



ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

Junior School Positive Behaviour Policy

To create a culture of exceptionally good behaviour: for learning, for community and for life.

Approved by the Headteacher: September 2019

Reviewed Annually

Next review date: September 2020

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

This policy is drawn up in line with the non-statutory guidance *Behaviour and Discipline in School (2014)*.



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About this Policy

At Arnold Lodge, we believe that behaviour impacts not only on academic performance but also on children's social, emotional and mental health needs. With this in mind, our policy promotes positive reward systems and behaviour outcomes for all pupils. Arnold Lodge is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor behaviour and dynamic interventions that support staff and learners.

Aims and Expectations

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To encourage a calm, purposeful, fair and happy atmosphere within the school.
- To promote a nurturing environment where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To provide common, simple and effective structures for promoting effort, achievement and positive behaviour.
- To prevent bullying, racism, homophobia and any other form of discrimination.

Children behave and learn best in an environment where they feel safe, stimulated and nurtured; where mutual respect lies at the heart of all we do. Arnold Lodge Junior School promotes good behaviour and learning through our key qualities and house system. The key qualities that underpin our values are:

- **HONESTY:** be courteous, truthful and trustworthy at all times
- **HARDWORKING:** take responsibility for their actions
- **KINDNESS:** have respect for, and be respectful of others, their views and their property

It is important that communication with parents remains a fundamental aspect of promoting positive behaviour in school. Parents are given the chance to celebrate positive behaviours with their children through the use of class dojos, celebration assemblies, communication books and visits to school.

It is important too, that parents are made aware when their children's behaviour has not been as positive as it could be. Class teachers and teaching assistants will inform parents in the first instance of poor behaviour and look at ways in which to support any behavioural needs informally in the first instance.

Please see SEN and Inclusion Policy for further details on specific behavioural support.



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Positive Reward System and consequence: Years 1 - 6

Every class operates the same system to ensure consistency of behaviour across the school. Staff will use their professional judgement to tailor rewards to the interests and needs of their children and class. Below are a few examples of behaviours that may be rewarded and for which Dojo/House points can be awarded:

- Trustworthy
- Responsible
- Fair
- Happy
- Confident
- Polite
- Well behaved
- Helpful
- Healthy
- Friendly
- In addition, any attitudes/skills or behaviour that individual teachers deem appropriate for their cohort of children/individuals/groups.

Each child will start the day on 'green'. If a child behaves in a way that is unsafe or does not allow for good learning of all children in the class to be continued, they will be moved to yellow – a warning card. If a child is moved to yellow, they will be told why and that with improved behaviours, they can move back to green. If a child receives a yellow card the child will be expected to apologise to the person, or the class, who they have upset. The child may be asked to miss some of their break time to consider their actions by completing a reflective task.

If a child on a yellow warning card shows further unwanted behaviours then they will be moved to red – a consequence card. When a child is moved to a red consequence card, they will be told why and they will attend the next lunchtime mentoring session. Their behaviour will also be logged in the relevant Key Stage Sanction behaviour book. Once a child has attended a mentoring session, their card will return to green. Should a child receive a red consequence more than once the following sanctions may be applied: (Please see rewards and sanctions section for further details)

Red twice: Spoken to by HT/DHT/Parent informed and seen before the end of the school day. Sanctions implemented at this stage include; community service, removal of break times, internal isolation.

Red 3/5 occasions: Parental meeting and possible in-school isolation for half a day in school

Red 5/10 occasions: IBP (Individual Behaviour Plan) or behaviour management strategy put in place for two week period and possible in school isolation.

Red 10/15 occasions: Considered exclusion ranging from 1-5 days, parental meeting and clinics to address behaviour with parents, communication daily to discuss behaviour, SLT member notified. Possible external isolation.

It is against our policy to give whole class punishments



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Mentoring sessions

During the first 20 minutes of a break time each day, a qualified teacher leads a mentoring session for any children who have had a red consequence card. This session will involve looking at the events that led to the behaviours and ways in which to manage/tackle this in the future. Children will reflect on their behaviour and discuss with the teacher how this can be resolved differently in the future.

Positive Reward System and consequence Foundation Stage

Each child will start the day on the sunshine. If a child is kind and hardworking throughout the day, they will be moved to the rainbow and receive extra stickers for their chart. If a child behaves in a way that is unsafe or does not allow for good learning of all children in the class to be continued, they will be moved to the cloud as a warning. If a child is moved to yellow, they will be told why and that with improved behaviours, they can move back to sunshine. If a child is moved to the cloud, the child will be expected to apologise to the person, or the class, who they have upset.

If a child on the cloud shows further unwanted behaviours then they will be moved to the storm cloud which will have a consequence. When a child is moved to the storm cloud, they will miss some of their choosing time.

Behaviour and Communication with Parents

Communication with parents is essential to good behaviours in school. Parents get daily feedback via the class dojo app if they choose to sign up. Parents will be informed by the class teacher if a child's behaviour has been unacceptable that day via e-mail, face to face or via the phone, wherever possible this will be on the day the incident occurs.

Parents will also get information regarding behaviours at parents' evenings and through termly reports.

Role of the teacher

The class teacher is responsible for the management of the behaviour of his/ her class, using the systems detailed in this policy. Teachers will achieve this by:

- Being calm, good humoured and having high expectations for the good behaviour of all pupils in the school;
- Having high expectations of the children in terms of behaviour and striving to ensure that all children work to the best of their ability;
- Treating all pupils equally and showing concern and respect for them;
- Making time to respond to children according to their needs;
- Making rules clear and implementing them firmly but fairly with sensitivity;
- Using praise rather than criticism to guide;



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- Reporting to parents about the progress of children in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in line with the school sanctions.
- Linking with before and after school clubs to ensure effective communication takes place;
- Preventing bullying through proactive management and interactive teaching and learning;
- Student centred development of personal and social skills and positive attitudes and values
- Promoting a spirit of achievement and self-esteem;
- Active and age-appropriate communication of the School ethos, culture with regard to behaviours;
- Adoption of an educational support framework for students with learning/behavioural difficulties;
- Provision and access to continuing professional development and coaching for staff.

Role of Senior Leadership

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

Senior leaders will:

- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders and teachers in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess college wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a visible presence around their corridor and the school, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

Inappropriate Behaviour

In the classroom, we use a system to promote behaviour for learning. The system is used to provide clear and direct evidence to students and parents that the school is tackling issues, it has a positive effect on the classroom and supports both teaching and learning.

This list of unacceptable behaviours enables staff to deal with behaviour consistently across the school. This list is to be used as a guide. Teachers' knowledge and understanding of the child and situation will also be taken into account when dealing with unacceptable behaviours.



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Teacher intervention Potential Yellow card	Yellow	Red
Teasing	Arguing/Answering back	Bullying (see policy)
Pushing/shoving	Lying	Spitting
Interrupting someone who is speaking	Refusal to follow instructions	Vandalism/damage to school or others property
Spoiling or running others games/work	Name calling	Physically hurting others
Play fighting	Refusing to follow instructions	Verbally abusing others
Constant talking in class		Dangerous refusal to follow instructions
		Biting
		Shouting at people
		Swearing
		Racist language/behaviour – Head of Junior informed and logged in sanctions book

Sanctions

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, at Arnold Lodge Junior School we recognise that it may be necessary to employ a number of sanctions to enforce our expectations and classroom rules to help ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions, which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour that is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

Detailed information on the use and range of sanctions pertinent to the level of inappropriate behaviour is set out in the guidance below.

Corporal punishment is not used at Arnold Lodge, nor is corporal punishment ever suggested or threatened.

Monitoring and Review

This policy is monitored and reviewed annually.



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Part I: Rewards

Providing rewards, praise and encouragement at Arnold Lodge are seen as an important means of developing excellent behaviour in the Junior School. It is the responsibility of staff to ensure that pupils are provided with a positive ethos and a positive class-room environment to encourage pupils to fulfil their potential both academically and socially.

To achieve this, we will use:

1. Verbal and written praise
2. Placing work on display
3. Phone call to parents
4. Certificates in Celebration Assemblies
5. Individual Prizes awarded at Prize Giving
6. Class points/rewards
7. Class Dojo

Personal (Dojo) points (Years 1-6)

Points are issued for any of the following:

1. Outstanding effort and commitment
2. Outstanding progress
3. Consistently good work
4. Consistently good behaviour
5. Being consistently helpful or supportive
6. An outstanding piece of work
7. Regular attendance / positive attitude in extra-curricular club
8. Any other positive behaviour recognised by a member of staff
9. Demonstrating house values

Children will be able to trade their Dojo points for tangible rewards and experiences such as non-uniform day, first to lunch, extra play time etc.

The House System

There are three houses at Arnold Lodge, linked to the School Values of Kind, Honest and Hardworking. Pupils are placed into a house when they join Arnold Lodge based on a questionnaire that ascertains their strongest value. At the end of each half-term, the Engage rewards awarded to pupils in that house are collected together to give the total house points and the house with the most house points will win the star cup for that half-term.

Alongside the competition for the star cup, there are a number of house competitions for pupils to take part in. Each half term pupils will compete in their houses in one sporting competition, one non-sporting competition (such as house quiz, house bake off etc) and a house fundraiser which will be for a designated charity for that half term. Points will be awarded for each competition and be added to the total for engage points.

At the end of the year at Prize Giving, the scores for house points and house competitions are collated and a winning house for the year is awarded the Randolph House Shield.



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Part 2: Further sanctions

Restorative Practice

After poor behaviour, the follow up conversation/mentoring session will be done using the principles of restorative practice. The teacher will encourage the pupil to reflect on their actions and how they can improve in future rather than apportioning blame and negativity. To assist with restorative conversations, the following questions will usually be asked of the pupil:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done, and how?
5. What do you think you need to do to make things right?

Community Service

- Community service takes place at break times.
- The awarding teacher should notify the pupil of where the detention is taking place.
- The teacher will assign tasks for the pupil. Suitable tasks could include but are not limited to: litter picking, cleaning desks, sorting lost property, tidying classrooms.
- The pupil should take time to reflect on his/her behaviour in the lesson.

Removal of a pupil from a lesson

- Pupils who consistently receive red warning cards may be removed from class. The pupil will not return to class/school until parents have discussed the incident with a member of the school management team.

Foundation Stage Sanctions

We ensure that when dealing with poor behaviour we use appropriate sanctions which are age appropriate, immediate, fair and consistent. We make clear why the sanction is being applied and what change in behaviour is required to avoid future punishments. We try to avoid group sanctions as they can breed resentment. We are also mindful that it is the behaviour rather than the child that is being punished i.e. 'Your behaviour is'. We also believe that we must apply a sense of proportion to all situations and that the sanction is appropriate to the offence. The following sanctions, ranked in order of severity, are to be followed through if a child breaks the rules or displays unacceptable behaviour:

1. General reminder of rules/ making our disapproval obvious through facial expressions and gestures
2. Reminder of rules and verbal warning
3. Miss a part of playtime. 'Time out' in a designated area of the classroom to discuss the behaviour causing concern with the teacher. (Teacher discretion based on pupil stages of development.)
4. Complete work/ task alone, away from other pupils.
5. Meeting with Head of Junior School and class teacher
6. Consistent breaking of school and class rules – Meeting with Deputy Head of Junior School and class teacher – A behaviour book and individual behaviour plan (IBP) will be considered.



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Violence to staff.

Any instance of violence towards staff will immediately be referred to SLT. For more information on this please refer to the Policy on violence, threatening behaviour and abuse.

Mobile phones and internet capable devices in school

Pupils in Years R-6, as a general rule, are not allowed personal electronic device with them in school (including mobile phones, tablets or laptops).

Some exceptions may exist where the child needs/relies on an electronic device to aid their studies or work. Pupils that are allowed to bring in an ipad, tablet or laptop do so for use in lessons only. These devices may not be used outside of lessons in school, or to communicate via any social networking/messaging provision. Smart watches are allowed provided the device they are connected to is turned off. If a child in Year 6 walks home then they are permitted to bring in a mobile phone which will be switched off and stored with the Year 6 teacher until the end of the day.

If a pupil is found to be using their phone in school the phone will be confiscated until the end of the day and stored with the class teacher or Head of Junior School. Parents will be informed.

Part 3: Use of Sanctions Guidance Notes

The following are recommended school sanctions but are not to be considered an exhaustive list. Prior to considering sanctions, Arnold Lodge will always take into account the SEN / disabilities of the pupil and make reasonable adjustments as are appropriate. If in such instances sanctions are appropriate, the sanction chosen will also take the SEN / disability into account to ensure that it is reasonable for that pupil and their actions relative to their SEN / disability.

Other Sanctions: alongside traditional detentions, the school may utilise other sanctions (please see the DfE advice for headteachers and school staff, 'Behaviour and discipline in schools', January 2016'). Alternative possible sanctions include loss of privileges (such as not being able to take part in non-uniform days or responsibility), school based community service (such as picking up litter, weeding school grounds or helping to clear up the dining hall) or additional work to complete (used predominantly where the sanction is required for unsatisfactory work). Alternative sanctions will always be notified to parents before they take place.

Internal Isolation

Should a pupil commit a serious enough offence or should their actions continue to represent a concern after considerable efforts to curtail their behaviour, pupils may be placed into Internal Isolation. A 'serious' offence might constitute (but is not limited to); swearing at a teacher, being impolite to visitors, intentionally hurting another child, bringing disgrace to the school name, offensive behaviour to peers or damaging school property intentionally. The Internal Isolation should be determined on a case by case basis taking into account the



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actions of the pupil and their particular needs and circumstances. During this time, the pupil will not be allowed to take part in school fixtures or other extra-curricular activities.

External Isolation

Where behaviour continues to be of concern after Internal Isolation or is of a serious nature, pupils will be given an external isolation. Pupils will be removed from school and will remain at home for up to two days for a period of reflection. Teachers will provide work for the pupil during this time. The school will endeavour to work in full collaboration with parents in working towards helping the pupil to think about strategies for improvement of behaviour. The pupil will receive counselling support on his return to school after this period. The parents will be informed that a formal suspension or even exclusion could result if the pupil behaviour does not improve.

Suspension & Exclusion

In extreme cases for persistent inappropriate behaviour or for incidents of gross misconduct¹ (which includes but is not exclusively the following – intentionally harming peers, severe and persistent bullying, theft or damage to school property and that of others, illegal substances brought in to school, dangerous implements brought into school, deliberate victimisation, inappropriate sexual activity, or for malicious accusations against staff) the Headteacher may suspend or exclude the pupil from school permanently. A pupil may be formally excluded from the school if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or has committed a serious offence. Exclusion is reserved for the most serious breaches. In such cases, the Headteacher shall act with procedural fairness and parents will be fully informed of the process. The decision to exclude shall be subject to review by the Directors if requested by Parents. The pupil shall remain away from school pending the outcome of the review.

If a student is excluded, there will be no refund of the Registration Fee or of Fees for the current or past terms. There will be no charge to fees in lieu of notice but all arrears of Fees and any other sum due to the school will be payable.

Removal from school in other circumstances

Parents may be required, during or at the end of a term, to remove a pupil from the school if, after consultation with the pupil and parent, the Headteacher is of the opinion that by reason of the pupil's past conduct or attitude to learning, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School or has an accumulation of offences or has failed to respond to School discipline or at the Headteacher's discretion should it be considered that continued attendance would be detrimental to the school community, or if a Parent has treated the School or members of its staff unreasonably. In these circumstances, Parents may be permitted to withdraw the pupil as an alternative to removal being required. The Headteacher shall act with procedural fairness in all cases and shall have regard to the interests of the pupil and parents as well as the school.

Review

Parents may ask for a Review by a panel consisting of up to three members (One Director, or person appointed in lieu of the Director, one member of the Senior Leadership Team and an independent member) of a decision

¹ In all cases, it is the Headteacher/Head of Junior School that will decide what is to be considered gross misconduct.



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to exclude or require the removal of a pupil from the School. The request for a review must be made as soon as possible and, in any event, within seven days of the decision being notified to the parents. Parents will be entitled to know the names of the members who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the school and approved by the parents (approval not to be unreasonably withheld).

Review Procedure

The Headteacher/Head of Junior School will advise the Parents of the procedures (current at that time) under which such a review will be conducted by the panel. If Parents request a review, the pupil will be suspended from school until the decision to expel or remove has been set aside or upheld. While suspended, the pupil shall remain away from School and will have no right to enter school premises during that time without written permission from the Headteacher. A Review will be conducted under fair procedures in accordance with a duty to act fairly.

Part 4: Discipline and Behaviour Management Strategies Guidance for staff

1. Teachers will enhance the motivation to learn in all pupils, praising and/or rewarding positive behaviour by:

- Providing appropriate curriculum access for all varying teaching and learning styles according to purpose and group
- Providing challenge and pace in lessons
- Providing prompt and supportive marking of work
- Providing time for personal learning target setting, reflection and guidance of pupils
- Using displays to celebrate pupil success
- Recording commendations for pupil behaviour in the behaviour book
- Encouraging pupils to commend the behaviour of friends
- Sharing of commendable behaviour in assemblies
- Pupil Commendations
- Clear consistent boundaries are set regarding behaviour
- Pupils are made aware of the need for boundaries and specific expectations for their behaviour in ways that are appropriate to their level of understanding with their Mentor
- Positive methods of guidance are used. We reward good behaviour and encourage respect for others.
- We encourage responsibility, such as helping to tidy up.
- Adults intervene and re-direct, as necessary, to prevent disagreements developing that children cannot handle

2. Teachers will combat bullying and maintain an orderly environment by:

- Dealing promptly with reported incidents, verbally, at first, but by maintaining a written record of incidents to ensure effective management of situations.



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- Ensuring that students feel that their complaints are taken seriously by giving pupils access to a range of supportive staff if they need them from their Mentor or other Senior Staff.
- Reinforcing required standards of behaviour in class, assemblies, playgrounds, on the sports fields, corridors, stairs, when travelling in the school buses, on visits and residential trips
- Providing care and guidance from mentors

3. Developing personal and social skills and positive attitudes and values by:

- Providing an effective programme of PSHEE
- Exploring and celebrating positive images of people from diverse cultures and beliefs in assemblies
- Encouraging participation in and contribution to the school council
- Encouraging excellent role models through the Prefects and Head / Deputy Heads of School
- Encouraging pupils to work with staff to develop pupils' behaviour, skills and sense of self-worth. Tutors can refer pupils to named staff for a variety of reasons including, poor behaviour, low self-esteem, bullying behaviour, being victims of bullying, difficult family circumstances, low level of social skills, and standard of work.

4. Developing a sense of achievement and self-esteem by:

- Providing recognition, praise and reward of achievements in and out of school, through records of achievement, presentations, display, the school reward system, portfolios of work
- Commending outstanding behaviour. If pupils are thought to have engaged in behaviours that are particularly commendable tutors will be able to acknowledge this by using the school reward system effectively.

5. Ensure understanding of the school ethos and practice by:

- Publication of school values in the prospectus
- Reinforcement by class teachers, mentors, in class/tutor time or with individuals and groups
- Reinforcement through assemblies and school council
- Code of conduct in the pupil planner
- Through the appointment of Prefects. Amongst other duties and responsibilities they are expected to act as role models for younger pupils. They receive training and support in order for them to do so successfully

6. Apply the Code of Practice for students with learning and/or behavioural difficulties and maintain effective educational support by:

- Following an agreed procedure for implementing and monitoring IEPs (individual educational plans)

7. Maintain close liaison with parents by:

- Individual interviews, as and when required
- Use of the pupil diary, report cards, newsletters
- Involvement of parents in the use of IEPs
- Parents' evenings



8. Provide appropriate staff development and support by:

- Discussing pupil individual needs during staff orientation and staff meetings
- Discussing behaviour management issues with NQTs, new staff or teachers of specific pupils
- Allocating funding to meet individual or whole staff needs on issues relevant to this policy

Part 5: Sanctions and Authority²

Teachers can discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. Corporal punishment is not used at Arnold Lodge, nor is corporal punishment ever suggested or threatened.

Teachers' Powers

- Teachers can discipline pupils, in certain circumstances, when the misbehaviour occurs outside of schools
- Teachers have the power to impose detention outside of school hours
- Teachers can confiscate pupils' property

Sanctions must satisfy the following conditions:

- The decision to punish must be made by a paid member of school staff or a member of staff authorised by the Headteacher
- The decision to give a sanction and the sanction itself must be made on the school premises
- The sanction must not breach any other legislation and it must be reasonable in all the circumstances

Pupils' conduct outside the school gates

- Teachers may discipline pupils for misbehaviour outside of school when the pupil is:
 - Taking part in a school organised or related activity
 - Travelling to or from school
 - Wearing school uniform
- Or, misbehaviour at any time that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

Confiscation of inappropriate items

- Teachers have the power to **search without consent** for “prohibited items” including:
 - Knives and weapons (these must be handed to police – please refer to the Policy on violence, threatening behaviour and abuse for more information)
 - Alcohol and illegal drugs

² For full details, please see *Behaviour and discipline in schools*, the DfE, February 2014



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- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (extreme or child pornography must be handed to the police)
- Any article which is likely to be used to commit an offence, cause injury or damage property
- Any item banned by the school