

**Hintlesham and Chattisham Church of England  
Primary School**



**Positive Behaviour and Anti-Bullying Policy**

<b>Signature of Headteacher</b>	
<b>Approved by</b>	Hintlesham and Chattisham CE Primary
<b>The Local Governing Body</b>	
<b>Signature of Chair of Governors</b>	
<b>Date approved</b>	May 2024
<b>Review date</b>	May 2025

## **This Policy should be read in conjunction with:**

Equalities Policy

e-safety Policy

Safeguarding Policy

## **Our school vision:**

“Jesus is the light of the world... we are gems that reflect his light as we learn.”

The Christian Bible talks of God seeing humans as his jewels in the making (Malachi 3:16-17)

## **Aims:** At our school we strive to:

- promote a learning partnership between children, parents, teachers and governors
- enable each child to achieve his / her full potential through a broad, balanced and relevant curriculum
- encourage each child to develop a sense of self-esteem, self-discipline, personal responsibility and respect for others
- maintain strong links with the community and ensure that the school continues to be seen as an essential future asset for the villages
- promote spiritual awareness and respect for all other religions and cultures

## **Rationale**

We have in place a Positive behaviour and Anti-Bullying policy that is consistent throughout the school. We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Children work well when there is a recognised framework where they know that there are limits to what is acceptable within that framework. The staff at Hintlesham and Chattisham C of E Primary School would like children to come to school ready to enjoy learning. The majority of children do, but for those who disrupt lessons or play, we have developed a behaviour programme which reinforces positive behaviour and looks to reform unacceptable choices through understanding of the impact of the individual's choices, our Personal Development in the curriculum methodology, restorative practice and any additional tailored support an individual or group of children may need through interventions or outside agency involvement.

We work very closely with the members of our School Council in order to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

## **Aims of this policy**

- To create a culture that makes everyone in the school community feel valued and respected
- To maintain high expectations of behaviour through a clear and consistent approach to rewarding the positive and addressing the negative
- To promote self-discipline and proper regard for authority among pupils

- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others

### **How we ensure this policy meets our duty under the Prevent Strategy (Section 26 of the Counter-Terrorism and Security Act 2015)**

The school recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

Our Safeguarding culture ensure that staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Staff know to report these concerns to the Designated or Deputy Designate Person for Child Protection.

We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. Through our Christian and British Values we teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

### **What is positive behaviour?**

Positive behaviour means that everyone in school takes responsibility for themselves and the effect of their actions on others within the school community by being:

- careful and kind
- polite and friendly
- helpful to each other
- hard-working
- respectful of other people's needs, feelings and opinions
- safe and sensible in how we move in and around the school
- proud of our appearance i.e. wearing appropriate school uniform
- saying sorry and forgiving one another

### **Our behaviour rules**

Our Behaviour Rules clearly outlines our high expectations of behaviour within our school community. They were written by the School Council in 2021 in conjunction with input from all school members. The rules are displayed in classrooms and around the school and are also displayed on the school website. The five rules are:

- Treat others as you would like to be treated yourself.
- Be kind and be respectful.
- Include everybody.
- Always try your best and persevere.

- Be honest.

## **Responsibilities**

### **The role of pupils**

- ✓ following our behaviour rules
- ✓ respecting themselves, each other and the environment in and out of school
- ✓ taking responsibility for their actions
- ✓ doing their best and allowing others to do the same
- ✓ showing tolerance for other pupils and adults

### **The role of parents**

Hintlesham and Chattisham Primary School works in partnership with parents so that children receive consistent messages about how to behave.

Our expectations with regard to behaviour are outlined in our school prospectus, home-school agreement, which is reviewed annually and regular newsletters. We expect parents to read these and support them.

We expect parents to support their child's learning and to work with the school in maintaining high standards. We endeavour to build a supportive dialogue between home and school. If, at any point, home or school has a concern about a child's welfare or behaviour, it is vital that these are shared immediately.

If, as a result of a child's behaviour, a consequence is used, parents should support the actions of the school. If parents have a concern about the way that their child has been treated, this should be initially discussed with the class teacher. If the concern remains, the matter should be referred to the Headteacher.

Parents have a clear role to play in making sure their child is well behaved at school. Parents are asked to sign a Home / School Agreement at the commencement of their education at our school, confirming that they support the school's Positive Behaviour and Anti-Bullying Policy.

If they do not, the school or local authority may ask them to sign a parenting contract.

### **The role of staff**

- ✓ ensuring that our codes of behaviour are enforced in their classroom and in and around school
- ✓ using the language of 'choice' when discussing behaviour with a pupil i.e. making poor or good choices
- ✓ maintaining high expectations of all children
- ✓ treating each child fairly with respect and understanding
- ✓ keeping a record of incidents of unacceptable behaviour
- ✓ liaising with other members of staff and/or other agencies to support a pupil
- ✓ sharing concerns with parents and arranging to meet with parents to discuss their child's behaviour as appropriate

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement this policy consistently throughout the school, to report to governors on the effectiveness of the policy and publicise the school positive behaviour and anti-bullying policy, in writing, to staff, parents and pupils at least once a year. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils and adults in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff.

The Headteacher keeps records of all reported serious incidents of unacceptable behaviour on CPOMS.

The Headteacher ensures that all members of staff maintain a continued dialogue with parents in order to support a pupil in managing their behaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to pupils for serious behaviour incidents. For repeated or very serious acts, the Headteacher may permanently exclude a child.

### **The role of Governors**

Our Governors have the responsibility to ensure that these guidelines on standards of rewards and behaviour are maintained and to review the effectiveness of these. Governors support the Headteacher and staff in following these guidelines.

It is the responsibility of the Governing Body to monitor rates of exclusions and to ensure that this policy is implemented fairly and consistently.

Our Governing Body will form a Pupil Discipline Committee in order to consider any exclusion appeals on behalf of the Governors.

### **How is positive behaviour promoted and rewarded?**

Pupils who follow 'Our Behaviour Rules' and act in a respectful and responsible manner are praised and rewarded in a variety of ways. These vary according to the age of the pupils and can include:

- being congratulated (verbal praise)
- being given stickers, stamps and stars
- being given smilies
- being awarded certificates

Positive behaviour is promoted throughout the school in a clear and consistent way. Staff will criticise the choice of behaviour rather than the child. This ensures that all pupils fully understand our expectations as they move from class to class. Through the use of a common approach, it also enables part-time staff, supply teachers and visiting teachers to be consistent.

### **Rewards**

As part of our commitment to a system of positive behaviour management, we frequently draw attention to and reward good work and behaviour. Our system of rewards has been developed in consultation with parents, staff and children. Rewards can be in the form of verbal praise or a smiley.

- All children may receive instant rewards in the form of a sticker on their sweatshirts or a smiley face for their work. These maybe counted as individual rewards and count towards individual certificates when 25, 50, 75, 100, 125, 150, 175 and 200 smiles have been awarded.
- All members of staff are able to award 'smilies' to children.
- Voluntary helpers may suggest to a member of staff that a child receives a 'smilie.'
- The total number of smilies for each colour team are added together. The winning team each week receives the Team Cup.
- Class Teachers award weekly 'Gold Awards' for outstanding work and / or behaviour linked to the school values which are presented in assembly.
- Singer of the week awards are presented weekly by one of the Senior Teachers.
- Value leaves are presented by the Faith Council members to any pupils who demonstrate independent use of the values out of the classrooms.
- Playleader award certificates to those who independently demonstrate good sportsmanship out of the classroom.
- Silver star on the class visual behaviour chart for outstanding classroom behaviour.
- Gold ticks linked to the marking policy.

### **Choices and consequences**

We believe that pupils always have a choice in how they behave. Pupils are always given the opportunity to address their behaviour through reminders and support from their peers and/or adults in school. However, for persistent negative choice of behaviour, or incidents of a serious nature, a range of consequences are employed which depend on the circumstances and severity of the incident. In incidents of negative behaviour we:

- encourage pupils to take responsibility for their choices and actions
- discuss the incident with the pupil(s) involved
- encourage pupils to resolve disagreements themselves either independently or through a more structured restorative practice approach
- work with pupil(s) involved to work on strategies to avoid any repeat of the incident
- give pupil(s) involved the opportunity to identify an appropriate consequence if necessary

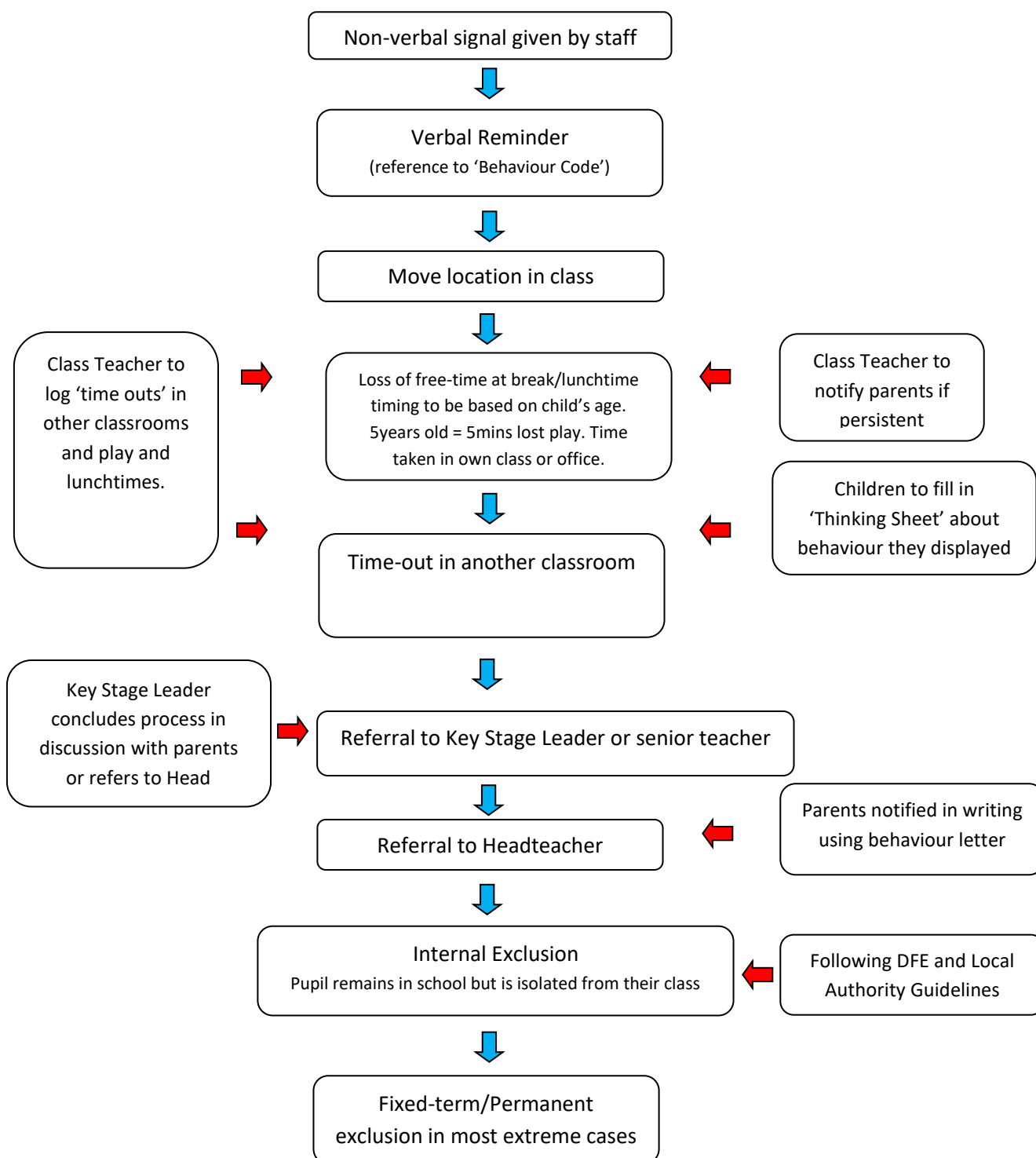
### **Sanctions**

Guidelines to staff for implementing sanction which form part of the school's behaviour policy are as follows:

- Make clear we are dealing with the behaviour or choice rather than stigmatising the child.
- Avoid early escalation to severe sanctions whenever possible.
- Avoid sanctions becoming cumulative and automatic.
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Whenever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour [e.g. staying in at playtime to complete work that should have been finished before playtime].
- Use sanctions to help the child and others to learn from mistakes and recognise how they can improve their behaviour.
- Never issue a sanction that is humiliating or degrading.
- Use sanctions in a calm and controlled manner.
- Ensure that sanctions are seen as inevitable and consistent. [I.e. pupils should know that a sanction, when mentioned, *will* be used].

## What are the consequences of unacceptable behaviour?

Where a pupil's behaviour affects the rights of others to **be respectful, responsible, truthful and safe**, a range of consequences are employed. A process for this is shown below.



Any child missing lunch play time will do so when they can be supervised **by their class teacher**.

The maximum loss of playtime in any one day will not exceed 30 minutes. An alternative time outside once playtime is over will be considered.

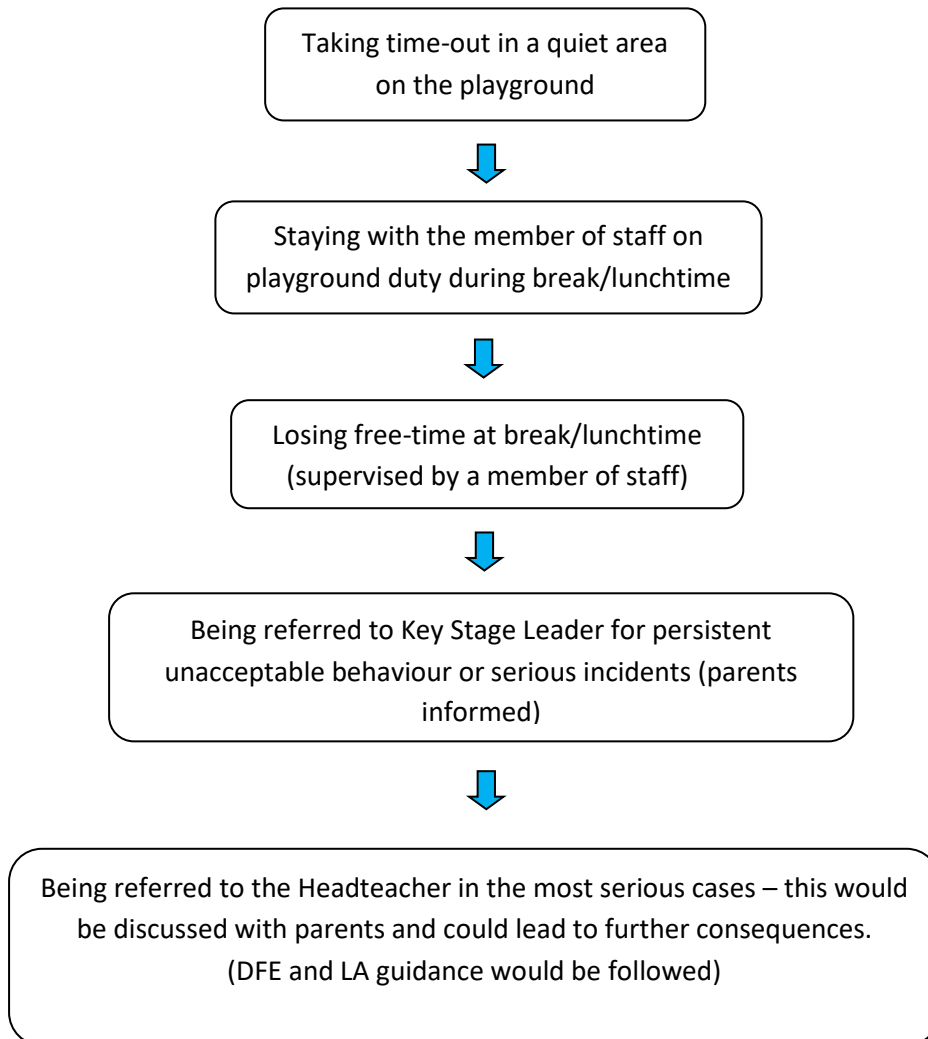
On occasions where a pupil fails to complete their work as a result of their behaviour, they will be expected to complete this in their free-time in school – supervised or at home.

## **Playground behaviour**

Our high expectations and standards of behaviour in school are continued outside on the playground. Pupils are rewarded with lunch time star awards on a termly basis by MDAs for following 'Our Behaviour Code'. Smilies may be awarded at lunchtime for:-

- being helpful and taking on responsibility
- looking after other pupils
- helping to organise games etc.

Consequences for pupils not adhering to this code follow the process below.



## **How do we support pupils?**

### **Restorative Practice**

Within our PSHE curriculum, we aim to give pupils the skills and confidence to:

- understand 'right' from 'wrong'
- take responsibility for their actions and choices
- understand that sometimes things do go wrong and that in such instances, there is an obligation to put things right or to make amends
- be assertive, express their feelings and resolve conflict without resorting to being aggressive or rude
- tell someone (verbally or via the 'Worry Box') if there is a problem that needs to be resolved



'Circle Time' is a regular feature of our PSHE curriculum. During this time, all children have a 'voice' and all contributions are valued by the class.

Staff use a variety of strategies and resources to support a pupil behaving in an unacceptable manner. These include:

- having clear targets for behaviour (identified within an Individual Behaviour Plan or Consistent Management Plan as appropriate)
- analysing the 'triggers' for behaviour
- identifying a 'key' member of staff for the pupil to talk to
- working very closely with parents to give clear and consistent support to the pupil
- identifying a peer or 'Circle of Friends' to support the pupil
- gaining support from external agencies i.e. Behaviour Support, Educational Psychology Service etc.

### **Pupils with Special Educational Needs and Disabilities**

Whilst our systems for rewarding positive behaviour and addressing negative behaviour are clear and consistent, it is important to recognise that individual pupils require specific strategies to support their behaviour and learning. It is vital that the needs of pupils with Special Educational Needs are taken into account in determining the nature and timescales of rewards and consequences. In all aspects of behaviour, it is essential that pupils develop the skills to understand the consequences of their behaviour or choices, and the impact that this can have on other members of the school community.

### **The use of Physical Intervention**

The Education Act 1996 sets out what physical interventions staff in school may legally use. Physical Intervention is only ever used as a very last resort to ensure the continued safety of both pupils and staff, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. In cases where reasonable force has been used, class teachers should inform the headteacher, or teacher standing in for her during her absence, who will then inform the parents.

Proactive and preventative measures play a significant role in minimising the necessity to use 'force' to control or restrain a pupil, and this includes ensuring that high quality teaching and learning is taking place and that the provision is 'needs led' and responds to the complexity of need. On the very rare occasions where physical intervention is required we ensure that:

- it is a last resort
- a second member of staff is in attendance
- the member of staff intervening attempts to continue to communicate with the pupil throughout the incident
- physical intervention stops as soon as it ceases to be necessary
- parents are contacted following the incident

### **Bullying**

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. Bullying is behaviour which is repeated, intentional

and where there is an imbalance of 'power'. Bullying can take many forms, including cyber bullying via text messages or the internet, and is often motivated by prejudice against particular groups, e.g. on grounds of race, religion or gender or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Bullying is not:

- teasing and banter between friends without intention to cause hurt
- repeated falling out between friends after a quarrel or disagreements
- behaviour that all parties have consented to and enjoy

### **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen any time of the day, every day, with a potentially bigger audience, and more accessories, as people forward content at a 'click.'

See Social Media Policy

### **Prevention of Bullying**

At this school, we take specific steps to create an environment that prevents bullying from being a serious problem in the first place. For example:

- We talk about behaviour in classrooms and in assemblies, where we discuss the effect of our actions on other people, as well as issues of difference. Bullying is discussed as part of our work in SRE, as we talk about appropriate behaviour and respect for others at school and at home.
- The children are taught the difference between telling tales and reporting a bullying incident, including when they find themselves as bystanders, and are taught that reporting such an incident is a means of ensuring children's safety in school. They are assured that they will be listened to and incidents acted upon.
- All children have a buddy in school.
- Channels of communication are strong, so that if a child is identified as going 'off track,' the teachers / headteacher can deal with the matter before it escalates into something more serious.
- Other professionals, e.g. Community Police, Team Around the Child professionals, Young Carers representatives and staff from Thomas Wolsey outreach service are used to work with children, staff and parents, as appropriate.
- We teach the children safe use of the internet. We also review and update our Social Media Policy, E-Safety policy and procedures to take account of developments in technology.
- We celebrate success in newsletters and inform governors termly.

### **Intervention if a bullying event takes place**

- If a pupil bullies another child / group of children, disciplinary measure, in keeping with our Behaviour Policy are applied fairly, consistently and reasonably, taking account of any SEN or

disabilities that the pupil might have and taking into account the needs of vulnerable pupils. The ultimate sanction for bullying, as with all breaches of our Behaviour Policy, is exclusion. [See below].

- We also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaged in bullying might need support.

**Off-Site Activities** [including school visits, local walks and sports fixtures].

The rewards and sanctions described above apply to off-site as well as school-based activities. Letters to parents re educational visits should include clear statements to parents and children about behavioural standards and processes.

### **Hintlesham and Chattisham C of E School - Exclusion Policy**

At Hintlesham and Chattisham C of E Primary School we do everything possible to try to avoid an exclusion taking place, by:

- promoting positive behaviour (see above)
- early intervention and use of a range of appropriate agencies.

The decision to exclude a child, either for a fixed term or permanently, will only be made once other options have been exhausted.

Throughout the above, the procedures described in the booklet, 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units,' will be adhered to.

### **Exclusion and the School's Responsibility for Safeguarding Excluded Children**

- The ultimate sanction, available to all schools, is exclusion [either fixed term or permanent].
- The headteacher decides whether to exclude a pupil, for a fixed term or permanently, 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.
- Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body or discipline committee. In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.
- Schools are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. In this school, the provision will be in one of the Hadleigh Primary schools. The headteacher will check the safeguarding arrangements for that child for the duration of the exclusion.
- The impact of these arrangements will be monitored on a daily basis for the first week, and on a weekly basis thereafter, through conversations between the headteachers and / or SENDCOs of the schools concerned, the parents and the child. The impact of these arrangements will be noted with reference to improving behaviour.

- A programme for the reintegration of the child into his / her own school will be drawn up by the headteacher, child and parents. Its impact, particularly with reference to improving behaviour, will be monitored.
- Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the local authority may issue a penalty. Parents must also ensure that their child attends the full time education provided by the local authority from the sixth day of exclusion. If they do not, the school or LA may ask them to sign a parenting contract, may issue a penalty or may prosecute them. Parents are expected to attend a reintegration interview following any fixed period exclusion. Failure to attend may make it more likely that the court will impose a parenting order.

### **E-Safety**

E-Safety is taught across the curriculum in order to help ensure that children's behaviour with reference to ICT is appropriate and that children understand how to keep themselves 'e-safe.' The support of parents is encouraged through the Parent Forum and newsletters

Our Positive Behaviour and Anti-Bullying policy should be read in conjunction with our E-Safety policy. If an E-Safety incident occurs, which does not involve illegal practice, the E-Safety Co-ordinator will, in accordance with our bullet pointed list of procedures, decide upon an appropriate sanction. In the case of a relatively minor offence, loss of privilege, i.e. not using a computer for a stated period of time, could occur. There will then be a graded list of sanctions, in accordance with the procedures listed above. In the case of illegal activity the Headteacher will call the police and will inform the LA. See E-Safety documentation regarding this procedure.

### **Allegations of Abuse Against Staff**

Allegations of abuse are taken seriously. [see Safeguarding Policy]. If a pupil is found to have made a malicious accusation against a member of the school staff, the parents of the child will be contacted as soon as possible by the headteacher and the way forward decided.

### **Searching Pupils and their Possessions**

- The Headteacher, or the teacher standing in for her during her absence, has the right to search, without consent, pupils and their possessions for: weapons; alcohol; illegal drugs and drugs related paraphernalia; stolen property
- Any member of the teaching staff has the right to search children, with their consent, for items in addition to the above, which are banned by the school rules. These items are: cigarettes, tobacco, matches and lighters; any electronic goods, e.g. mobile; phones; large amounts of money
- It will not always be possible for a child to be searched by a member of staff of the same sex.
- When a search is being conducted, another member of staff will be present.

- Reasonable force can be used to confiscate items listed above other than those items prohibited by the school rules. No member of staff is expected to put him/herself or others in danger; if a child resists attempts at search / confiscation and he / she is suspected of carrying weapons, alcohol, illegal drugs or stolen property, the police and the child's parents will be informed immediately and the matter will be delegated to the police.
- If a child is suspected of carrying items prohibited by the school rules, teachers will not search a child without consent and will not use force. If a child does not give consent to a search, the headteacher, or teacher standing in for the headteacher during absence, will be informed. He/She will discuss the matter with the child and, if necessary, with the child's parents. If the child is found to be carrying items prohibited by the school rules, our usual system of sanctions will then apply.
- The only exception to the above is with reference to age appropriate searches of the possessions of very young children. E.g. when an item of P.E. kit goes missing in Class 1, a member of staff [not a parent] is able to look in several children's bags to see if it has been put into the wrong one.
- Searches and confiscations will be recorded in writing. [See form at the end of this policy].
- Confiscated items will be locked in the school office. Weapons, alcohol, illegal drugs and stolen property will be handed to the police as soon as possible and items prohibited by the school rules will be handed to the parents at the end of the school day, by the headteacher, or teacher standing in, with an explanation as to why they were confiscated

### **Out of Hours Incidents**

- The Headteacher is responsible for out of hours breaches of the Behaviour Policy at events organised by the school, e.g. on a residential trip or at the school play, when usual expectations of behaviour apply.
- The Headteacher will give support with managing children's behaviour to anyone organising an out of hours event approved by the school, e.g. an HSA event or an after school club. This support will be in the form of reminding children in advance of our expectations of behaviour, ensuring that event / club leaders have a copy of our Behaviour Policy and intervening if necessary if present at an event. The Headteacher would ban a child[ren] from further attendance at the club / similar events if repeated incidents of undesirable behaviour were reported... Parents would be informed of this decision by the Headteacher. If necessary, the Headteacher would not authorise a repeat event / would close the Club.
- Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises, including in the village or a nearby town. Where bullying outside school is reported to the Headteacher, they will investigate and act upon it in accordance with our Positive Behaviour and Anti-Bullying Policy. In some circumstances, this could mean by referral to the Community Police Officer.
- In the case of any event outside school hours being reported to the police, the Headteacher would help police with their enquiries, but would not assume any responsibility. No member of staff should discuss any such events with outside agencies, e.g. the Police / Press without the Headteacher's prior knowledge.

## **Taking Account of Individual Children's Needs**

This refers primarily to pupils with SEN and disabilities, including those with Behavioural, Emotional and Social Difficulties, but also other categories of vulnerable children, e.g. young carers and children from families under stress.

From time to time, it might be necessary to make reasonable adjustments to the above policy, in order to meet the specific needs of individual children and to ensure that they are included in school. This will often be done in consultation with the SENCO, the parents, the child's one-to-one TA and other professionals, e.g. staff from the PRU or Team Around the Child (TAC) staff. Any decisions taken will be recorded in writing and noted, where appropriate, on a child's IEP and / or statement.

This policy is reviewed every year. A review may take place earlier than this should new regulations be introduced.

**Headteacher Letter**

Dear Mr and Mrs

**Re the behaviour of X today**

I have had cause to speak with X today about his/her unacceptable behaviour in school.

Having followed our Rewards, Behaviour and anti-bullying policy Mrs X has had no other option but to send X to me to discuss the following behaviour:

X and I have talked about the reasons behind the poor behaviour and discussed the different choices that were available to avoid it and how it might be avoided in the future.

I would appreciate you following up this discussion at home with X and would be grateful if you would fill in the section at the bottom of this letter acknowledging receipt. There is a space for you to write a comment about how this has been followed up at home and I would value your feedback as it may help with any further discussions that we may have.

Thank you for your continued support

Yours sincerely

Mrs Debbie Jackson  
Headteacher

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I acknowledge the receipt of the letter regarding my XXXX's behaviour on (date):.....

Signed:.....

Date:.....

I would like to provide the following feedback:

Thinking Sheet

Why did I behave poorly?



Work was too hard/easy

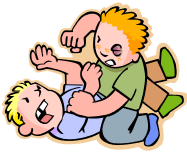
Something happened on the Playground

Another child upset me

Too much noise

Something Else

What did I do?



I had a fight

I ripped or damaged work

I ran away

I shouted

Something Else

How can I stop it happening again?



Sit outside the classroom

Talk to a teacher

Count to 10

Something Else



## **Timeout in another classroom info sheet**

**Pupil Name:**

**Brief description of issue:**

**Please keep pupil in your class for .....mins**

**Delete as appropriate:**

**They have a thinking sheet to complete**

**They have a piece of work to complete**

**Record of an Incident Involving the Search of a Child and / Confiscation of Illegal / Prohibited Goods**

- Name[s] of child[ren]: \_\_\_\_\_
- Date on which incident occurred: \_\_\_\_\_
- Name and position in school of member of staff reporting events leading up to search / confiscation:
- Report of incident leading up to search / confiscation:
  
- Name and position in school of member of staff making search / confiscating goods:

- 
- Report of Search / Confiscation
  - Parent[s] informed: Yes / No
  - Police informed: Yes / No
  - Whereabouts of Confiscated Items: Locked in office

Returned to parents

Handed to police

Signed: \_\_\_\_\_ -