared detention log.

16.17 These are then recorded into My Concern by the Director of Wellbeing.

16.18 The pupil issued with a detention will serve the detention the same day where possible.

16.19 The detention starts at the beginning of lunch; the pupil is in isolation and supervised by the Year Group Co-ordinator

16.20 Pupils will be allowed a 15min supervised lunch break.

16.21 During this detention pupils will fill out a 'Detention Form' on which they must state what they have done to have received a detention and how they will modify their actions.

16.22 This is then signed by the teacher issuing the detention, the Deputy Head/ Director of Wellbeing/ Pastoral Coordinator and the parents.

16.23 If a pupil accumulates more than three detentions in a term or academic year, they may be suspended by the Headmaster.

## 16.24 **Report Cards**

16.25 Persistent poor behaviour, lack of effort or general attitude may mean that a child is given a report card.

16.26 Pupils may also volunteer to go on report card.

16.27 Pupils must take their cards to each lesson they attend. Staff will award pupils a grade from 1-4 based on their effort.

1. Excellent
2. Good
3. Inconsistent
4. Poor

16.28 The procedure provides intensive short-term monitoring which focuses the child's attention on their own work and behaviour.

## 16.29 **Recording and Recognition**

16.30 Effort Stars and Minutes Off are recorded in the pupils' Prep-Diary.

16.31 Each Friday, the Form Tutor records each of their tutees' weekly number of Effort Stars and Minutes Off on a Record Sheet issued by the Director of Wellbeing. This is then recorded centrally.

16.32 The weekly number of Minutes Off noted on the Record Sheet will be the number of minutes that pupil will miss of their Golden Time lesson that week (in years 3&4). For year 5 & 6, Minutes Off are served at morning break on Fridays and supervised by the year co-ordinators. Where possible all sanctions are dealt with within the same week, with a fresh start on Monday.

16.33 At the end of the Summer Term the 'Jubilee Cup' is awarded to the House with the most points.

## 17 **Rewards and Sanctions for Years 7 and 8**

17.1 Year 7 and 8 are moving away from the 'star' system and will be following a credit base system





- 17.2 The pupils will be given 5 reward cards that they will aim to complete throughout the term.
- 17.3 Each card will have a different focus, which will be: Leadership, Community, Sustainability, Attitude to Learning and Progression.
- 17.4 We are moving away from a subject based system and focusing on the pupils as individuals.
- 17.5 Each child will be given a set of cards per term, each card has space for 12 credits to be awarded. The children will be rewarded when they reach 6 credits and 12 credits respectively.
- 17.6 If a child completes one of the cards, they will not be given a new card with the same focus. They will be encouraged to work on the other areas that they may find more challenging. This will hopefully mean that they will become all-round pupils.
- 17.7 Completion of all 5 cards in a term will mean they will be awarded a Gold Card.
- 17.8 If a pupil gets a detention, then all cards are 'frozen' meaning they can still get credits but can't redeem the reward for 72 hours.

## **18 Positions of responsibilities**

At Cophthorne there is a large scope for pupils to gain position of responsibilities.

### **18.1 Head of School**

- 18.2 Year 7s will apply for the position of Head of School during the Summer Term.
- 18.3 They will provide a video of themselves with the application, explaining why they should be Head of School and what they could bring to the school
- 18.4 This will be followed by an interview process led by the Year 7 & 8 Co-ordinator and will include existing Heads of School
- 18.5 A decision will be made and announced at the Speech Day in July.

### **18.6 Prefects**

- 18.7 Prefects are decided upon in a similar way to the Heads of the School. They will be chosen from those who applied to be Heads of School. They perform many duties and have weekly 'prefects' lunch' with the Director of Well-Being. Prefects wear a different tie to the rest of school to represent their position of responsibility.

### **18.8 House Captains**

- 18.9 Again, these are selected from those who applied to be Heads of School. They are responsible for giving speeches if their House has won a shield and also organising teams for Inter House events. They will wear a badge in their house colour to denote their status and a house tie.

### **18.10 Form Captains**

- 18.11 Each Tutor group in years 3-8 elects a Form Captain who sits on the council for that term.
- 18.12 These pupils attend 2 Form Captain meetings where they discuss with the Director of Wellbeing any ideas/thoughts that their Tutor group want raised.
- 18.13 The Director of Wellbeing will then report back to them in the later part of the term to inform them of the progress they have made. Each term a new form captain is elected.

### **18.14 School Council**



18.15 These are selected from the year 8s who will spend time in the different year groups, supporting and listening to the children's voice.

### **19 Involvement of Parents**

19.1 Parents will be involved in discipline cases as appropriate.

19.2 Individual staff should not involve parents in discipline issues without first informing the pupil's tutor.

19.3 The tutor should in most cases be the point of contact that a parent has with the school regarding disciplinary matters.

19.4 Parents are also encouraged to support good behaviour and positive habits in their children.

### **20 Involvement of Staff**

20.1 The working of the school's policies and procedures will be discussed regularly at staff meetings.

20.2 Staff will also be involved in discussions with pupils in form/tutor group time.

20.3 Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action.

20.4 Tutors will provide the principal contact with pupils regarding the management of behaviour of each pupil.

### **21 Involvement of Pupils**

21.1 Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views, the right to express those views.

21.2 The Head is responsible for ensuring the positive contribution of pupils.

21.3 The SENCO will ensure that the needs of SEND pupils are properly taken into account, and their participation in the consultation process is assured.

21.4 The Head will seek the widest possible agreement for this policy, and will report at least annually to the governing body on its implementation.

### **22 Equal opportunities**

22.1 All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy without discrimination because of differences arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.

### **23 Pupils conduct outside the school gates - teachers' powers**

23.1 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"

23.2 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
- Travelling to and from school or
- Wearing school uniform or in some other way identifiable as a pupil of Copthorne Prep 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

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

## **24 Malicious accusations made against staff from a pupil.**

24.1 These will be taken very seriously and will be dealt with in accordance with our safeguarding policy.

24.2 If the accusations are found to be false the pupil will be suspended and parents will be invited into to discuss their return to the school with the Head and the DSL.

## **25 Searching Pupils & Belongings**

25.1 This document provides staff with searching, screening and confiscation advice for all members of the Cophorne Prep school staff.

25.2 The Education Act (2011) gives staff the power to search a pupil or his/her possessions if they believe them to be carrying a prohibited item.

25.3 Reference is also made to Searching, Screening and Confiscation-Advice for headteachers, school staff and governing bodies (July 2022).

25.4 In the Boarding House we follow the advice as set out on the BSA Boarding Briefing Paper (Number 15): Conducting a Search of a Pupil's Room, Belongings or Person (Sep 2022).

25.5 All boarding schools must comply with the National Minimum Boarding Standards for Boarding Schools (April 2015).

25.6 Any searches should be carried out in accordance with section 550ZA of the Education Act (1996) and with regard to any guidance issued by the Secretary of State as well as article 8 of the European Convention on Human rights (ECHR) stating that pupils have a right to have respect for their private life.

25.7 The starting point rests with the need to safeguard and promote the child's welfare.

25.8 Whilst undesirable, searches of boarders' possessions and personal belongings may well be necessary to negate risk, further harm to pupils or staff or to help in returning 'lost items'.

25.9 In these situations, staff should be very careful to follow the guidance that follows as there are legal requirements and the boarders do have rights to privacy in law.

## **26 Searching Pupils**

### **Last resort**

26.1 The power to search without consent should be seen as a 'last resort' and only used if other options have been exhausted.

26.2 This means that staff should first question a pupil, then, if appropriate, request that the pupil surrenders the item. If this strategy is unsuccessful, the pupil should first be given the opportunity to consent to a search before finally undergoing a search without consent, if it is considered safe to do so. e.g., if failing to search a pupil put others at risk, or if there was evidence of pupils in possession of substances harmful to their or others' health.

26.3 List of prohibited items:

- Knives or weapons, alcohol, illegal drugs and 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 property of, any person (including the pupil); and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

- 26.4 If a pupil refuses to be screened, the school may refuse to have the pupil on the premises.
- 26.5 Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- 26.6 If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil must comply with the rules and attend.
- 26.7 **Designated Safeguard Leader:** A designated school DSL would have to be present if possible, should searching a pupil prove necessary. (Mrs C. Lee, Mr Bone or Mrs, E. Penrose-Smith)
- 26.8 **Third party, record keeping.** The third party would be responsible for witnessing the search process, and the designated DSL would record the process, its reasons and the outcome
- 26.9 The Education and Inspections Act 2006 requires the member of staff searching the pupil to be of the same sex as the pupil, and that they may carry out the search only in the presence of another member of staff who is also of the same sex as the pupil.
- 26.10 There is, however, a limited exception to this rule. A search can be carried out by a teacher of the opposite sex and without a witness present, but **only** where the teacher 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.
- 26.11 The member of staff searching the pupil must not require the pupil to remove any clothing except outer clothing, such as a coat or hat.
- 26.12 If, in the course of a search, the person carrying out the search finds an offensive weapon or article, he or she may seize and retain the item, which must be handed over to the police as soon as possible.
- 26.13 **Common sense and dignity:** Teachers should always be mindful of the human rights; personal dignity; health and data protection rights of pupils when searching them.
- 26.14 School staff, parents and pupils must be assured that a governing body's policies around the use of search powers are both sensible and reasonable.
- 26.15 Staff can **refuse** to undertake a search, should they feel uncomfortable in doing so.

## 27 Searching Possessions

- 27.1 DfE guidance makes clear that staff can search pupils for any item provided the pupil gives consent.
- 27.2 However, it makes sense to ensure that any staff members authorised to carry out searches routinely seek to do so in a manner which is compliant with legislation, whether or not consent is obtained.
- 27.3 If consent is refused and the matter is then considered sufficiently serious and in the circumstances the law supports a search without consent, a teacher may proceed notwithstanding the pupil's objection.
- 27.4 If, however, the allegation is sufficiently serious to warrant this degree of searching then consideration should be given to whether the pupil's parents should be informed and/or the police involved.
- If a pupil is suspected of carrying an unauthorised item (e.g., alcohol/knife) the best approach is to ask them, in the presence of a second witness, to turn out their pockets/bag. Staff of the opposite sex may still search a pupil if they believe the risk is so great that serious harm would be caused if they waited to find a member of staff of the same sex as the pupil.



- Staff should NOT touch the pupil forcibly. Searches must be made in the presence of a witness.
- Items which may be searched for could include tobacco, cigarette papers, lighters, drugs alcohol, fireworks, pornographic images, offensive weapons/knives including pen knives or another person's possessions. A search of outer clothing and pockets without consent is permissible. Intimate searches are not allowed.

## 28 Room searches (Boarding) Consent Form (Appendix III)

- 28.1 Room searches may be required when there is suspicion that stolen items are being concealed or if materials that are either illegal or are against the School Rules are being hidden.
- 28.2 Suspicion may be raised through behaviour changes, information from peers or other individuals.
- 28.3 The Head of Boarding will, in most cases, lead this process along with another member of staff. There will always be two members of staff present when a search is taking place.
- 28.4 When carrying out a search of a room, cupboard or drawer:
- Extent and nature of a search should be proportionate to the risk factors (e.g., avoiding accusations of ulterior motive or victimisation) and the likelihood of the item being found.
  - If a search is deemed necessary, explain the suspicions to the individual or group with a witness present.
  - Explain that you want to carry out a search of their area and belongings.
  - Ask for their permission. If this is given, ask for the consent form to be signed and carry out the search with them present, with another staff witness present. If no consent is agreed but suspicion is high (e.g., a credible belief that illegal drugs are being stored for use), the Headmaster may sanction a search or the Police may be called to carry out the search on behalf of the School.
  - The School may need to permit a search in a pupil's absence; again, this would be done a) with consent *in absentia* via contact with home; or b) without consent *in absentia*. Parents are to be informed in any event. When conducting the search, staff should allow the student concerned to carry out the movement of items in the room unless it is felt that there is a danger of the items being manipulated in order to conceal them further.
  - All drug searches should be carried out by the Head of Boarding with either the Deputy Head or Headmaster present where possible. When carrying out drug searches gloves from the medical kit should be worn.
  - Following the search, the Consent Forms, details of the how the search was conducted and any items removed should be bagged together and stored securely until they can be passed onto the Headmaster or the Deputy Head.
  - Drugs should be handed into the Police.

## 29 Electronic Devices

- 29.1 Electronic devices may be seized and examined for relevant data or files which might offend the law or school rules, for instance accessing sites which might suggest that a pupil is being radicalised Prevent Duty (2015).
- 29.2 Where there are concerns about children who may be at risk of being drawn into terrorism, the DSL or Deputy Head will contact the Area Safeguarding Team.
- 29.3 Other contacts for agency involvement: local police force, 101 (the non-emergency police number); DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 or email counter-extremism@education.gsi.gov.uk (open Mon-Friday 9am-6pm) Pornographic images of children or extreme pornographic images must be delivered to the Police as soon as possible.
- 29.4 Abusive messages or messaging which suggests any form of bullying should be copied and given to the DSL and Director of Wellbeing. Reference can be made to the School's Safeguarding and Anti-Bullying Policies.



## 30 Theft

- 30.1 In cases of theft, and where suspicion rests with a boarder, that boarder should be asked to search for the item carefully and under supervision following the guidance above.
- 30.2 In the **very rare** occurrence that more than one boarder is suspected of theft, and in being mindful of proportionality, risk and outcome, then the following procedure may be felt to be more productive:
- Gather the boarders suspected together. Have sufficient Search Consent Forms. Explain the situation.
  - Ensure there are enough staff present to manage the number of boarders and the searches.
  - Ask if there is anyone who does not want to have their room/ belongings searched.
  - Search the rooms of those who have consented after they have signed a Search Consent Form. They can all sign on a sheet that can then be attached to a single consent form.
  - For those who refuse the search follow the procedure of contacting parents, informing the Headmaster and the possible use of the police to undertake the search on behalf of the School.





## **Appendix I**

### **WHAT HAPPENS WHEN YOU GET IT WRONG?**

#### **MINUTES OFF**

You can be given anywhere between 1 and 20 “minutes off” dependent on your actions. You will be given a warning and your name will be placed on the board; if you continue to misbehave you will get “minutes off”. There are occasions where no warning is necessary and you will be given “minutes off” straight away.

#### **REPORT CARDS**

You may be placed on a report card for your behaviour, poor effort or too many “minutes off”, or to help you focus more in lessons (Academic)

Whilst on report card you will report to a member of staff. This will need to be signed by your parents each evening.

#### **DETENTIONS**

You will be placed on a lunchtime detention for serious offences; fighting, verbal bullying/unkind comments etc, disturbing a lesson so that others cannot work or general, very poor behaviour. More than 3 detentions in a term will result in a letter home; any more than 3 may result in a suspension.

#### **SUSPENSION**

An immediate suspension will be the result of violent behaviour or a serious issue. Three suspensions could result in permanent exclusion from Cophorne Prep School.



## **Appendix II**

### **Boarders' Behaviour Policy**

#### **a) Introduction**

At Cophorne we appreciate that boarding is more than an extension of the school day and do not therefore consider that the everyday school sanction and discipline policy should apply upstairs where a more relaxed and less formal atmosphere exists.

Minutes off and detentions are generally not given for misdemeanours that occur in boarding; however, the school expulsion and exclusion policy does apply.

A log book is kept for staff to record minor incidents should anything occur. The boarders have a day book they can write in as well.

#### **b) Expectations of Boarders**

Boarders are expected and encouraged to:

- Adhere to the routine and carry out instructions and duties given to them by members of staff
- Treat each other with due courtesy and respect at all times
- Consider the right of others (both boarders and resident members of staff) to privacy and quiet
- Respect the property of others and that of the school
- Keep the boarding areas as tidy as possible.

Boarding is seen as a privilege and a pupil whose behaviour falls consistently below the expectations outlined above will first be given a warning (with an accompanying letter home) and thereafter excluded from boarding for a period of time at the Headmaster's discretion.

#### **Sanctions for 'Upstairs':**

- Withdrawal of privileges:
- Loss of access to the Sports Hall, Boarders Sitting Room or Boarders' Activities
- Loss of 'free time'
- Early to bed
- Early lights out



### **Appendix III**

#### **Consent form for a Search to be conducted**

**Date**

**Staff involved**

**Pupil involved**

(STAFF) Please record the reason for the search including details of the source and level of suspicion. If there is a reason for anonymity please write this on another sheet and attach it following the room search.

(PUPIL) I understand that there is cause to suspect that there is an item(s) that may be concealed in my private space or property or that staff want to eliminate my property and space from an investigation. I consent to the search being carried- sign below

List any items found in the search below

Record details of the process of the search, the outcomes and who is dealing with the outcomes below.

Staff signature\_\_\_\_\_ Date\_\_\_\_\_



### Arriving at School

- When you get to your classroom, sort out your bag and locker, hand in Homework and get ready for the first two lessons of the day
- If you arrive at School after 8:30, you have to sign in at Reception
- You should arrive between 7:30am and 8:15am, but if arriving before 8:00am you should report directly to the Rendall Room

### In Lessons

- Be punctual and come to lessons with the correct books and equipment
- Follow teachers' instructions. Put your hand up to ask if you have not understood
- Stand up if an adult enters the room
- Bring your prep diary to every lesson and get it signed each week

### At Break Times

- At Break and Tea Snack, wait outside the Dining Room until a duty teacher arrives
- Go outside to play or to the Library at Break and Lunch Time, unless it is 'Wet Break'
- Play nicely with friends
- If you have a problem, seek a member of staff on duty
- No large balls on the asphalt

### After School

- Please remember to 'sign out' everyday with your blazer on!
- At 4:40pm either sign out or go to your activity
- At 5:20pm go to tea or sign out

### Around the School

- Walk on the left, especially when using the stairs
- Talk quietly and avoid making loud disruptions
- Avoid pushing or running in corridors
- Hold doors open for adults and other children

### Tidiness

- Always dress smartly in a clean uniform with school shoes
- Take pride in your room – pick up litter and tidy away mess at the end of each lesson and dismissal
- Games kit taken home on a Friday for washing

### Safety and Property

- Tie back shoulder length hair or hair that obscures the face
- Make sure your property is clearly marked; take particular care of valuable personal items such as pens
- Report any accidents immediately
- Only bring to school what you need; valuables and large sums of money should not be brought to school

### Staying Healthy

- You are not permitted to bring gum or sweets to school
- Take birthday cakes (or any food you bring in to share) to your tutor
- Medication taken to matron in the morning