



**Longdon Hall
School**

Promoting Good Behaviour & Discipline Policy

Ratified by: Teaching, Learning & Curriculum Team

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Person responsible for review: Charlotte Afzal

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1.Statement of Principles, Values, Aims and Objectives

At Longdon Hall School we aim to promote positive social, emotional, and behavioural change in our children and young people through a supportive and consistent approach across education based on the needs of our children and young people.

Our Positive Behaviour Management Strategy is based on holistic person-centered approach to the development of our children and young people based on current theories and effective, evidence based, methods of teaching. Longdon Hall admits vulnerable children and young people who experience significant barriers to learning due to severe and complex learning difficulties and disabilities, autistic spectrum condition, associated medical and health needs and mental health needs. Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent, supportive and well supervised environment where children and young people feel safe and secure and reach their potential through positive relationships.

Our school supports the need of all of our pupils and promotes the protection of their rights in accordance with the UNCRC (1992) with a particular focus on:

The best interests of the child – *The best interests of the child must be a top priority in all decisions and actions that affect children. (Article 3)*

Respect for the views of the child – *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. (Article 12)*

Right to education – *Every child has the right to an education. Discipline in schools must respect children's dignity and their rights. (Article 28)*

2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of children and young people to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender reassignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows: -

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential

- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
- To work in partnership with all stakeholders, to promote good behaviour
- To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for those with different faiths and beliefs
- Corporal punishment is illegal in all circumstances

3. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into effective everyday actions
- To provide clear guidance and support to all staff
- For staff to provide leadership and positive role models to children and young people
- To promote good behavior and make positive change for our children and young people, setting them clear and achievable goals
 - To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct
 - Children and young people should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
 - To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
 - To develop and implement, coordinated and cohesive practices and procedures between home and school
 - To regulate the behavior and conduct of children and young people
 - To reduce the risk/likelihood of targeting, harassment and bullying
 - To comply with the standards

This statement should be read alongside key policies.

- Curriculum
- Teaching and learning, including SMSC
- Safeguarding
- Anti-bullying

- Equality and diversity
- Health and Safety, e.g. risk assessments, first aid and educational visits

3.1 Review

The Head of Service of Longdon Hall will set out measures in the Good Behaviour and Discipline Policy, which consider the principles, values and objectives identified above and act within the legislative framework. The Head of Service must decide on the standards of behaviour expected and strategies to teach good behaviour and determine the rules and any disciplinary penalties for breaking them. The Head of Service will also consider measures and strategies to manage the following.

- All education staff have the power to discipline children and young people which occurs in school and in some circumstances out of school. e.g. transport and educational visits
- The screening and searching of children and young people
- The power to discipline, use reasonable force and other physical contact
- When to work with other local agencies to assess the needs of children and young people who display continuous disruptive behavior
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To publish annually the Good Behaviour and Discipline Policy to Parents and Staff
- Support and pastoral care for staff accused of misconduct
- Clear guidance to all staff with regards their responsibilities to manage children and young people positively and have the power to discipline where children and young people misbehave either in or outside school

The legislative framework, Head of Services are required to consider are listed below:

- The Children's Act 1989
- Education Act 2011
- Education and Inspection Act 2006 Section 90 and 91
- The Education Act 2002, Section 175
- Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2014
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults Who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance the Use of Force to Control or Restrain Pupils 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice for Headteachers and School Staff; Behaviour & Discipline in Schools (2016)
- Independent School Standards (2014)
- DfE 'Working together to safeguard children' 2015 and 'Keeping Children Safe in Education' 2021

5. Creating a Positive and Structured Environment

The principle function of Longdon Hall is to provide a safe, secure and caring environment where expectations and achievements are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence.

In order to create an environment in which children and young people feel safe and secure and in which there is an ethos of achievement through endeavor, it is essential that there is nurture, care and support balanced with good order and discipline.

Children and young people through the School Council should play an active part in the review of the Behaviour Policy.

We aim to promote politeness, courtesy and respect between all members of the Longdon Hall community, adults and children. Whilst the principles and procedures contained in this policy document will be applied equally to all children and young people, each student at Longdon Hall is an individual and will be at different stages of intellectual, physical, social, emotional, and moral development. We will therefore use rewards, consequences, and behaviour programs as appropriate to the unique individual needs of each student. This reflects the whole ethos of the school in treating children and young people as individuals and tailoring our work to meet individual needs through Individual Learning Plans (ILP) & Positive Behaviour Support Plans (PBSP).

The main emphasis at Longdon Hall is not on making and enforcing rules, but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place, they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the children and young people; or are related to consideration for themselves and others.

Staff will positively intervene, applying a range of supportive strategies, use of consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the children and young people and adults; or show lack of consideration for others and impact on their learning. The school primarily seeks to create a warm and caring environment where children and young people learn to trust adults. To provide security for individuals and the school to promote personal development, children and young people need to develop an appreciation of the limits on their behaviour set by society and their community.

Children and young people need support and alternative communication strategies to understand the implications for breaching these rules. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about. Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising children and young people' self-esteem and self-confidence.

6. Relationships

The principle reward and encouragement for any student is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of children and young people principally relies on the positive relationships they develop with significant adults in their lives. Longdon Hall encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and young people, and between staff and children and young people. Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to manage the adult/student relationship sensitively, firmly and confidently. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development.

Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development. Target setting is a useful tool to involve the student, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the student is functioning at to communicate, rationalise and provide guidance through the relationship to move the student on in developing social responsibility.

7. Challenging Behaviour and Children and young people with Social, Emotional, Mental Health and Communication Difficulties and Disabilities (SEMH/ASC)

Children and young people with social, emotional, mental health and communication (SEMH/ASC) needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices.

Longdon Hall adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that is at least consistently good
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the children and young people
- Communication schedules and alternative communication strategies
- The opportunity to make meaningful choices
- Careful attention to physical and emotional needs

- Experiences and activities which are appropriately stimulating
- Careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults and their influence and impact
- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular explanation of the rules and expectations
- Clear warnings to student that their behaviour is a cause of concern
- Rewards and sanctions consistently and fairly applied in line with the policy, and where relevant to the SEN of children and young people

Children and young people and staff are supported in managing and reducing challenging behaviour by the Health and Therapy Team. The work of the staff team is coordinated through the Senior Leadership Team and is subject to regular review and monitoring.

8. Pastoral Support

The School endeavors to provide support for student that enables them to achieve academically, socially and personally. Systems of support include the Form Tutor, Teaching Assistants, Teachers and members of the Health and Therapy team. Pastoral support can also take the shape of home/school agreements or specific Behavioural contracts, with a clear focus on improving particular aspects of a child's or young person's behaviour.

Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions. Where identified individual support is provided consistently by experienced Teaching Assistants.

Team around the student meetings will consider and incorporate all professional views from within the school, involve the student and their parents/carers and review all data and reports, before revising targets and actions. When the school considers' whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case, the school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

9. The Use of Restrictive Physical Intervention (RPI)

It is the duty of staff to always promote the best interests of children. When facing behaviour that is potentially dangerous staff must act in a measured way, bearing in mind their duty to try to keep children, staff members and themselves safe. Longdon Hall School does not expect staff to put themselves at risk of significant harm. Staff must use their judgement at times, even children exhibiting quite high-level behaviour can respond well to low-level responses. It is most usually appropriate to start with lower-level responses such as positive ignoring, redirection, distraction and move to using higher level responses such as changing staff member, moving to a different location if the pupil is not responding and as a last resort or if there is immediate danger use physical intervention.

Physical intervention is the positive application of force with the intention of overpowering the other person. This is only used as a last resort to support a child if it is required to protect the child from causing physical harm to themselves/others or to prevent the child causing significant damage with potential harm to self. The amount of force used is to always be reasonable in the circumstances. Staff have been trained to use MAPA (Management of Actual or Potential Aggression) approaches and work within the framework provided by MAPA. Several core physical intervention techniques are taught to all members of staff. The list of core techniques is reviewed annually to ensure the techniques that are being taught remain appropriate for the behaviours displayed. Extra training is provided in specific circumstances to allow staff to further meet the needs of individual students that may need extra support when keeping themselves safe. Other techniques are taught as needed to members of staff working with a pupil that presents behaviours. These techniques are listed as part of the pupil's Positive Support Plan, Pupil Handling Plan individual risk assessments

Justifications to the use of Restrictive Physical Intervention

As a general rule, nobody has the right to touch, move, hold or contain another person, however the staff at Longdon Hall School act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practice.

The staff will work within the following parameters:

- They should be clear about why the action they took was NECESSARY.
- They should be able to show that any actions taken were in the young person's BEST INTEREST and that actions were REASONABLE AND PROPORTIONATE. ACE ED 16 V4 Page 11 of 15 RPI can be used for several positive outcomes:
- To prevent injury to self or other children.
- To prevent injury to staff members or any other person;
- To prevent serious damage to property or to prevent a criminal offence from occurring

The above justifications are applied both in care and education settings, however in education intervention can also be applied in the following instance:

- Any behavior prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

It is important to note that behavioural strategies such as 'withdrawal', 'seclusion' and 'time out' can be viewed as forms of physical intervention. These are defined as followed;

- Withdrawal - involves removing a child or young person from a situation which causes anxiety or distress to a location where they can be continuously supported until they are ready to resume their activities
- Time out - involves restricting access to reinforcement as part of a planned behavioural programme, in consultation with the organisations psychology service
- Seclusion - involves a child or young person being forced to spend time alone against their will. Longdon Hall School does not make use of seclusion as a planned response to behaviour management at any time

It is an expectation that all staff will employ the following assessment of risk when making the decision to physically intervene:

- 1 – Assess: Identify hazards and people likely to come into contact with them
- 2 – Reduce: Control the environment, issue clear guidance, provide training with a gradual and graded approach and change working practices to reduce exposure
- 3 – Communicate: Positive Support Plan

9.1 Safe space

As part of other de-escalation strategies, we have a number of breakout/safe space/sensory rooms in school in order to support young people in regulating their anxiety, emotions and feelings. Additionally, we have our wellbeing hub and therapeutic ground, where pupils can access a breakout space with the support of the pastoral team. These are spaces specifically designed in order to create an environment where young people can go to in a time of heightened anxiety or distress.

The emphasis of these rooms or spaces is to provide a safe place with low distraction/low stimulus in order to aid the recovery process. When a young person is using a chill out room or space they are always monitored and supported by a member of the staffing team. If a young person wishes to have time alone in order to help them recover or self-reflect the staff will keep a discreet distance so that supervision can be maintained at all times. The young people are never left completely alone at times of anxiety.

9.2. Positive Support Plans

At Longdon Hall School, we acknowledge that children and young people may display a variety of challenging behaviours including physical aggression or self-injurious behaviour, however we aim to be as proactive as we can in managing this and attempt to anticipate these possibilities and take action to reduce the likelihood that they will occur.

Behaviour management planning for each young person ACE ED 16 V4 Page 12 of 15 at The Longdon Hall School is an integral part of our personalised approach and we encourage multidisciplinary working in order to achieve the best outcomes for all children and young people. Input is provided from care and education, as well as our Therapy Team comprising our Occupational therapist, Psychotherapist and Speech and Language therapist. Plans outline behaviours which may be exhibited by young people, triggers/settings for behaviours, de-escalation strategies and planned responses, RPI techniques most effective/appropriate to the individual as well as specific techniques which would not be appropriate to use (whether this may be due to historical disclosure or a medical condition).

Longdon Hall School ensures, where possible, that children and young people are actively involved in the process of creating an individualised plan which encourages opportunity for them to own their behaviour and to develop their own strategies to improve behaviour.

Longdon Hall School has a protocol for the reporting of incidents of any physical intervention that all staff are involved in. The school incident reporting system allows senior managers to monitor and evaluate incidents regularly with a consistent approach. All of the staff are supported in incident recording and reporting throughout day-to-day practice and also via training provided by MAPA Certified Instructors. Through consistently monitoring the use of RPI we can inform practice throughout the organisation and use information to assist in planning for change and achieving the desired outcome of reduced levels of physical intervention. The process of monitoring involves capturing key data electronically which can be assessed to form patterns and trends to inform evaluations. This in turn can form a basis for rationalising Positive Support Plans.

9.3 Post incident support (staff/student)

Any challenging behaviour that may occur within Longdon Hall School can often be a result of a breakdown in communication. All staff involved in supporting the children on a day to day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support.

Staff and young people are offered the opportunity to discuss and review instances of RPI through a de-brief process, designed to restore relationships, rapport and routines. The organisation encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people.

The pupil de-brief will be a restorative conversation and will follow restorative themes. This will encourage the acceptance of responsibility, empathy for others and problem solving. Staff may use the PIL (Post Incident Learning) App with pupils to enable them to reflect on the any incidents and their behaviour choices. This is to support pupils that may not want to engage in a spoken conversation post incident.

Ultimately, de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded on the SLEUTH report as appropriate and, if required, will be followed up by a senior member of staff. Onsite support is aided by staff trained in counselling skills that can have further input should young people/staff feel they need further assistance.

9.4 Complaints

Following an RPI incident or any positive behavior management strategy, all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with.

Longdon Hall School has a complaints policy that young people are informed of when they first arrive, and can be directed to in order to aid them with staff support to explore their feelings. All young people ACE ED 16 V4 Page 13 of 15 will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues

10. Rewards and Sanctions Statement

Rewards and Sanctions form part of the School's Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Sanctions should be consistently applied and explained to deter unacceptable behaviour. Giving rewards is one way of giving feedback on how well children and young people are doing. We all like rewards! Letting children and young people know they are doing well should happen a lot and rewards are part of this.

Below are examples of rewards that may be offered at Longdon Hall School:

- Praise
- Credit system
- House Team competitions
- Uniform Bonus credits

- Weekly celebration of success
- Trips
- Extra responsibilities
- Positive time with individual staff
- Supporting other children and young people
- Raffle Ticket system
- End of term trips
- Class certificate rewards for reaching 50 certificates.
- Positive letters/postcards home
- Positive feedback on young person's work

11. Reflections

Sometimes things don't go well and people do things they shouldn't. It needs to be very clear what will happen if this occurs and all the adults have a consistent approach, so if these things happen there will be reflections. Reflections need to be carefully monitored to determine their effectiveness.

The age, needs, capacity and abilities of the young person should be considered when applying reflections. Staff must act reasonably, fairly, consistently and proportionately when administering a reflection. Staff should also evaluate the risks or special circumstances when administering a reflection.

The following reflections can be applied by all teaching staff within the school:

- Verbal reprimand/correction
- Apology/reparation
- Daily monitoring of behaviour
- Catch-up with missed or incomplete work
- Loss of privileges
- Reflection time with key members of staff

For more serious reflections, an accurate record should be kept in the reflections log. The staff are required to consult with a member of the senior leadership team before recommending and administering reflections.

For example;

- After school detention extending longer than 15 minutes past the end of school time (during detention young people have the right to use the toilet and access to food and water)

- Fines relating to damage
- In school exclusion
- In more extreme circumstances the school may use temporary or permanent exclusions
 - First letter home to parent and carers voicing Behavioural concerns of individuals, asking parents and carers to address the situation through mediation.
 - Second letter home to parent and carer's if behavior of their child/young person in their care has not improved over a period. The second letter will be to inform parents and carers that they will be invited into the school for a further discussion surrounding the concerns of the individuals behaviour.

12. Expected Standards of Student Behaviour;

Longdon Hall will provide clear behaviour guidelines to children and young people and parents, with regards the Schools expectations. The school sets high standards of behaviour from children and young people both in and out of school, the following is the code of conduct for children and young people.

- Children and young people are expected to be polite, respectful and use appropriate language at all times with staff, other children and young people and visitors
- Children and young people are expected to cooperate and comply with staff requests, guidance and instructions
- Children and young people are expected to engage positively in all lessons, completing set work and requesting support appropriately
- Children and young people are expected to achieve their potential and apply themselves across all aspects of the curriculum
- Children and young people are expected to cooperate and comply with Health and Safety requirements e.g. the wearing of protective clothing in Science, DT and Vocational Education lessons
- Children and young people are expected to cooperate and comply with the School dress code
- Children and young people are expected to cooperate and comply with the school's policies and procedures on mobile phones, smoking, the use of the internet, weapons and drugs
- Children and young people are expected to uphold the good reputation of the school
- Children and young people are expected to behave appropriately and engage with staff and the active positively during unstructured times of the day, after school clubs, educational visits and in the local community.
- Children and young people are expected to refrain from any acts of intimidation, threats or acts of aggression towards other children and young people, visitors, members of the public and staff.

- Children and young people are expected to cooperate and comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status.

13. 20th March 2020 Update - Covid-19 and behaviour protocol

Due to COVID -19, we as a school have a duty of care to all pupils and staff to create and maintain a safe working environment.

We have risked assessed our setting with appropriate control measures to meet the needs of each pupil upon return. We understand that the current uncertainties may be causing some anxiety, and this may affect our pupils. However, as a school we cannot tolerate any of the following behaviours, due to the heightened risk of the spread of the virus.

- Biting
- Spitting
- Scratching
- Licking
- Absconding the school grounds.
- Persisting not to comply with Covid – 19 measures

14. Online bullying (cyberbullying)

Online bullying is often referred to as cyberbullying, meaning bullying via electronic means.

This could be via a smart phone, computer, laptop, tablet, or online gaming platforms.

It can take place on a range of online or mobile services, such as text, email, social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games.

The next section looks at important information that every parent should know to prevent and respond appropriately to online bullying incidents.

(Anti Bullying Association)

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 and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the head of school, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.