



Robertswood School Behaviour Policy

A. Introduction

We believe that everybody associated with Robertswood has the right to succeed and enjoy their time at school. This means that everybody has the responsibility of looking after the values of the school and the day-to-day procedures. If individuals behave in an inappropriate way, then they will face a consequence for their actions.

We seek to provide a framework that enables children to know and understand the boundaries of acceptable behaviour and this can be found later in this document.

We realise the importance of a shared commitment amongst all those involved in the school. We ask that parents work in partnership with us by giving their children firm and effective guidance at home thus ensuring consistent standards of behaviour both at home and school.

We seek to develop the school's positive ethos through our individual care and in promoting good models of courtesy, consideration and respect for others.

We encourage children to see themselves as representatives of our school; thus promoting their efforts, successes and pride in themselves and their environment.

The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for Headteachers and school staff (January 2016)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

B. Aims

1. To create and sustain a positive, supportive and secure environment in which friendships can develop and all people are treated as valued members of the school community.
2. To ensure that children can work in a calm and purposeful atmosphere where effective teaching can take place.
3. For children to conduct themselves in a responsible manner, showing self-control, consideration, courtesy and respect for others at all times.
4. To develop a pride and respect for the school environment by encouraging high standards and a greater care of personal belongings and school property.
5. To encourage children to develop clear values and attitudes that will enable them to grow into stable, educated and civilised adults.

C. Rights and Responsibilities

- ◆ Everybody has the right to be treated fairly, with respect and consideration.
- ◆ They have the right to feel safe at all times.
- ◆ They have the right to be able to work without interruption.
- ◆ They have the right to express themselves sensibly without fear of criticism or ridicule.
- ◆ They have the right to help and support when needed.
- ◆ They have a responsibility to respect other people and their property.

- ◆ They have a responsibility to respect the rights of others.
- ◆ They have a responsibility to give of their best at all times.

D. Standards and Expectations

1. To be polite and friendly.
 - a. Children should be encouraged to use good manners and suitable language at all times throughout the school including the hall, library, dining areas and playground.
 - b. They should address all adults politely and by name
 - c. Be welcoming of visitors and new children
 - d. Show a willingness to share and to wait their turn
 - e. Wait patiently if someone is speaking
 - f. Use 'please' and 'thank-you' and hold doors open for each other.
2. To show consideration and respect for others.
 - a. Children should work quietly in the classroom and other school areas with as little disturbance to others as possible in order to give of their best and to allow others to do likewise.
 - b. They should show care for each others belongings by picking coats and bags off the floor; informing their teacher of found articles; helping others, etc.
 - c. Children should show responsibility for telling the truth and begin to understand the difference between telling tales and telling the truth.
 - d. They should play sensibly in the playground encouraging friends or newcomers to join in their play or sport.
3. To show self-respect and a pride in their school.
 - a. Children should be encouraged to wear full school uniform smartly and have a full PE kit.
 - b. Nail varnish and jewellery should not be worn apart from earring studs and jewellery associated with their religious faith.
 - c. Sweets, gum or toys (such as electronic toys) should not be brought to school.
4. To move sensibly and quietly around school.
 - a. Children should be encouraged at all times to walk along corridors, across the hall, downstairs and upon entering and leaving the building.
 - b. They should be reminded on how to react when the whistle/bell goes at the end of a play session and how to conduct themselves on entry into school and in different areas of the school, particularly during wet playtime.

Another way of writing these standards and expectations would be in the form of some very simple rules; known as our Star Values:

E. Star Values

- ★ Treat others as you would like to be treated
- ★ Always be polite
- ★ Think before you act or speak
- ★ Listen to each other and do not interrupt
- ★ Respect others and their belongings
- ★ Look after the School and its grounds
- ★ Move quietly and sensibly in School
- ★ Always be honest
- ★ Allow others to work hard and concentrate
- ★ Always try hard to do your best in everything that you do (introduce by the School Council in February 2016)

It is expected that all classes will have a set of Star Values displayed in the classroom. P.S.H.E. lessons will be used to focus upon and review them in terms of how well the class have been able to follow them. These values will also form the basis of rewarding good behaviour and discussions surrounding the consequences for inappropriate behaviour.

F. Incentives and rewards for reinforcing good behaviour

It is vital that children be praised whenever possible - this enforces the sort of behaviours we expect. Praise and rewards are far more important than sanctions and there ought to be a 3:1 ratio of praise/rewards to sanctions. A sample of possible rewards is listed below:

- ◆ Individual/ public praise and encouragement
- ◆ Involvement of another adult in the praise process e.g. another teacher/phase leader/DH/AHT/HT, any member of staff
- ◆ Positive feedback to parents either verbally or through written remarks e.g. in reading comment books or on homework sheets
- ◆ Respect Tokens
- ◆ Star of the Week certificates
- ◆ Special mention/certificates gained outside school in assemblies
- ◆ Extra playtimes
- ◆ Extra responsibilities i.e. jobs, monitor duties
- ◆ To be the first to leave the room
- ◆ Prize at end of year assembly

This list is not exhaustive - many other ways are available to each teacher depending on the situation.

G. Opportunities for positive recognition

- ◆ Entering the classroom quietly
- ◆ Co-operating while teacher takes register
- ◆ Returning permission slips and forms on time
- ◆ Saying 'please' and 'thank you'
- ◆ Helping a classmate
- ◆ Handing in homework
- ◆ Asking questions when unsure
- ◆ Participating in a class discussion
- ◆ Sharing
- ◆ Cleaning up
- ◆ Sharing school experiences with parents
- ◆ Making up missed work
- ◆ Good effort on a long term project
- ◆ Learning a new skill
- ◆ Returning borrowed books and materials
- ◆ Being responsible for a classroom job
- ◆ Not wasting paper and supplies
- ◆ Telling the truth
- ◆ Behaving when a visitor is in the room
- ◆ Participating in school functions
- ◆ Giving one's best effort
- ◆ Remaining calm in a problem situation
- ◆ Keeping busy when work is finished
- ◆ Working co-operatively with a partner
- ◆ Looking after the Star Values
- ◆ Putting away coats and bags
- ◆ Changing activities promptly
- ◆ Following directions
- ◆ Listening attentively
- ◆ Lining up
- ◆ Being a good audience in assembly
- ◆ Good behaviour during a test
- ◆ Walking appropriately around school
- ◆ Good behaviour on a trip
- ◆ Good effort on a project
- ◆ Assisting a new pupil
- ◆ Making a new friend
- ◆ Being sensitive to others' feelings
- ◆ Appropriate use of school property
- ◆ Showing enthusiasm
- ◆ Offering help without being asked
- ◆ Staying on task
- ◆ Accepting a new challenge
- ◆ Reading at home
- ◆ Demonstrating a positive attitude
- ◆ Returning from the playground
- ◆ Showing creativity
- ◆ Taking turns
- ◆ Starting work straight away

H. Unacceptable behaviour at Robertswood

Everybody at Robertswood has the right to succeed at school and enjoy playtimes. This means that everybody has the responsibility of looking after the school rules and procedures. If individuals behave in an inappropriate way, then they will face a consequence for their actions.

Consequences for inappropriate behaviour in Year 1 – Year 6	
1	A verbal 'warning'
2	Lose 3 minutes of Star Time
3	A verbal 'warning'
4	Lose 3 minutes of Star Time (6 in total) + leave session + go to the assistant / deputy head teacher / head teacher
5	A verbal 'warning'
6	Lose 3 minutes of Star Time (9 in total) + leave classroom or leave playground + go to the assistant / deputy head teacher / head teacher + inform parents *children losing 9 minutes in a day will lose a lunchtime

Consequences for inappropriate behaviour in Early Years		
Option 1	(a) cajole (the art of persuasion / distraction in relation to giving 'take-up', reminder of targets) (b) 'no' means no (c) A verbal 'warning' of 'time out' (see option 2)	e.g. not following an instruction <ul style="list-style-type: none"> going with a member of staff when asked, being asked to stop an activity, joining an activity, helping out tidying up
Option 2	Immediate time out 3 minutes (if not – then a warning of option 3)	e.g. damaging property
Option 3	Immediate time out of classroom for remainder of session + contain and get deputy or headteacher	e.g. not keeping oneself or others safe <ul style="list-style-type: none"> sustained damage of accommodation and resources (turning tables upside down) hurting other children and staff – punching, kicking.

Notes:

- Consequences for
 - Level 1 type-behaviour should be preceded by a 'warning' in any given session which if repeated continue through stages 2- 6
 - Level 2 type-behaviour will normally be used without a warning
 - Level 3 type-behaviour will normally be used without a warning
 - EACH LESSON / SESSION IS A FRESH START
- If a child loses 6 minutes in a session, then they will go to the SLT office.
- If a child loses 15 minutes or more of Star Time or loses 9 minutes in a day children will lose a lunchtime (or be removed from part of a session in the case of Nursery) and parents will be informed
- Beyond this, please refer to section "Exclusions' (p.9) for hierarchy of consequences

When addressing behaviour concerns we will always;

- Seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise.
- With parental advice, we will seek advice as necessary from other agencies.
- If a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we may discuss with parents/carers the possibility of keeping the child at home for a short period. This will allow time for staff and parents/carers to make reasonable adjustments to manage the child's behaviour in accordance with the Equality Act 2010.



TYPES OF BEHAVIOUR EXPLAINED

Level 1	Level 2	Level 3
Level 1 type-behaviour should start at stage 1 and repetitive level 1 type-behaviour (in any given session) should continue through stages 2- 6	Level 2 type-behaviour has the immediate consequence of 6 minutes.	Level 3 type-behaviour has the immediate consequence of 9 minutes.
<ul style="list-style-type: none"> • Teasing/Name calling • Pushing in • Interrupting teacher • Attention seeking/ clowning around • Spoiling other people's games • Telling tales • Eating/chewing gum in class • Being noisy • Running inside • Hindering other children • Avoiding work/wasting time (children normally stay in at playtimes if work is not finished) • Talking behind people's back / spreading rumours • Not letting people play in games • Mucking about in class • Being rude – answering back • Ignoring people • Littering • No name on work • Lost work • Not saying sorry – after accidentally hurting someone • School uniform • Presentation of work • Not completing work due to lack of effort (and complete) • Lack of effort • Engaging in play fighting 	<ul style="list-style-type: none"> • Spitting • Disrespectful 'arguing back' • Swearing • Graffiti • Refusal to follow instructions • Lying • Threatening behaviour • Abuse of power • Hurting someone through play fighting (including pushing people off the apparatus) • Adding 3 minutes rubbing off 3 minutes to own name 	<ul style="list-style-type: none"> • Kicking, hitting, fighting, pushing, etc with an intent to hurt • Biting • Pulling people's hair • Vandalism • Dangerous refusal to follow instructions • Abuse or offensive language based on race, gender or religion • Stealing • Physical abuse of staff and children • Verbal abuse of staff and children • Extortion • Bullying • Racist/offensive graffiti • Unauthorised use of school property • Retaliation, particularly premeditated • Disrespecting property belonging to school or individuals • Abuse of power resulting in another pupil committing a level 2 or 3 type behaviour • Offense language of a belittling nature based on gender • Adding 3 minutes rubbing off 3 minutes to somebody else's name

I. Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

J. Use of Force to Control or Restrain Pupils

1. Objectives and Principles

The Headteacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property. This policy should be communicated to all staff, pupils and parents.

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in an incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and Headteacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

As all members of school staff are authorised by law to use force the school does not have a no-contact policy. We are, however, committed to the principle that force and restraint should only be used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate.

We recognise that force in schools is generally used for two different purposes:

- a) To control: control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back)
- b) To Restrain: When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

2. Minimising the Use of Force

At Robertswood School we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

- Using resources including Social and Emotional Aspects of Learning to teach pupils how to manage conflicts and strong feelings
- Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

3. Deciding Whether to Use Force

Staff should only used force when

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of having the desired result by other means are low
- The risks associated with not using force outweigh those of using force.

Some situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or object
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so
- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visits

It is unlawful to use force as a punishment and staff should not do this under any circumstances.

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils should have an individual risk assessment and individual behaviour plan that determines the likely triggers for undesirable behaviour and the effective ways to manage such pupils.. It is likely, but not exclusive, that these pupils will be determined as having a BESD SEN.

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

4. Using Force

Any staff using force or restrain to control a pupil should only use the minimum force necessary to achieve the desired result.

It is our policy that:

- In any situation a child is given an oral warning that force may have to be used if the situation or behaviour being dealt with persists. This should be done clearly and calmly in language the child can understand.
- Staff should, wherever possible, not use force unless or until another responsible adult is present to support, observe and call for assistance.
- Any force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the child. Staff should be aware that any use of restraint does bring the risk of an injury to the child. Staff must ensure that any use of force that may constrict breathing is only used in extreme emergencies and where there is no viable alternative.

5. Staff Training

The Headteacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the School Policy on the Use of Force.

At Robertswood School we will ensure the following training is in place:

- At least one member of staff will have received training by expert accredited providers in physical intervention and restraint technique. It is, however, not assumed that the named trained members of staff should be solely responsible for dealing with all incidents where physical intervention or restraint is required.
- All staff are made aware of the policy on the use of force and restraint with a particular focus on when, where and how force and restraint may reasonably be used and the way such incidents should be recorded.

6. Recording Incidents

Any use of force or restraint must be recorded on an incident sheet indicating that force and restraint was used. This form must be completed as soon as practicable after the incident and handed to the Deputy Head or Headteacher by the end of the working day on which the incident occurred.

7. Reporting Incidents

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil.

Once an incident is recorded and passed to the Deputy Head or Headteacher and the Deputy Head will

make a decision about whether the incident is deemed as significant within 1 working day.

If the use of force or restraint is seen to have been significant it must be reported to parents by either Eddie Richings or Em Davison (names of staff responsible for this communication). Ideally this will be by telephone and will occur as soon as possible after the incident. Families should be given access to a copy of this policy.

If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the designated teacher for Child Protection who should liaise with the Local Authority and/or Social Services.

8. Post Incident Support

If there is any injury to the child as a result of the use of restraint or force first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the poor behaviour of the pupil concerned.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

9. Complaints and Allegations

If a specific allegation is made against a member of staff the school will follow the guidance set out in Safeguarding Children and Safer Recruitment in Education.

Other complaints should be dealt with according to the school complaints procedure.

10. Monitoring and Review

The Headteacher will give a termly report to the Curriculum & Pastoral committee of the Governing Body on the use of force and restraint.

This policy will be reviewed in a cycle determined by the Governing Body.

K. Exclusions

1. Overview

Exclusions from the school community, whether fixed term, lunchtime or permanent are potentially damaging to a pupil's self esteem. They diminish the sense of belonging to the community. As such they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time.

2. Fixed-Term Exclusion

Short-term exclusion will be considered and a Behaviour Support Plan will be put in place where children are continuously losing 15 minutes or more of Star Time over a sustained period of time (e.g. for a whole half term) or where a child has demonstrated extreme inappropriate behaviour.

The Headteacher should refer to current guidance from the Local Education Authority as to the various responsibilities and duties of the school, parents and LEA in providing a continuing education under appropriate supervision, including arrangements for education off-site, depending on the length of the exclusion.

a. Lunchtime exclusion

Pupils may be excluded from their entitlement to free time at break and lunchtime. In this event pupils will be under the supervision of a member of staff and will have entitlement to eating time and access to toilets. Pupils may be asked to complete curriculum studies, or may be set tasks to complete which involve some form of service to the school community. There will be an opportunity to talk through the incidents with the child in terms of educating them for future success if confronted by similar circumstances.

b. Fixed-Term Internal Exclusion

Pupils may be excluded from part or all of a school day or series of days whilst still attending school. In this event pupils will be supervised by an appropriate member of staff and will be set appropriate work for completion during the exclusion. Whilst pupils will have entitlement to eating time and have access to toilets, they will be in isolation from other pupils. The parents will be informed in writing.

c. Fixed-Term External Exclusion

Pupils may face an external exclusion for a fixed period of time. The pupil should not enter the school premises unless permission is given by a member of the Senior Leadership Team. Appropriate work will be set by the school for the pupil to complete off-site under the supervision of the parents. When work is returned to school it will be marked and more will be set. At the end of the fixed-term exclusion there will need to be a re-integration meeting between the parents, the excluded pupil and a senior member of school staff.

If the incident or series of incidents that lead to the exclusion require investigation then it is possible that a series of fixed-term exclusions will be applied until the investigation is completed and the school can make its final decision.

Use of fixed-term exclusions will be considered when lower scale punishments have not had the impact of correcting unacceptable behaviour or as a considered response to significant issues considered too serious for lesser responses.

In addition to the parents, the Local Education Authority, the Chair of Governors, and the Clerk of Governors will be informed of the exclusion.

3. Permanent Exclusion

Permanent exclusion should only be used as a last resort, or for a very serious offence that is damaging to the school community.

The decision to exclude a child should be taken only in response to serious breaches of a school's

behaviour policy, and where allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil or of others in the school.

A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process of dealing with persistent disciplinary offences following a wide range of other strategies which have been tried without success.

Permanent exclusion is an acknowledgement by Robertswood School that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

4. "One-off" Exclusions

There will however be exceptional circumstances where in the Headteacher's judgment it is appropriate to permanently exclude a child for a first or "one-off" offence. These might include:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon.

5. Exclusion should not be used for:

- a) Minor incidents such as failure to do homework;
- b) Poor academic performance;
- c) Lateness or truancy;
- d) Pregnancy;
- e) Breaches of the school's uniform rules or rules on appearance (for example relating to jewelry, piercings, hairstyles, etc.) except where these are persistent and in open defiance of such rules;
- f) Punishing pupils for the behaviour of the parents, for example where parents refuse to attend a meeting;
- g) Protecting victims of bullying by sending them home.

6. Relevant factors

Exclusion should not be imposed in the heat of the moment, unless there is an immediate risk to the safety of others in the school or to the pupil concerned.

The Headteacher should take into account the following:

- That a thorough investigation has been carried out;
- Consider all the evidence available to support the allegation, taking account of the school's behaviour and equality policies;
- Allow and encourage the pupil to give their version of events;
- Check whether the incident may have been provoked (for example by bullying, racial or sexual harassment);
- If necessary, consult others, but NOT anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the governing body;
- Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned;
- Witness statements must be dated and should be signed wherever possible.

Other factors to consider include:

- Age and health of the pupil;
- Parental or peer group pressure;
- Severity of the offence and the likelihood of repetition;
- Extent to which the behaviour affects other pupils or the authority of staff;

- Whether the offending behaviour took place in or out of school;
- The pupil's previous record at the school.

7. Persistent challenging behaviour

When dealing with any pupil causing concern because of poor attendance, disaffection or disruptive behaviour, the school should be able to show that they have tried the strategies set out in guidance from BCC or the Department of Education before any exclusion takes place, including a planned Pastoral Support Programme for the pupil, in consultation with external agencies and the pupil and parent.

8. Criminal offences

Criminal activity should be reported to the Police.

9. Process

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion, and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeals panel.

The Buckinghamshire County Council parents partnership officer can be contacted through the main switchboard or directly on 01296 383754 (accurate January 2017).

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Specific guidance on exclusion is provided by the Department of Education's guidance Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units, 2008.

L. Searching pupils

1. School staff can search pupils, their bags, trays, coats or cloakrooms with their consent for any item which is banned by school rules.
2. The Headteacher or a member of staff authorised by the Headteacher have a statutory power to search pupils, their bags, trays, coats, cloakrooms or their possessions without consent, where they suspect the pupil has certain prohibited items. This must be in line with guidance provided by the Department of Education in "Screening, Searching and Confiscation" and according to the Education Act 1996.
3. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

M. The power to discipline beyond the school gate

The Headteacher must consider and have plans in place to respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. These plans must be lawful.

The responses and plans should be in place for bad behaviour where a pupil is:

- Taking part in any school-organised or school-related activity; or

