




Tiverton High School

**Relational Behaviour Policy**

Status	<b>Statutory</b>
Job title	<b>Deputy Head</b>
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Policy to be implemented by:	<b>All Staff</b>
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Signature of Co-Chair of Governors:	



## Tiverton High School Relational Behaviour Policy

### **1. Policy statement**

Tiverton High School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relational behaviour policy guides staff to teach students self-discipline. It echoes our six core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and effective interventions that support staff and students. Our aim is to ensure positive relationships between staff and students, with an understanding that staff make the ultimate decisions around behaviours that are acceptable.

### **2. Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for our community and for life after Tiverton High School (THS)
- To ensure that all stakeholders and staff are treated fairly, shown respect and to promote good relationships.
- To minimise the time and attention given to the poor conduct of students, to redirect them instead back towards their learning.
- To help students take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care for one another, good manners, respectful language and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is an expectation for all.

### **3. Purpose of the policy**

To provide simple, practical procedures for staff and students that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

### **All staff – core expectations**

- Consistency is key to school culture – the school culture is key to establishing exemplary behaviour
- We create and maintain our culture by being relentless – This is central to improving behaviour
- We explicitly teach students how to behave well
- All leaders are highly visible across all areas of the school
- Poor behaviour must be challenged
- Relentless routines and visible kindness are consistently adhered to by all colleagues at THS
- High levels of support and challenge where there is strong culture of accountability

### **Middle leaders**

Middle leaders are not expected to manage behaviour referrals in isolation, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.



### **Middle leaders will:**

- Be a visible presence in their teams to encourage appropriate conduct
- Support their teams in returning students to learning. If required, they may support their colleagues with restorative conversations
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that they are accountable for the students in their teams

### **Senior leaders**

Senior leaders are not expected to manage behaviour referrals in isolation, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.

### **Senior leaders will:**

- Celebrate staff, leaders, and students whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing students with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school-wide behaviour policy and practice
- Regularly review provision for students who are 'hard to reach' (as they may fall outside the range of written policies)
- Be a daily visible presence around the corridors and the site, particularly at times of mass movement.

### **Recognition and rewards**

At THS, we recognise and reward students who go 'over and above' our expectations. Although positive behaviour points, postcards, electronic awards, and weekly tutor awards exist as standard, THS staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those students who are hardest to reach.

### **School level**

- 15 Front loaded praise points for doing the right thing, being punctual, being equipped and being in the correct uniform.
- Positive behaviour points
- Electronic praise postcards, postcards, "You are awesome/thank you for being kind" awards
- Weekly tutor awards for behaviour and attendance

### **Department level**

- Positive behaviour points
- Positive contact with parents/carers (phone call or email)-celebration of half-termly Head of Department awards (Head of Maths award for example)
- Postcards
- Subject awards

### **Classroom level**



- Verbal praise
- Positive behaviour points
- Positive contact with parents/carers (phone call or email)

### **Interventions to help and support students adjust their behaviours.**

#### **Contact with parents/carers**

We believe that establishing good links with parents and keeping in regular contact helps promote a child's education and maintains high standards of behaviour.

We will contact parents whether by phone, text, email or by letter not only when things go well but when things go wrong. We may also ask parents to come into school to discuss their child's behaviour and progress so that we can work in partnership to improve the situation. We acknowledge the parental support is crucial in bringing about an improvement in a child's behaviour, motivation, work, or attendance. We will ask the parent to work with us in any course of action we plan.

Any concerns around behaviour will be logged on Go4Schools by the member of staff involved and shared with relevant members of staff- Tutors /Head of Year / Subject leader/SENDSCO as appropriate for information and/or further action or support.

#### **On Report**

Students can be placed on report to monitor attendance, punctuality, behaviour, effort and work. Reports can also give constructive immediate feedback to a student who is seeking to change their behaviour. A student can be on report to any member of staff who is seeking to monitor and support a student. The time span of the report and the frequency of the meeting with the member of staff who placed the student on report may vary depending on the purpose and needs of the student.

Typically, a student is on report for two weeks, but this can be extended over a much longer period. The parent/guardian should sign the report each evening. A student may be placed on report when re-admitted after a period of exclusion.

#### **Interim Reports**

If we have sufficient concerns about a student we may circulate (to all staff) an interim report (Round Robin) to gather up to date information about that student's progress, attitudes and behaviour. This may be sent to parents and is useful as a basis for discussion with them and the student.

#### **Pupil Support Plan stage (PSP 1,2,3)**

The PSP will be implemented where there is a cause for concern e.g., attendance, behaviour or progress issues. The student will be set agreed targets and meet with their HOY (Head of Year) to:

- Develop an appropriate action plan with the student
- Monitor and review and mentor using the action plan. Inform the student of the timeline for demonstrating improvement.
- Discuss both the consequences for the student of not meeting the required action and the positive outcomes for everyone if conduct improves.
- Every effort will be made to encourage and support a change in the student's behaviour



- Students may have their behaviour monitored by teachers to show progress towards agreed targets. At THS this may be done via a tutor, subject, AHOY (Assistant Head of Year), HOY, SLT (Senior Leadership Team) report or a PSP.

### **The restorative conversation**

Restorative conversations at THS are a core part of repairing damage to trust between staff and students. Restorative conversations should reaffirm the ongoing commitment to building a trusting relationship.

Where behaviour has broken down and any of the sanctions set out below have had to be implemented, staff should take responsibility for leading restorative conversations to try to ensure that any poor behaviour is not repeated. Middle leaders will support if requested and if possible.

### **Possible Interventions and support from other agencies**

Referral to outside agencies: typically, this involves discussion with and the agreement of parents/carers. This could include referrals: -

- to Children's & Young Peoples Service including the involvement of the Child Protection Team (MASH)
- to the Educational Psychologist and involvement of SEN (Special Educational Needs) 0 – 25 team in cases where students have been referred for statutory assessment and Education, Health and Care plan.
- through GP, to a Child Psychiatrist (CAMHS)
- to EWO in cases of non-attendance
- to Careers Advisors.
- to initiate, run and support a TAF (Team around the Family meeting - Early Help)

It is important to mention here that any or several of the above may be used in conjunction with sanctions or measures used within school. We may also involve: -

- The LA (Local Authority) inclusion officer
- School governors
- Police

### **We expect students to:**

- Exhibit natural state in lessons and assemblies
- Be on time, smart and sitting in silence
- Have all equipment and homework
- Follow all instructions the first time
- Be polite and kind to all
- Work hard and help others to learn

### **Behaviour stages**

Unlike our microscripts within the playbook, this is not designed to cover every single eventuality and there is the need for staff to use some professional judgement in certain circumstances.



There may be exceptional circumstances where reasonable adjustments to these rules are made for individuals, considering a child's SEND, medical needs or students at risk.

Stage	Sanction	Examples include and are not limited to...	Action/Follow up
	<b>In class Positive framing</b>	<ul style="list-style-type: none"> <li>Any low-level disruption. Examples of this could be corrected:  <i>It's great to see so many of you with your equipment out, Simon, Hannah, can you join the others and get yours out. Thank you.</i></li> </ul>	Place name on board or on personal log. Teacher informs the student a reminder has been given and the reason why. No logging needed on Class Charts
<b>1</b>	<b>In class Warn</b>	<ul style="list-style-type: none"> <li>Persistent low-level disruption, the student has still not settled, is disruptive or distracting.</li> <li>Examples of what constitutes low level disruption but not limited to:               <ul style="list-style-type: none"> <li>Low-level disruption</li> <li>Calling out</li> <li>Off-task chatter</li> <li>Talking over a teacher (or after common call to silence)</li> <li>Distracting others</li> <li>Bickering or unkindness</li> <li>Rudeness</li> <li>Physical contact</li> <li>Inappropriate language</li> <li>Inappropriate response to a warning</li> <li>Refusal to follow instructions immediately</li> <li>Shouting</li> <li>Refusal to work</li> <li>Throwing an object</li> <li>Repeated lack of equipment</li> <li>Leaving seat without permission</li> <li>Chewing gum or eating in class</li> <li>Use or sound of mobile phone / headphones</li> <li>Damaging equipment or property</li> <li>Repeated swinging on chair</li> <li>Repeated turning around on seat</li> </ul> </li> </ul>	Student is informed of the warning and the reflection session.  Reflection 20 mins during break 2 same day or following if period 5. Led by HOY.  Log on Class Charts. Automated notification sent via Class Charts.  SL to monitor repeat warning via weekly behaviour data analysis
<b>2</b>	<b>In class Reset</b>	<ul style="list-style-type: none"> <li>After the class teacher has issued a warning, the student still has</li> </ul>	Remainder of the lesson in Reset room.



	<i>To eradicate low level disruption for others.</i>	<p>not settled, is disruptive or distracting.</p> <ul style="list-style-type: none"> <li>Repeated level 1 behaviours</li> </ul>	<p>Reflection 1 hour 3:00-4:00pm in the Reset room the following day led by SL</p> <p>Restore at teacher discretion but this is an expectation and can happen at any time or be completed within reflection session.</p> <p>Logged on Class Charts. Phone call made home.</p> <p>If missed, sanction escalates to ½ day internal 1-4pm in the internal room with SR.</p> <p>SL follows up with repeat offenders in the subject area with the subject teacher.</p> <ul style="list-style-type: none"> <li>Phone calls</li> <li>Subject report</li> <li>Parental meetings</li> </ul> <p>Multiple subjects- HOY/SENDSCO team.</p> <ul style="list-style-type: none"> <li>GRT</li> <li>Report card/monitoring</li> <li>Parental meetings</li> </ul>
<b>2</b>	<b>Late to lesson</b>	<ul style="list-style-type: none"> <li>Student arriving after 5 minutes – logged as truancy (minutes late logged on Bromcom)</li> </ul>	<p>20 minute Break 2 reflection</p> <p>If reflection missed 1hr after school reflection</p> <p>Three or more lates = After school reflection.</p> <p>SL to support class teachers with communication home around persistent lateness to lesson.</p> <p>Pastoral team monitor persistent lateness across multiple lessons. Graduated response initiated in the next year student focus meeting.</p>



<b>2</b>	<b>Out of class behaviour</b>	<ul style="list-style-type: none"> <li>• Persistent breaking of attendance or behaviour policy.</li> <li>• Defiance or refusal to do as staff ask.</li> <li>• Unkindness</li> <li>• Rudeness</li> <li>• Inappropriate physical contact</li> <li>• Inappropriate language</li> <li>• Inappropriate response to a warning</li> <li>• Refusal to follow instructions immediately</li> <li>• Shouting</li> <li>• Refusal to work</li> <li>• Throwing an object</li> <li>• Lack of equipment</li> <li>• Use or sound of mobile phone / headphones</li> <li>• Damaging equipment or property</li> </ul>	<p>20 minute break 2 reflection</p> <p>If a break 2 reflection is missed a student will complete an after-school reflection 3.00-4:00pm</p> <p>Log on class chart with notes</p> <p>If after school reflection is missed, sanction escalates to ½ day internal.</p> <p>Contact home <b>must</b> be made via phone</p>
<p>Once a student has reached stage 2, triage of SEMH/SEND begins through Student Focus meeting (DH/AH/SENDCo/Assistant SENDCo/HOY/AHOY):</p> <ul style="list-style-type: none"> <li>• Graduated response considered if at least one stage 2 behaviour is logged and/or if a student has a repeated pattern of stage 1 behaviours</li> <li>• Consideration of SEND and SEMH</li> <li>• Parents to be involved</li> <li>• Consideration of external agencies if necessary</li> </ul>			
<b>3</b>	<b>½ Internal suspension</b>	<ul style="list-style-type: none"> <li>• Persistent breaking of attendance or behaviour policy.</li> <li>• Dangerous behaviour</li> <li>• Refusal to follow instructions</li> <li>• Bullying</li> </ul>	<p>½ day (1-4pm- to include afterschool reflection)</p> <p>Log on Class Charts.</p> <p>Contact home <b>must</b> be made via phone</p>
<b>4</b>	<b>Internal suspension</b>	<ul style="list-style-type: none"> <li>• Refusal to follow instructions.</li> <li>• Persistently breaking attendance or behaviour policy where other sanctions are not working.</li> <li>• Dangerous behaviour</li> <li>• Bullying</li> </ul>	<p>1 to 2 days - until 3pm in the internal room (can be same day)</p> <p>Log on Class Charts.</p> <p>Contact home <b>must</b> be made via phone</p>
<b>5</b>	<b>Fixed Term External suspension</b>	<p>Serious refusal or breaches of school rules, for example:</p> <ul style="list-style-type: none"> <li>• Ongoing bullying</li> <li>• Racism /Prejudicial language</li> <li>• Sexualised behaviours</li> <li>• Beyond control of staff</li> <li>• Ongoing defiance</li> <li>• Physical assault</li> <li>• Deliberate vandalism</li> </ul>	<p>1 to 5 days</p> <p>Contact home <b>must</b> be made via phone</p> <p>Reintegration meeting led by HOY/SLT. SENCO in attendance as necessary.</p>





		<ul style="list-style-type: none"> <li>• Ongoing intimidating or threatening behaviour towards students or staff</li> <li>• Swearing at staff</li> <li>• Cyber abuse</li> <li>• Bringing the school into disrepute.</li> <li>• Violence or threats of violence to others</li> <li>• Defiance</li> <li>• Vaping/smoking</li> <li>• Prohibited items- drugs/alcohol</li> <li>• Bullying</li> <li>• Failed internal suspension</li> </ul>	<p>At the reintegration meeting, students will be asked to reflect on and take ownership of the behaviours exhibited leading to the suspension and agree a positive change. Evidence of the meeting and the students voice needs to be logged.</p> <p>Students will not be successfully reintegrated if they do not show regret and remorse for their actions.</p> <p>A letter is sent home summarising the agreed actions.</p>
<b>6</b>	<b>Permanent Exclusion</b>	<p>Very serious behaviour that threatens the safety/wellbeing of others or the smooth operation of the school or a serious risk to self and /or others</p> <ul style="list-style-type: none"> <li>• One off incident</li> <li>• Persistent disruptive behaviour.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• Serious abuse of people or property <ul style="list-style-type: none"> <li>• Repeated Level 5 incidents</li> </ul> </li> <li>• Possession/use of a weapon</li> <li>• Use/possession/supply of illegal drugs</li> <li>• Violence towards staff</li> <li>• Sexual violence towards students/staff</li> </ul>	<p>No readmission.</p> <p>Parents are informed.</p> <p>School informs Local Authority within 24 hours of our decision to PEX. From the 6th day onward, the Local Authority is responsible for student's education.</p> <p>All Permanent Exclusions are subject to LA and DfE guidelines.</p>
<p style="text-align: center;">All Sanctions are used on a +1 or -1 basis</p> <p style="text-align: center;">This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that suspension or permanent exclusion are appropriate sanctions.</p>			

### Suspension

A serious breach of the behaviour policy, whether that is inside or outside the classroom, may lead to an internal suspension or an external fixed term suspension. This involves removing a student from their timetable for a fixed period. This means that the student will not take part in lessons or have free time with the rest of the student body for a pre-determined amount of time, depending on the incident.



### **Internal Suspension**

Members of SLT or Heads of Year can take the decision to internally suspend a student. During the internal suspension, the student will be provided with work. Once the decision to internally suspend a student has been made:

- The parents/carers should receive notification via Go of the sanction
- Attendance will be informed of where the student is going to be during the day.

Whilst on internal suspension students will be given the opportunity to:

- have access to the toilet
- have access to food and drink at appropriate times
- have movement breaks where possible and when appropriate; students will be able to take a comfort break during the day and walk across to the refectory to have their lunch.

In some cases where a student has additional educational needs and reasonable adjustments need to be considered, alternative arrangements for an internal suspension can be made although this should be seen as equivalent to the experiences of other students.

Alternatives to suspension, where appropriate, may include community service or 'payback' where students may be asked to positively contribute time back to THS as part of the process of repairing the damage they have caused.

### **External Fixed Term Suspension from school**

It is very serious for a student to be suspended from school. External suspensions are for a fixed period. The Headteacher is the only staff member permitted to issue an external fixed term suspension from the school but can delegate this power to other members of the Senior Leadership Team as appropriate. Normally this would be the Deputy Head/s.

Suspensions can be given for verbal/physical abuse of staff/students; use of an offensive weapon, bullying, racist abuse, abuse against sexual orientation, gender identity or relating to disability, sexual misconduct, persistent failure to comply with disciplinary procedures of the school, inappropriate use of social media or online technology, persistent disruptive behaviour and offences such as theft, substance abuse or damage.

Parents/carers are notified of the Head Teacher's decision to issue a fixed term suspension, this may be for 1 session (half a day) or longer depending on the seriousness of the incident. During the period of suspension from school, work will be set for the student to complete.

Parents/carers will be asked to attend a readmission meeting with their child on their return to school. These meetings are normally held by the Head of Year, Assistant Head of Year and/or a senior member of staff. A contract regarding expectations on a students' return will be agreed at this re-admission and the student will be placed 'on report' if appropriate.

### **Pre-Permanent Exclusion meeting**

Repeated incidents of poor behaviour may result in the student, with their parents/carers, being issued with a Pupil Support Plan as described above. There are three stages to this plan, and it is reviewed regularly to monitor positive changes in behaviour. Ultimately if a student does not respond positively to the Pupil Support Plan, they will be at risk of permanent exclusion and will be requested to attend a Pre-Permanent Exclusion meeting with the Inclusion Officer of the Local Authority, Devon County Council. A full report of the students' progress and behaviour, as well as



the support offered to the student, will be available to the Inclusion Officer who will set the requirements for improvement to avoid a permanent exclusion. Progress will be continued to be monitored following this meeting.

### **Permanent Exclusion**

Permanent exclusion is the last resort, and this decision is never taken lightly not before all other measures have been exhausted and all other avenues thoroughly investigated including the possibility of a 'managed move' to another local school. However, very occasionally, a student shall be deemed by his/her actions to have forfeited the right to belong to our school community for the benefit of other students and school staff. When this happens, a student will be permanently excluded from the school.

<https://www.gov.uk/government/publications/school-exclusion>

### **Parents' right of appeal**

Governors must meet at the earliest opportunity to discuss whether to reinstate the excluded pupil

<https://www.gov.uk/school-discipline-exclusions/exclusions>

If the exclusion is upheld it then falls to the LA to make suitable alternative educational provision for the student.

### **Use of reasonable force to control and restrain students**

This is a measure that staff are permitted to use to stop students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **Pupils' conduct outside the school gates**

Staff have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools)

The school will apply the same principles and discipline systems to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Examples of when staff may use school systems to address poor behaviour are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a student at the school.
- misbehaviour at any time, whether the conditions above apply, that could have repercussions for the orderly running of the school; or pose a threat to another student or member of the public; or could adversely affect the reputation of the school.

In all cases of misbehaviour, the member of staff will only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.



**The Right to Search Students Reference should also be made to the DfE document:  
'Searching, screening and confiscation – Advice for schools – July 2022**

Schools' obligations under the European Convention on Human Rights (ECHR).

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8.

The Headteacher and staff authorised by them (Deputy Headteacher/Assistant Headteacher/Safeguarding and Welfare Officer) have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

**Prohibited items are:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, vapes and Shisha pens
- fireworks
- pornographic images including contents of iPads and phones
- 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, or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should any other members of staff suspect a student of carrying such items, the student's agreement should be sought discussed with a student in advance, explaining what is happening. If this is refused, staff will consider possible reasons for this. This will then lead to a sanction in line with the Behaviour for Learning Policy.

If the student refuses to cooperate and there is an urgent need to search the student because there is an immediate risk that serious harm will be caused to a person if the search is not conducted immediately, it may be completed using reasonable force. This will always be considered on a case-by-case basis.

The member of staff conducting the search must be of the same sex as the pupil being searched, with another member of staff present as a witness. In exceptional circumstances, this may not be feasible if there is an urgency to complete a search.

Staff may not request that students remove any clothing that is not outer clothing. Removing clothing that is against the skin, or covering underwear, is not outer clothing, so removal of this would be classed as a 'strip search'. A strip search may only be carried out by the Police. School staff retain a duty of care for the wellbeing of a student if the Police are called and should always ensure that other less invasive approaches have been exhausted.



- School will endeavour to inform parents/carers ahead of any search taking place, but, depending on the circumstances, this may not always be possible.
- School will always inform parents of any search that has taken place for a prohibited item.
- School will record the detail of searches for prohibited items on CPOMS as part of the student's safeguarding chronology.
- School should inform the individuals parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school's complaints procedure.

### **Confiscation of Items**

Headteachers and authorised 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.

Following the finding of items:

- alcohol, tobacco, vapes or cigarette papers may be retained or disposed of them as the school thinks appropriate but this does not include returning them to the student.
- controlled drugs must be delivered to the police as soon as possible.
- other substances which are not believed to be controlled drugs for example, so called 'legal highs',
- can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- stolen items must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if there is a good reason to do so.
- fireworks may be retained or disposed of but should not be returned to the student.
- pornographic images may be disposed of the unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- an item which is banned under the school rules: staff should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- electronic devices: data or files on the device may be examined if staff think there is a good reason to do so. Following an examination, if the member of staff 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. For good reason to exist, the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. 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.



***Further information can be obtained from the DfE Advice document: Screening, Searching and Confiscation, July 2022***