



Al-Hijrah School
مدرسة الهجرة

Excellence in motion | Bringing out the best

Behaviour for Learning

Policy Monitoring, Evaluation & Review

The school will review this policy as below and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Updated:	January 2016
Next Review Date:	April 2016 (Annual)

Reviewed by:	SLT / Governing Body / IEB
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This Policy was adopted by Al-Hijrah School on:	Date:
Name:	Signed:
Name:	Signed:

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Specialist Schools
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EXCELLENCE AND DIVERSITY



THE DUKE OF
EDINBURGH'S AWARD



BEHAVIOUR FOR LEARNING POLICY

“O our Lord! Make us of Muslims, obedient to You and make out of our descendants a community obedient to You; and show us the ways of Your worship; and turn unto us (in Mercy); for You are Oft-Returning, Most Merciful”

The Prayer of Prophet Abraham (AS) from the Holy Qur'an, ch.2, v.128

1. Introduction

- 1.1 Al-Hijrah School is a welcoming, happy and positive environment which promotes individuality, creativity and diversity. Our aim is to 'bring out the best' in everyone associated with the school; a goal which can only be achieved through a community that values the principles of mutual respect, positive regard and forgiveness. Every child matters, every child has a right to equal opportunities and every child deserves to work, play and enjoy their school experiences, free of the fear of discrimination, racism, or prejudice.
- 1.2 We will work and strive to collectively develop the potential of all pupils, be it academically, spiritually, morally or socially. Our pupils are the citizens of tomorrow, therefore it is essential that we love, protect, guide and equip them today.
- 1.3 Our aspiration of bringing out the best within all our pupils are driven through a culture of self directed and committed learning, which in turn is cultivated via the use of a structured set of learning habits. We understand these learning habits to mean the following:
 - a) Attitude: This habit focuses on pupil's behaviour towards learning and a commitment to constant self improvement. Focus is holistic and it includes; attendance, time-keeping, uniforms, as well as improved behaviour.
 - b) Scholarship: This habit places focus on pupils actively working to achieve excellence in attainment and achievements.
 - c) Respect: This habit is designed to promote a holistic approach to social matters, which includes respecting people and differences, school and the wider community.
- (1.4 The Schools rewards systems are tailored to reflect the above named learning habits)

2. Key Values

As a school we intend to create a learning community where:

- 2.1 We all have the right to learn and work in a safe environment and to be treated fairly, with respect and in the manner in which The Prophet (SAW) practised;
- 2.2 We are all responsible for supporting the rights of others and ourselves;
- 2.3 We should create a climate where everyone can learn and achieve;
- 2.4 Rewards and sanctions should be used to help recognise positive behaviours and allow us to take responsibility for our mistakes and support us to make the right choices in the future;

- 2.5 It is our collective responsibility to build confidence among children to show empathy and understanding;
- 2.6 We need to have clear and agreed methods of reporting and responding to incidents of behaviour both positive and negative.

3. Key Principles

- 3.1 The school will encourage moral and spiritual development in line with the ethos of the school. Each pupil will be encouraged to behave in a morally upright and civilised fashion in keeping with the spiritual code of the school.
- 3.2 All pupils should be encouraged to exhibit characteristics of tolerance, sensitivity, respect empathy, sacrifice and generosity. These characteristics should be linked to moral / spiritual issues as well as equal opportunities considerations.
- 3.3 The school should encourage harmony and enhance feelings of unity amongst the institutional community. All individuals should feel part of a larger ideal and promote the school ethos and goals as their own. Each individual should be recognised as a valuable member of the community and use of positive reinforcement should emphasise the role of every pupil as being important.
- 3.4 That all members of Al-Hijrah community stay safe, are valued, are healthy, make positive contribution and ultimately achieve economic and Islamic wellbeing.
- 3.5 Opportunities exist for rewarding of good behaviour and hard work.
- 3.6 Opportunities exist for reforming of poor and questionable conduct.
- 3.7 That an environment is developed by all that encourages self development, teamwork and respect for all.
- 3.8 Everyone is responsible for his/her action and all actions have consequences whether good or bad.
- 3.9 That one's conduct and behaviour allows others to achieve.
- 3.10 That school life is enjoyed by all.

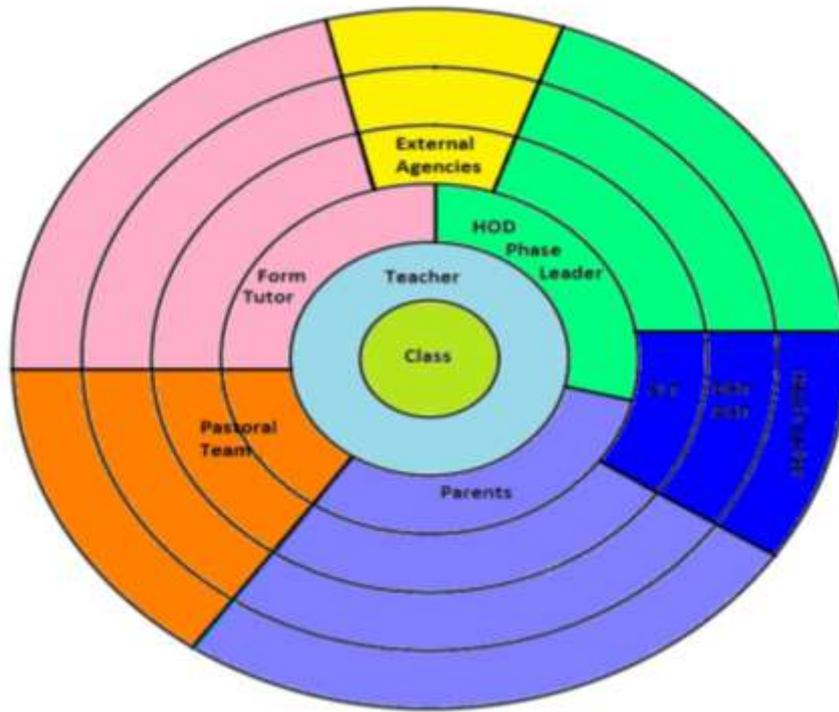
4. Aims of Policy

- 4.1 The behaviour policy underpins the expectations of all our pupils within school and when engaging in external school activities. Furthermore the policy highlights the rewards which are used to promote and encourage positive behaviour together with sanctions that may be applied to assist in modifying inappropriate behaviour.
- 4.2 The behaviour policy will aim to promote and maintain a positive school climate and ethos. It will detail our strategies for managing behaviour effectively and consequently contribute to improved learning and enable us to succeed in the core purpose of our work – school improvement to reach the highest standards for all our children.
- 4.3 **Our aims are to enable our young children to become:**
- Achievers; those who always want to better themselves, academically, spiritually, morally and socially.
 - Responsible citizens; that develop the highest degrees of moral and ethical conduct.
 - Confident, happy individuals; that are willing to experiment, try new ideas, be innovative and creative.
 - Successful, independent learners; that continue to be successful anywhere, any place and anytime.
 - Effective contributors; to their school, their community and the wider society.
 - Health conscious individuals; to be aware of the importance of nutrition, diet, exercise and the dangers of drugs.
 - Humanitarians; to develop an intrinsic desire to help and support others regardless of religious beliefs, race, gender or disability.

5. Approach

- 5.1 Our approach to managing behaviour is predominantly focused on positive behaviour strategies; because we believe that recognising and rewarding appropriate behaviours serves to reinforce the schools expectations and encourage the development of strong positive relationships between staff and pupils. This will be a cornerstone in the effecting of positive change amongst pupils and consequent self efficacy.
- 5.2 There is however a need to manage incidences of inappropriate behaviour. A well-defined and structured approach that is clear to all members of the school community and which is consistently applied has been designed to operate for such occurrences.
- 5.3 Core strategies for developing outstanding behaviour at Al-Hijrah are ensured when:
- The best practise in teaching and learning is implemented;
 - Staff show a positive and caring attitude towards all pupils;
 - Staff build good relationships with children and families;
 - The classroom is an orderly, clean and welcoming Islamic environment;
 - 'Quality-first' teaching is the standard (inclusive, fun and inspiring) supported by outstanding planning and on-going assessment that informs planning;
 - Children feel they are progressing – through developmental marking and continuous dialogue between teachers and pupils.
- 5.4 **The power to discipline applies to all staff at Al-hijrah School. It is an expectation that all staff familiarise themselves with this behaviour policy and apply it as consistently as possible. If staff members do not follow the school's behaviour policy, they should be challenged by their Line Manager.**
- 5.5 The IEB member assigned to Behaviour and Safety will regularly meet with the Head teacher and/or SLT member in charge of behaviour and safety. The IEB members, in collaboration with the staff, parents and students will keep the behaviour policy under review and ensure the policy is communicated to all stakeholders. The behaviour policy is non-discriminatory and its expectations are clear.

6. Behaviour Management Structure



7. Roles & Responsibilities

- 7.1 Responsibility for promoting positive discipline, reinforcing preventative discipline, applying corrective discipline and ensuring supportive discipline within the school environment rests with all members. Everyone has a collective responsibility to intervene when inappropriate behaviour is observed but equally as important, to champion, recognise and reward appropriate behaviour when observed.
- 7.2 The responsibility for behaviour management within the classroom context rests with the class teacher/person in charge of the class.
- 7.3 The main roles and responsibilities are outlined below. Main roles and responsibilities are outlined below.

7.4 *Subject Teachers:*

- a) To understand and enforce the school behaviour policy fairly and consistently;
- b) To actively look for opportunities to give positive rewards;
- c) To use a range of classroom management strategies to curb disruption and encourage performance;
- d) To model good behaviour and manners in an Islamic framework where possible for pupils to emulate;
- e) To ensure behaviour issues are tackled using the current systems in place (following all steps accordingly)
- f) To complete conduct records as appropriate;
- g) To give conduct marks only where necessary;
- h) To administer detentions to develop/rectify behaviours and standards, and carry out any relevant follow up
- l) To provide accurate written records, according to school policy, of incidents and strategies used to manage behaviour;
- j) To refer pupils to form tutors, HOD's or Pastoral Team where necessary and appropriate, underpinned with evidence;

7.5 *Class/Form Tutors:*

- a) To be the first point of call for pupils and their parents/carers;
- b) To know the individuals in the class/form group and build strong relationships to facilitate good behaviour and attitude;
- c) To liaise with all staff and parents, regarding individuals in the class/form;
- d) To support class teachers in managing behaviour and standards;
- e) To review the progress and achievements of class/form members;
- f) To model good behaviour and manners in an Islamic framework where possible for pupils to emulate;
- g) To deliver PSHE, SEAL and any other activities which contribute to the progress and emotional well being of class/form members;
- h) To encourage pupils to gain rewards and certificates;
- l) To encourage pupils to gain rewards for their form/house;
- j) To review conduct records and implement strategies in order to improve behavior;
- k) To mentor and encourage pupils to develop their manners and conduct;

7.6 *Head of Department:*

- a) The implementation of the Behaviour for Learning policy for the department;
- b) To model good behaviour and manners in an Islamic framework where possible for pupils to emulate;
- c) To support and monitor their department to ensure behaviour management systems are effective and standards are consistently high;
- d) To work with individual members of staff in their department who need support in behaviour for learning
- e) To work with form tutors/ pastoral team to implement inclusion programmes for disaffected pupils;
- e) To monitor pupils on any inclusion programme;
- f) Coordination of work during exclusion
- g) Make referral to Pastoral leaders where require

7.7 *Pastoral Team:*

- a) To support the implementation of the behaviour for learning policy for the whole school;
- b) To model good behaviour and manners in an Islamic framework for pupils to emulate;
- c) To record and process all behaviour incidents within a central file
- d) To analyse behaviour data and provide reports
- e) To make referrals to form teachers, HOD's and SLT members where appropriate
- f) To develop and implement whole School strategies to improve behaviour and attitude for learning in collaboration with others;
- g) To act as a point of call for class teachers for serious misconduct
- h) To support class teachers, form teachers and HOD's to ensure behavior management systems is effective
- i) To mentor and encourage pupils to develop their manners and conduct;
- j) To liaise with all staff and parents, regarding the behaviour and attitude for learning of the referred pupils.

7.8 *Deputy/Head Teacher:*

- a) To oversee the above via delegated persons;
- b) To recognise the achievements and award certificates – individually and as a whole school;
- c) To model good behaviour and manners in an Islamic framework for pupils to emulate;
- c) To administer temporary and permanent exclusions;
- d) To review the school's behaviour policy for effectiveness annually or earlier if demanded by circumstances;
- e) To regularly update the IEB on behaviour matters;
- f) To liaise with all staff and parents, regarding the issues raised about pupils;
- g) To hold post holder to account for their effectiveness.

7.9 *The IEB:*

- a) To oversee the above via ratification of the school behaviour for learning policy;
- b) To review records of pupils involved in behaviour panels and the record keeping process in general as part of the annual review;
- c) To review the school's behaviour policy for effectiveness annually or earlier if demanded by circumstance;
- d) To review the process and effectiveness of the record keeping at annual reviews;
- e) To recognise exceptional achievements of pupils through special awards and providing positive role models;
- f) To support temporary and permanent exclusions.

7.10 Pupil:

- a) To understand and follow the school behaviour policy and rules;
- b) To develop an understanding and practice of Islamic manners and behaviours
- c) To work hard in gaining rewards and certificates;
- d) To work hard in gaining rewards for his/her own class;
- e) To be an ambassador for positive/ restorative behaviour;
- f) To support the school's behaviour for learning policy;
- g) To represent the school in a positive light both within and outside of school;
- h) To contribute to the school's policy through pupil voice and feedback.

7.11 Parent / Guardian:

- a) To help child to understand and to encourage them in following the school policy/rules;
- b) To encourage child to gain rewards and certificates;
- c) To encourage child in gaining whole class/form rewards;
- d) To collaborate with staff so behaviour for learning issues can be tackled effectively;
- e) To act as a role model of good behaviour and manners for their child;
- f) To support their child in developing an Islamic character and manners;
- f) To contribute to the school policy through parent voice;
- g) To support and counsel child behaviour; highlighted via conduct records;
- h) To raise concerns about their child's behaviour as appropriate;
- l) To work together with the School in improving their child's behaviour for learning

8. Pupil Expectations in Class, Around School & in the Community

8.1 *Pupil expectations in class:*

- a) Be on time to lessons
- b) Come prepared by bringing all necessary equipment;
- c) Enter and leave the room sensibly without pushing, showing or shouting;
- d) Get their equipment ready promptly;
- e) Always follow instructions- not challenge or argue;
- f) Not to disturb their peers;
- g) Stay on task and work hard as they can;
- h) Put their hands up to ask a question;
- i) Respect other- not to tease or bludge;
- j) Use appropriate language, not to swear;
- k) Ensure they keep their hands, feet or objects to themselves;
- l) Wait for the teacher to dismiss them at the end of the lesson.

8.2 *Pupils expectations around school:*

- a) Always follow instructions first time-not to challenge or argue;
- b) Walk around the school on the left-not run or link arms;
- c) Move around the school quietly-not shout, scream, shove or bludge;
- d) Get to lessons using the most direct route;
- e) Be polite and respectful to all people they meet around the school;
- f) Not to damage school or peers property;
- g) Not to drop litter or spit;
- h) Not to chew gum;
- i) To only eat and drink in the canteen/dining areas;
- j) Complete homework;
- k) Arrive to school and lessons on time;

8.3 *Pupils expectations in the community:*

- a) Go straight home after school ends or wait for parents in designated areas;
- b) Not sitting or hanging around the walls and fences of local residents;
- c) Not causing a nuisance to local businesses/residents;
- d) Not littering the streets;
- e) Showing the utmost respect to all people in the community;

9. Rewards – Positive Discipline

- 9.1 At Al-Hijrah School we believe that pupils should be recognised and commended for excellent behaviours. Effective positive reinforcements are an essential component for motivating pupils and reinforcing appropriate expectations around the School. Children look for recognition and learn by being praised, through tangible rewards and a celebration of their achievements.
- 9.2 In order to harbour a positive learning environment, pupils should know what rewards are available to them and what is expected in order for them to achieve them. The table below illustrates a range of rewards that are given out in school:

Rewards How we create a motivational climate and reward good behaviour 90% of our effort should be focused on this		
Attendance & Punctuality Certificates	Form / Golden Time reward	Stamps and comments in books and planners
Badges for achievement outside school	Form Trophy/ certificate for collective points	Tea with the head teacher
Behaviour focus trips (ensure there is equal emphasis on subject learning and utilization of good learning habits)	Good to be Green reward trip	Verbal praise and smiling at children
Certificates for cumulative points	Positive phone call home	Verbal praise to parents about their children
Citizenship Certificate/Award	Wall of Fame	Weekly Celebration Assembly Certificates
E-Praise – Online Motivational Rewards system	Sending good work to other staff members for reward or praise	

Rewards

- a) Verbal Praise and Gestures:
Everyone likes to be praised for something good they have done; pupils are no different. Praise is encouraged and used to highlight when pupils have achieved, improved or are making an effort in their work or behaviour.
- b) Stamps/ comments in books and planners:
Teachers will let pupils know when achievement/ effort has been good for class / homework via a comment or a stamp in the pupil's books or planner.
- c) Communication with parents:
Pupils should be celebrated especially when they have improved significantly, reached targets, gone out of their way in helping others etc. Parents are informed of such achievements via a number of manners, these include letters home, phone calls, one to one conversations or invitations to special ceremonies.
- d) Good to be Green Trophy (Primary):
A weekly trophy is handed out in assembly to the form class that has accumulated the most E-praise points over that week and the least number of Red cards.
- e) Certificates:
Certificates are generated and awarded for a variety of reasons. These could be based on accolades and achievements set by individual teachers or as a whole school.
- f) Good to be Green reward trips:
All pupils that have received less than two red cards over an academic term will be eligible to go on a reward trip. Pupils who have received two red cards or more will not be able to attend
- g) Wall of Fame:
Pupils receiving the most amounts of points over an academic year will be placed on a wall of fame. These names will continue year on year and will be visible in a prominent location as a celebration of outstanding achievement
- i) Tea and croissants with the head teacher :
Pupils will be invited during form time to have tea and croissants with the head teacher for cumulative E-praise points and reaching specific accolades

9.3 E-praise

- a) Rewards platform similar to nectar points, allowing teachers to award students electronic points (currency) redeemable on a wide selection of rewards from a customisable catalogue
- b) E-praise is a real life vehicle for financial learning
- c) E-Praise allows teachers to reward their whole class or individual pupils in a bespoke fashion. This feature allows for increased competition and adapted behaviour focuses.
- d) An online shop – this allows pupils to cash in their rewards for a variety of products, services that are customizable to suit the needs of the school
- e) Reward trips – pupils achieving the designated E-praise focuses set at various times in the year will be able to attend the relevant reward trip.
- f) E-praise points will be awarded on a weekly, termly and half termly basis for each individual student with 100% attendance.
- g) E-praise points are to be used as an incentive above the regular praise, recognition and encouragement given in class and around school.
- h) E-praise should be used in order to acknowledge and encourage improvements as well as excellence.
- i) Staff members may give up to ten E-praise points to individual pupils at any given time. This may be for a specific category or a range of reasons.
- j) Each teacher member of staff has an allocation of 500 E-praise points per week.
- k) The following is a list of categories under which E-praise point can be issued:

Categories to Issue E-Praise

Being an Exemplary Role Model	Excellent Attendance	Helping Others	Outstanding Attainment
Contribution to School	Excellent Time-Keeping	Improved Behaviour	Outstanding Effort

10. Sanctions – Consequences & Interventions

10.1 For their rights to be maintained pupils at Al-Hijrah School have to take on the responsibility of following the rules. If pupils break the rules they must understand that they have chosen to do this are therefore must accept the consequences of their actions.

10.2 Below are examples of yellow card and red card behaviours which compliment the behaviour stages on the next page.

10.3 Examples of Yellow and Red Behaviour Cards:

Yellow Card		
Distracting behaviour in class	Inappropriate behaviour in class	Late to lesson without a note
Eating and drinking in class	Incorrect uniform without a note	No subject equipment

Red Card			
R1	Disrespect to staff	R6	Minor Vandalism
R2	Persistent disruption in lessons/ disengagement from work	R9	Verbal abuse
R3	Anti-social behaviour	R10	Homework not completed
R4	Dangerous Behaviour	R11	Persistent Lateness
R5	Refusal to obey instructions	R20	Any Other
Extreme Behaviour Warranting Instant Internal or Fixed Term Exclusion @ Stage 3/4/5 S – fixed term /Permanent exclusion	S5 - Dangerous Behaviour resulting in serious injury S6 - Assaulting staff / malicious accusations against Staff S9 - Truancy (persistent) S10 - Possession / using of any illegal drug S11 - Possession of dangerous material/weapon	S1 - Verbal Abuse of Staff (Swearing) S7 - Major Vandalism S2 -Bullying / Racism (after investigation) S4 - Physical Aggression S8 - Stealing	S20 - Any other

10.4 Behaviour Stages:

	Corrective Discipline	Supportive Discipline
	How we correct negative behaviour and what sanctions we apply	Follow-up support after corrective discipline so that pupils make amends & demonstrate improved behaviour
Stage 1	<p>All Staff correction of low level disruptive behaviour: Step 1) Reminder Step 2) Verbal Warning pupil may be moved Step 3) Yellow Card & Time Out (2-5 mins) or limited Time Out on playground at playtime. Mark yellow card in pupil diary Where possible, avoid making children stand outside the classroom</p>	<p>Immediately after Time Out, pupil commits to keeping rule, makes amends & is reintegrated with group.</p> <p>Behaviour may be followed up again later to reinforce positive behaviour & repair adult/child relationships. Where possible allow pupils to make choices leading to desired behaviour</p>
Stage 2	<p>Teacher Red Card and detention for continuing misbehaviour or lack of work Primary - Missed break time & golden-time</p> <p>Pastoral Intervention (during or after lesson) for serious misconduct and signpost for next step (R1, R2, R3, R4, R5, R6, R9). Detentions issued around school will be carried out by Pastoral/ SLT</p>	<p>Teacher to use the detention to discuss/resolve the issues leading to poor behaviour or to catch-up on work. Where appropriate, pupils to complete a 4W form to reflect on what they have done and how they will make amends. This needs to be followed up & signed by teacher/ staff who gave detention HOD/Phase Leader support for persistent work related issues Form Tutor support for low level disruptions or general issues such as equipment, uniform, etiquette, etc.</p>
Stage 3	<p>Senior Pastoral Team Led Interventions Meeting with parents & pupil as above plus Senior Pastoral member Primary: for 3 Red Cards in half term. Secondary: for 3 Red Cards in half term. External Agency may be engaged for advice and support Form Tutor continues to monitor pupil behaviour and review interventions HOD continue monitor pupil progress and review interventions Pupil internally excluded for a fixed period of time</p> <p>Behaviour contract initiated</p>	<p>4 week Behaviour SLT Support Plan (Leaders, Class Teacher/Form Tutor & Parents) & home-school Report. Learning Mentor/Pastoral support assigned.</p> <p>If a pupil does not accumulate an average score of 4 per lesson while on report or receives more than 2 red card during their 4 week Behaviour stage 4 initiated</p> <p>Behaviour contract Parents may be required to come in to help supervise Mentoring initiated for qualifying pupils</p>
Stage 4	<p>Deputy/Associate Head teacher Led Fixed-Term Exclusion</p> <p>Meeting with parents with SLT lead for year group If a pupil does not reduce their average report to 4 per lesson less than two Red Cards during their Behaviour Support plan their Persistent Disruptive Behaviour results in fixed-term exclusion.</p> <p>This stage is initiated after exhausting stage 3 process</p> <p>For extreme violation of school rules pupils will be excluded for up to 5 days</p>	<p>12 week Head Teacher Support Programme (may involve SENCo, Class Teacher/Form Tutor, Learning Mentor/Pastoral Support & Parents) with ongoing support of Learning Mentor/Pastoral Leader/SLT. PSP should be informed by Strengths & Difficulties Questionnaire and/or the Boxall Profile etc.</p> <p>Failure to show adequate improvement or extreme violations of school rules during this stage will result in Stage 5 being initiated</p>

Head Teacher Led Permanent Exclusion/Managed Move

After fixed- term exclusions, a revised and extended Pastoral Support Programme is put in place for their return with proactive planning for a managed move as a means to avoid permanent exclusion

For any further serious violations of school rules the pupil is permanently excluded

This stage is initiated after exhausting the stage 4 process



Proactive, planned, collaborative reintegration into an alternative educational setting for a fresh start

10.5 The vast majority of classroom behavioural issues can be categorised as low level disruption, infringements of School rules or a failure to follow instructions. There is however instances where major incidents may take place and as a result Stages 3, 4 and 5 of the policy will be adopted

10.6 Behaviour Log

Negative behaviours for all pupils are logged via the School recording system which is specifically designed to record all instances of red cards. This log will be accessed daily by the Pastoral leads and reported to the head teacher as well as all relevant staff in order to implement corrective and supportive discipline effectively. These reports also serve as a record of evidence during meetings with parents and in any referral to external agencies

10.7 Exclusions

In severe cases of unacceptable behaviour, particularly those involving harm or offence to others, including bullying, there may be a necessary to exclude a pupil either for a fixed term or permanently. Procedures will then follow Local Authority legislation, based on the Department for education advice document 'Improving Behaviour and Attendance. Permanent exclusions will be made as a last resort. In these difficult circumstances, the school will work alongside parents and make sure all communication is clear and supportive.

11. Searching & Confiscation

11.1 The school has a statutory obligation to manage the health and safety of pupils, staff and visitors and to ensure that school discipline is maintained

11.2 Under this authority the School reserves the right to search and pupils under the following circumstances and to confiscate items as described below. Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search; personal items will only be searched in the presence of another member of staff

11.3 Searching should be carried out by a member of staff who is the same sex as the pupil. There must be a member of staff present during a search in order to act as a witness who should also be the same sex

11.4 Parents may not be informed prior to a search and there is no legal requirement to seek consent and or keep records of searches carried out. Parents will be informed if items recovered result in school disciplinary action or police involvement

11.5 Searches for any items will only be sought with permission from the student. In the event where a staff member has reasonable grounds to suspect that a student is in possession of a banned or dangerous

item, students may be instructed to undergo a search without consent. Parental permission or pre notification is not required.

11.6 The list of prohibited items:

- a) Knives, bladed items, weapons
- b) Alcohol
- c) Illegal drugs
- d) stolen items
- e) Tobacco, cigarette papers
- f) Fireworks
- g) Pornographic images
- h) Mobile phones

11.7 Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage property

11.8 School staff can seize any prohibited item found as a result of a search.

11.9 School can also seize any item found which are considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police

11.10 Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable

11.11 Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed onto the police or disposed of by the school

12. Use of Reasonable Force

12.1 School staff have a legal right to use reasonable force to control or restrain

12.2 Control means passive contact, such as standing between students or blocking a student's path, to actively leading a student by the arm away from a classroom or difficult situation

12.3 Restraint means to hold back physically or to bring students under control; for example where two students are fighting or refusing to separate without physical intervention

12.4 Reasonable force can be used to prevent students from hurting themselves, others, damaging property or causing disorder

12.5 Force used will be proportionate and reasonable. School staff will always try to act in ways that will minimize chance of injury to the student but it may not always be possible

12.6 Reasonable force may be used to enforce a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that have been or could be used to commit an offence or cause harm

12.7 Force will never be used as a punishment and reasonable adjustments will be made for children with disabilities and special educational needs

12.8 We do not require parental consent to use reasonable force.

