



Behaviour Policy(including EYFS)

Goodwyn School

This policy covers all pupils at Goodwyn School, including EYFS from Nursery to Year 6

Introduction

In all our interactions with pupils we value academic excellence, a loyalty and commitment to the school and to each other, honesty and integrity, a sense of responsibility, tolerance and acceptance of others whilst promoting British Values. We recognise the individuality and uniqueness of each person and encourage their development whilst being aware of the needs of the whole school community. Every person should have the opportunity to fulfil his or her own potential.

Teachers are role models for pupils and should therefore always act in an appropriate manner on all occasions. The underlying philosophy of the school's behaviour management approach is that everyone will act with courtesy, common sense and consideration to others at all times. A sense of mutual trust, therefore, lies at the heart of the school's beliefs.

Definition

For the purpose of this policy: Behaviour is defined as 'the way in which one acts or conducts oneself, especially towards others' (oxforddictionaries.com). Behaviour management is defined as: the principles, strategies, expectations, boundaries and consequences used to promote the safety, learning and well-being of all members of the school community.

Statement

Goodwyn School is committed to the health, safety and well-being (both physical and emotional) of all children in its care and will deploy stringent and active measures to safeguard these aims to provide a safe environment in which the pupils can develop, in line with evolving governmental guidance and statutory obligations. Our policy is underpinned by the principle that children and staff need to be fully aware of consistent expectations, boundaries and consequences with regard to behaviour and is implemented in conjunction with the policies stated in the 'LINKS' section on the final page.

This policy applies to the children from Nursery to Year 6 and is written with regard for the Safeguarding and Welfare Requirements of the EYFS 2017, Equality Act 2010, Keeping Children Safe in Schools (DfE 2020), Special Educational Needs and Disability Code of Practice (DfE 2014), Behaviour and Discipline in Schools (DfE 2016) and Use of Reasonable Force (DfE 2013).

This policy is written with due regard to the duty of proprietors, under section 7 of the Education (Independent Schools Standards). Regulations are in place to safeguard and promote the welfare of pupils.

Aims

- To promote a positive and safe ethos and climate in the school
- To create an environment that expects, encourages and reinforces good behaviour
- To promote self-esteem, mutual respect and caring attitudes where all achievements are acknowledged and celebrated
- To define and implement consistently acceptable standards and the principles of expected behaviour
- To ensure strategies for behaviour managements are understood by pupils, parents and staff as well as the wider school community
- To encourage consistency of response, through a whole school approach, to both positive and negative behaviour that is clearly understood by pupils, parents and staff.

School Code of Conduct

To promote a sense of autonomy and responsibility for our pupils, the Code of Conduct is established to guide pupils towards a positive way of behaving, in place of the semantics of imposing a set of rules.

The School Code of Conduct is based on the 'WE CARE' philosophy:

- **C**hoose to do the right thing
- **A**lways try our best
- **R**espect ourselves and others
- **E**veryone takes care of each other

The School Code of Conduct applies to all members of Goodwyn School. The Principal and his staff has the right to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the right to impose sanctions outside of school hours and to confiscate property. Non- criminal bad behaviour off site may include when taking part in any school organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil of the school. Misbehaviour can be disciplined at any time, whether or not the conditions above apply if it 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. Behaviour that does not apply to the WE Care principles is unacceptable.

If property is confiscated it may be returned after a given time, destroyed if inappropriate or handed to police if necessary.

Our expectations of children are to:

Be Kind

Listen to each other and adults

Treat other people with respect and politeness

Ensure his/her behaviour allows others to enjoy learning and playing

Greet pupils, staff and visitors politely

Behave in a way that is safe for yourself and others

Ensure that s/he remains in the right place at the right time

Arrive at every lesson or activity on time, with everything s/he needs

Wear the appropriate uniform or kit for each of his/her lessons and activities

Follow instructions from adults immediately and sensibly

Walk quietly and sensibly around school

Do your best to:

Look after our environment, both indoors and outdoors

Look after and respect both your own and other people's property

Respect other people's views, beliefs and ways of life

Talk through any differences of opinion calmly and ask for adult support if needed

Work responsibly and to the best of your ability.

Our expectations of all adults working with children are to:

- Be role models for pupils in school including punctuality, organisation and preparation
- Implement our WE CARE philosophy in a fair and consistent manner
- Set and insist upon high standards
- Use specific and constructive feedback (including verbal and written marking) for appropriate work and behaviour (whether focused on effort or ability) giving clear indications of points for improvement
- Provide a stimulating, relevant and accessible learning environment that promotes independence of learning routines
- Plan and teach motivating and engaging lessons, taking into account information gained through assessment in order to differentiate and personalise learning for all
- Implement the agreed strategies of praise, reward and, if necessary, age appropriate sanctions

- Ensure record keeping and sanctions are recorded punctually in accordance with policy.

Recognition and Rewards

Verbal praise

Positive written comments in line with the Marking policy

Silver and Gold Star Badges

House points system (individual and whole class)

Class points system (individual to classes)

Prep - Elected Prefects and Heads of School. Each year, the children in Prep are appointed with a role/responsibility, with the Head Girl and Head Boy selection being finalised by Mr. Robertson.

Recognition from other members of staff

End of Year prizes

Friday Book announced in Wednesday's Reward Assembly

House Points and Stars for work and behaviour

Form teachers keep a record of their pupils' house points on a chart (Swifts and Swallows.) Throughout the academic year House Captains total up house points across the school and the winners of the Weekly Swaft Trophy is announced in Wednesday's Reward Assembly. Children in Remove, Lower Prep and Prep also keep individual weekly totals on a card and weekly class winners are rewarded as decided by class teachers.

The children are very well motivated by the House Points system and are keen to participate in the competition it encourages. All success in sport and music contributes to these House totals. At the end of each term, house points will be totalled and the winning house will be announced at the end of the academic year.

Children receive house points as part of our system of praise for academic work and for good behaviour and for being kind and thoughtful. Children can receive up to a maximum of 5 house points.

As a guide:

- 1 or 2 house points – awarded for work which is above the standard expected in relation to the ability and effort of any individual child. Also awarded for particularly good behavior/kindness.
- 3 house points/Bronze - awarded for work which is excellent in relation to the ability and effort of any individual child. Also awarded for excellent behaviour/being kind. Children move their peg to Bronze for the day when they have been awarded 3 House Points. If they have not specifically received 3 House Points during the day but at the end of the day the Class Teacher feels they have generally earned to move to Bronze, they move their peg and receive 3 House Points.

- Silver Stars – awarded for acts of kindness, being helpful and working considerably beyond the expectations of the lesson or achieving something new.

When a child is awarded a Silver Star, a Silver Star sticker will be added to their chart, which is kept in the classroom. At the end of each half term, the child in each class with the highest total of Silver Stars, will be awarded a Silver Star Badge in assembly.

The Silver Star Winner’s name should be recorded on the U Drive. When a Silver Star is awarded, the child’s peg should be moved up to Silver for that day. At the teacher’s discretion, a child can go and show a member of the SLT the piece of work that earned the star. If the star was awarded for an act of kindness, the child can go and tell a member of the SLT about what happened.

When a Silver Star is awarded, the child receives 4 House Points

- Gold Stars

At the end of each term, each class teacher chooses one child from their class who they feel is worthy of a Gold Star for consistently displaying impeccable behaviour, showing kindness and respect towards others and for working incredibly hard, with a positive attitude towards all aspects of school life.

These names are recorded on the U Drive at the end of each term.

The children, who have been nominated at the end of each term, will be invited to attend a special Gold Star Tea Party. The Tea Party takes place at the end of each term. They will be awarded their Gold Star badge at the party.

Each of these children will be also awarded 5 House Points.

Behaviour Matrix

In order to ensure consistency of approach, members of staff and children across the school use a visual chart for behaviour management as follows (EYFS have a picture-friendly version). This matrix is displayed prominently in every classroom.

Please note additional COVID expectations which have been added to ‘Green’ in accordance with Government guidelines.

Level	Type of Behaviour or work	Sanction or Reward and Action to be Taken
Goodwyn Golden Star – awarded termly to one child per class 	One child per class chosen by the Class Teacher at the end of each term, who has consistently displayed impeccable behaviour, shown kindness and respect towards others and worked incredibly hard, with a	Name recorded on U Drive Child receives 5 House Points Invited to Gold Star Tea Party with SLT at end of term Gold Star badge presented at the Tea Party

	positive attitude towards all aspects of school life.	
<p>Silver Star for excellent work or behaviour</p> 	<p>Acts of kindness</p> <p>Being helpful</p> <p>Working beyond the expectations of the lesson or achieving something new</p>	<p>Move peg to the Silver Star for one day</p> <p>Silver Star sticker on class chart</p> <p>Child in each class with the most Silver Stars at the end of each half term is awarded a Silver Star Badge in final assembly. Winner's name recorded on the U Drive.</p> <p>At the teacher's discretion, a child can go and show a member of the SLT. If the star was awarded for an act of kindness, the child can go and tell a member of the SLT about what happened.</p> <p>The child receives 4 House Points</p>
Bronze	Work or behaviour beyond expectations set	<p>Move peg to Bronze</p> <p>The child receives 3 House Points</p>

Green - Expected behavior	<p>Follow our 'We CARE' guidelines</p> <p>Choose to do the right thing</p> <p>Always try our best</p> <p>Respect ourselves and others</p> <p>Everyone takes care of each other</p> <p>Listen to each other and adults</p> <p>Walk around school quietly</p> <p>Focus, effort and concentration on work is good.</p>	All children start each day on Green
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<p><i>Extra Expectations to Stay on Green</i></p> <p><i>Post Covid 19</i></p>	<p>Move around school using the one- way system and stay 2 metres apart from other children and staff where possible</p> <p>Wash your hands for 2 verses of 'Happy Birthday' when you first arrive at school and regularly when asked through the day</p> <p>Follow 'Catch it, bin it, kill it' advice</p> <p>Catch your sneezes in a tissue and throw it away in the bin</p> <p>Cover your mouth when you cough by putting your arm across your mouth</p> <p>Avoid touching your face</p> <p>Do not use areas out of bounds</p> <p>Follow the rules about what equipment you must not share</p>	
<p>Warning Zone</p>	<p>Not following the We CARE Conduct be kind, be safe, do your best</p> <p>Not moving around school as expected</p>	<p>Reminder</p> <p>Apologise</p>
<p>Yellow</p>	<p>Repeatedly not following our 'We CARE' guidelines</p> <p>Repeatedly not moving around school as expected or behaving safely</p> <p>Being unkind with words or actions</p> <p>Answering back</p>	<p>Move your peg to the yellow zone.</p> <p>Move seat within the classroom.</p> <p>Time out:- EYFS- 5 minutes time out in class.</p> <p>KS1 – time out for 5 minutes of playtime, walking with a teacher on duty.</p>

		KS2 – time out for 10 minutes during playtime standing by wall.
Orange	<p>Being rude to a member of staff</p> <p>Disrupting learning or activities</p> <p>Using physical behaviour that hurts or could hurt someone even if you don't mean to</p> <p>Using bad language</p> <p>Repeatedly being unkind with words or actions</p> <p>Telling lies</p> <p>Refusing to complete work</p> <p>Answering back</p> <p>Damaging property that belongs to someone else or school</p>	<p>Move your peg to the orange zone</p> <p>Time out:- EYFS- miss a playtime. KS1 – miss 2 playtimes.</p> <p>KS2 – miss 2 playtimes and sit with Headteacher or Class Teacher during playtime.</p> <p>Name recorded on U drive</p> <p>Parents informed if necessary, dependent on seriousness of the action</p>

Red	<p>Using physical behaviour that hurts someone deliberately</p> <p>Hurtful comments about someone's personal features</p> <p>Taking something that does not belong to you.</p>	<p>Name recorded and on U drive</p> <p>SLT/ Principal speaks to parents</p> <p>Letter sent home</p>	<p>Internal suspension. Immediate time out with SLT.</p>
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- The matrix displayed in each classroom does not have the Red section on, as we want to display as much positivity as possible. It exists in case it is required for extreme circumstances.
- Each child has a peg with their name on. At the start of every day, all children begin on the green part of the chart. This is the expected level of behaviour.
- The whole class can go up or down the matrix if appropriate.
- Playground and Specialist Teachers will report any behaviour in need of sanctions at handover in the playground. It is the responsibility of the adult who witnessed the behaviour to follow up with any action needed.

- If children behave in ways that are deemed unacceptable, they must move their peg down the chart to the next level. They can also earn their way back up the matrix too.
- Unacceptable behaviour is not limited to the classroom where the chart is and pegs will be moved for unacceptable behaviour whilst moving around school, in the playground etc.
- Temporary suspension from School is only used in extreme cases and will require consultation with both the Principal and the pupil's parents. Only the Principal can take the decision to permanently exclude a pupil from the school. This step would be taken only as a last resort or in the case of serious misbehaviour on the part of a pupil.
- If the Class Teacher feels the Matrix is not working for the specific or individual needs of a child in their class, they are advised to create a separate behaviour plan or system for that child. (Equality Act 2010) This can be consulted with Sheryl Bekhor, our SENDCO to ensure that reasonable adjustments are made for these pupils and support systems are put in place for pupils whilst liaising with parents and other agencies.
- Where a child is repeating unacceptable behaviour, support will be provided by adapting the matrix, through the school counsellor and SLT to ensure they have help in rectifying it.
- Parents will be involved where children are placed on orange or red so that home and school can work together to solve behavioural issues.

ALL FORMS OF CORPORAL PUNISHMENT ARE STRICTLY FORBIDDEN. It must not be used or threatened in any circumstances. No punishments should be given which may adversely affect a child's well being.

When dealing with behaviour that falls short of our expectations, members of staff should always:

- Use a tone that is calmly assertive, avoiding shouting unless safety is compromised.
- Maintain body language that is not threatening, lowering to the physical height of younger children avoiding raising voice, hands or pointing fingers.
- Avoid any comments that are sarcastic or humiliating.
- Give children an opportunity to explain their actions and apologise, without making assumptions.
- Explain that the behaviour and its consequences are unacceptable without labelling the child.
- Support the child in reflecting upon their actions and identifying a positive way forward.
- Maintain and communicate positive expectations of the child.
- Adhere consistently to the matrix of strategies above.

- Seek support from a colleague or SLT if unsure. Staff must acknowledge the school's legal duties under the Equality Act 2010, with regard for Keeping Children Safe in Education (DfE 2015) and the Special Educational Needs and Disability Code of Practice (DfE / DoH 2014).

If staff have any reason to consider that a child's behaviour may be the result of unmet educational or other needs they must refer to the Designated Safeguarding Leads, SLT and SENCO to work in partnership with parents to consider whether a multi-agency assessment is necessary.

If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should alert the DSL and follow its child protection and safeguarding policy.

RESTRAINT OF PUPILS If the preceding strategies in this policy are followed, it is expected that any incidence requiring physical intervention or restraint of pupils would be extremely rare.

Before intervening physically a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm, reassuring approach to a situation is needed and teachers must avoid any words or actions that could indicate they are punishing the child or are acting out of personal frustration or anger.

If a potentially dangerous situation arises, adults are advised to act in accordance with the Advice from Department for Education (2013 & 2014) in order to protect the children in their care as well as minimise any risk of acting unlawfully.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom SLT has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

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

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.
- Force cannot be used to search for items banned under the school rules. (For further advice see Searching, Screening and confiscation (DfE Feb 2014))

Staff have a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Schools do not require parental consent to use force on a student / pupil.

At all times, the safety of the pupil being restrained must be considered and under no circumstances should present any risk of their airway be restricted. If any possibility exists that a

child has been harmed through force immediate referral to a doctor should be made, or in more serious cases, emergency services called.

Informing SLT and parents of the use of force and restraint

If any use of force or restraint is used, it should be documented and passed to SLT on the **same day** and this information must be communicated with parents on the **same day or as soon as is reasonably practicable**. This should include:

- Date, Time , Location
- Pupil's name
- Name of the member of staff using force
- Brief background to the need to use force
- Details of the force used including timescales
- Details of any marks or injury caused to the pupil and the medical advice sought
- Names of any adults or children who witnessed the incident.

The Principal will inform the parents as deemed to be appropriate for the situation.

Any complaints arising as a result of a child being restrained or force being used, will be handled in accordance with the Complaints Policy of the School. All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The school will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher

Positive Handling at Goodwyn

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the School Behaviour Policy followed by staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required.

Every effort will be made to ensure that all staff at Goodwyn School clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary. The application of any form of positive handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to limit the need for positive handling.

Definitions

(a) Physical Contact

Situations in which appropriate physical contact takes place between staff and pupils, e.g. in games/PE or to comfort pupils.

(b) Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

(c) Positive Handling

This will involve the use of reasonable force when there is a risk to pupils, staff or of significant damage to property.

(d) Intimate Care

For the purpose of this policy, intimate care is defined as any care which may involve the following:

- Washing
- Touching
- Carrying out an invasive procedure
- Changing a child who has soiled themselves
- Providing oral care
- Feeding
- Assisting in toilet issues
- Providing comfort to an upset or distressed pupil

Intimate care tasks are associated with bodily functions, body products and personal hygiene that demand direct or indirect contact with, or exposure of, the genitals. Examples of intimate care include: support with dressing and undressing (underwear), changing nappies or medical bags such as colostomy bags, menstrual hygiene or helping someone use the toilet or if pupils may be unable to meet their own care needs for a variety of reasons and will require regular support

Temporary Suspension from School

Only the Principal can take the decision to suspend a pupil from the school. In all cases this would only be after consultation with another member of SLT. This can take two forms: An Internal Suspension where a child is removed from class, provided with work to do in a safe and supervised environment and collected by parents at the end of the school day or an agreed time. An External Suspension where a child is asked to leave the school for a fixed period.

Permanent Exclusion from School

Only the Principal can take the decision to expel a pupil from the school. This step would be taken only as a last resort or in the case of serious criminal misbehaviour on the part of a pupil. The Whole School Exclusion Policy provides further guidance in such circumstances.

Rules Relating to the Review of Removal or Exclusion of a Pupil

(1) These Rules are made pursuant to clause 6(a) of the Standard Terms and Conditions.

(2) The hearing of a Review shall be before a panel of more than one member of staff.

(3) (a) The parents of a pupil who desire a Review of a decision to require the removal, or to expel, that pupil shall give notice in writing to the Principal within 14 days of the decision. The notice should set out: (i) the date of the decision to be reviewed; (ii) a short summary of the facts of the case; and (iii) the grounds of dissatisfaction

(b) The right to a Review will be lost if such notice is not given within 14 days.

(4) Within 14 days of receipt of the notice, the Principal shall prepare a Review File consisting of:-

(a) the notice; (b) the summary of the case supporting the decision to be reviewed; (c) copies of any statements or reports which are relied upon to support the decision; and (d) a note identifying whether an oral hearing is desirable, whether it is intended to call witnesses, and if so whom.

(5) A copy of the Review File shall be sent to the parents and to the persons referred to in Clause 4 above.

(6) Within 7 days of the receipt of the Review File the parents may send to the Principal a statement in response to the matters set out in the Review File. A copy of any such statement shall be sent to the persons referred to in Clause 4 above.

(8) (a) At an oral hearing the strict rules of evidence will not be applied, but the Review will be heard in accordance with the principles of natural justice. In particular the parents must be given an opportunity to be fully heard and/or represented on all relevant matters. (b) No final decision may be arrived at before the evidence and/or representations have all been fully heard and thoroughly considered.

(9) After the conclusion of the hearing, or following consideration of the documentation alone, as the case may be, the Review panel will provide a decision in writing supported by reasons.

(10) “The Principal” and “The Parents” have the same meaning as defined in Clause 7 sub paragraphs (b) and (c) respectively of the Standard Terms and Conditions.

Ensuring a Consistent Approach

New teachers are given a chance to familiarise themselves with the policy at Induction. Staff training takes place termly or when necessary to ensure that support is given to all and the rewards and sanctions are reviewed and developed. The Senior Leadership Team monitor consistency of approach and logs of rewards and sanctions as well as our Behaviour Subject Leaders (Charlene Mark and Bianca Lee). Records include logging orange and red behaviour in the folder and awarding silver and gold stars.

Ensuring Equality

Safeguarding of and respect for pupils with SEND is a priority.

Reasonable adjustments in behaviour management in respect of the understanding and capabilities of SEND pupils is crucial.

Sanctions must not breach any other legislation (for example in respect of disability, special educational needs, race, religion and other equalities and human rights).

Monitoring and Evaluation

This implementation of this policy will be monitored by SLT.

Regard will be given to any changes in guidance arising from the Department for Education at regular intervals. At the time of review, the policy was amended to reflect Advice from the DfE in July 2013, (updated DfE advice February 2014) in line with the Education Act 2002, Education and Inspections Act 2006 and the Education (Independent School Standards) (England) (Amendment) Regulations 2012.

Links

Child Protection and Safeguarding Policy

Anti – Bullying Policy

Parental Complaints Policy

SEND – Equality Act 2010 Schedule 10

Use of Reasonable Force DfE Guidance July 2013

Current Government Guidance for COVID September 2020

Independent Schools Standards Regulations September 2020

Children Act 1989

Screening, Searching and Confiscation- advice for Headteachers, Staff and Governing Bodies
DfE

Review Date	September 2019 Updated June 2020, September 2021
Written By	SLT
Next Review	September 2022