

# **HUTTON CHURCH OF ENGLAND GRAMMAR SCHOOL**

## **BEHAVIOUR POLICY**

### Our Vision

We are committed to ensuring that our school offers an inclusive, calm and safe environment which encourages and rewards high standards of behaviour. Our foundation scripture underpins our mission:

*“ In your relationships with one another have the same mindset as Christ Jesus”*

*Philippians 2*

### Our Core Values

Our vision is to create a Christian community with a core value of *Koinonia: the ability to live well together*. In a spirit of collaboration and respect we hope to create an environment where all pupils and staff have the opportunity to flourish. Our christian values underpin all that we do together as a community.

### **Purpose**

All members of our community deserve to flourish in a calm, orderly environment. An environment where all can access and take full advantage of the curriculum and beyond. A positive climate is essential in promoting a strong culture which enhances our pupils' experiences.

Living out our value of Justice, all pupils must have the opportunity to learn and grow. Therefore, poor behaviour must be challenged and sanctions, fairly and consistently applied, are key to us achieving our ambition for all our pupils to thrive. Our policy is based around the recognition of what students do well and the understanding that when behaviour is not as it should be we seek to address it and move forward together.

We are committed to carefully planning for those with SEND or those who struggle to follow the school's behaviour expectations and will adapt where necessary. Whilst reasonable adjustments are important, adjustments must not affect our desire for pupils to understand and access the importance of the Church of England's vision for education for us all to 'Life in all its fullness'. We have high expectations for all our pupils to achieve and make great progress in their academic and character education.

This behaviour policy applies to incidents which occur on the school's premises, on any school organised or related activity, on travel to or from school, and in certain circumstances to the actions of pupils out of school (including online).

### Our school aims

- To promote an environment in which each pupil can thrive and therefore achieve their full potential: spiritual, academic, social, cultural, physical and creative.

- To promote a thriving, respectful community in which individuals have a sense of their own intrinsic worth.
- To provide equal opportunities to all pupils in all areas of their life.
- To promote tolerance, sensitivity and understanding of others.
- To enable each individual to develop their own set of values.
- To provide each pupil with an appropriate course of study according to their individual ability.
- To provide a safe environment in which pupils can acquire the skills necessary for life in an ever changing society.
- To promote self-discipline, self-respect and well being.
- To provide an environment where bullying is not tolerated or ignored.

In order for the behaviour policy to be effective, a clear relationship with other school policies has been established. This policy should be read in conjunction with the following:

- DFE Guidance for ...
- Sixth Form Behaviour Policy
- SEND
- Safeguarding Policy and Safe Working Practices
- Attendance Policy
- Equality Policy
- Rewards Policy
- Anti-Bullying Policy
- Home-School Agreement
- Pastoral Care Policy
- Staff Conduct Policy

### **Leadership and Management**

#### Governors

- The Governing Body will establish, in consultation with all stakeholders, the policy for the promotion of positive behaviour and review it annually.
- It will ensure that it is communicated to all stakeholders, is non-discriminatory and is clear in its expectations.
- The Governing Body will support the school in maintaining high standards of behaviour.
- The Governing Body, Head Teacher and all staff will ensure there is no differential application of the policy on any grounds, particularly for protected characteristics.
- They will also ensure that the concerns of pupils are listened to and appropriately addressed.

## Headteacher and SLT

- Responsible for ensuring that all staff adhere to the behaviour policy, including the day-to-day management of the policy and procedures.
- Management, oversight and analysis of Synergy (rewards and sanctions recording)
- Reporting to Governors on a termly basis.
- Annual publication of the Behaviour Policy to all parents and regular communication to students.
- Guidance and training to form a key component of staff Induction, ensuring all staff are inducted clearly into the behaviour culture of the school.
- Annual guidance and training is provided for all staff to ensure consistency of procedures.
- Bespoke Continual Professional Development (CPD) is provided when staff needs are identified as part of Performance Management.

## Staff with responsibilities for behaviour

- All staff including teachers, and support staff, are responsible for teaching students how to behave to fulfil the school's behaviour expectations.
- They must always maintain order, ensuring that all pupils act in a cooperative manner, showing respect for themselves and others.
- To ensure that the Behaviour Policy and its related routines and procedures are appropriate, fairly, and consistently applied.
- Mutual support amongst all staff in the implementation of the policy, ensuring a high-quality learning environment in which students develop self-discipline and personal responsibility.
- All staff to ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability, sexuality or other protected characteristics.
- All staff should consider the impact of their own behaviour on the school culture and endeavour to uphold the school rules and expectations through their conduct.
- Ensure that the concerns of pupils are listened to and appropriately addressed.

## Staff with responsibility for supporting students with additional needs that might affect their behaviour:

- Deputy Headteacher and Deputy DSL – Mr J Christie
- SENCO – Mrs G Frost
- DSL – Assistant Headteacher - Mr M Livingstone
- Pastoral Hub Liaison - Mrs L Margerison
- Behaviour and Attendance Liaison - Mr I Godwin
- AHT for Pupil Progress - Mr N Mainey
- AHT for Curriculum Development - Mrs C Mates

## Parents and Carers

We believe that strong relationships between home and schools are vital in guiding our pupils to be successful, holistically rounded young adults. It is important that Parents and carers will take an active interest in the behaviour of their child both inside and outside the school. A strong home school partnership is vital in maintaining high standards of behaviour and attitudes which will shape our young people as they grow and mature. To support school we ask that parents and carers do the following:

- Download the Synergy App to as this is our main means of communication
- Reinforce the school's behaviour policy and expectations at home where appropriate.
- Regularly monitor Synergy via the app or webpage.
- Permit their child to attend detentions or complete periods of isolation (although parental consent is not required, it will always be sought)
- Check Behaviour Monitoring cards on Synergy
- Regularly check Synergy to ensure that their child is completing their homework to the best of their ability and when required to do so. This is an early indicator of a pupil's attitude towards learning.
- Respond to requests for meetings with school staff to implement sanctions and support measures e.g. pastoral support plans, reintegration meetings and behaviour contracts.
- Raise concerns about their child's behaviour outside of school, with the appropriate Head of Year or member of the Senior Leadership Team.
- Continue to support the school in the implementation of sanctions.
- All parents and carers will have the opportunity to raise with the school any issues arising from the operation of the policy.

## Pupils

- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school's behaviour standards, rules and routines, pastoral support and consequences. Pupils will be taught that they have a duty to uphold the school's behaviour policy and the school rules as in doing so they contribute to the positive atmosphere we all want.
- Pupils are expected to use and engage with Synergy.
- Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Our [needtochat@huttongrammar.org](mailto:needtochat@huttongrammar.org) email allows all pupils to raise concerns for themselves or others.
- Pupils will be asked regularly about their experience of behaviour and provide feedback on the school's behaviour culture. This will be facilitated through School Council meetings, pupil voice surveys and interviews with pastoral leaders and other senior staff.
- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. This is achieved through extended form time periods at the start of the academic year, along with regular behaviour curriculum teaching delivered by members of the Senior Leadership Team and the Pastoral Team.

- Any student who arrives mid-year will be supported to learn the school's behaviour expectations

Beyond the school gates all teachers have a statutory authority to discipline pupils for misbehaviour. This includes the power to discipline pupils when they are not at school or in the charge of a member of staff. This could be because of incidents witnessed by a member of staff or reported to the school. We believe that there is a need for regulating off-site behaviour for the following reasons:

- To maintain good order as pupils travel to and from school, education visits or other placements such as work experience or college courses.
- To secure positive behaviour that does not threaten the health and safety of pupils, staff or members of the public.
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
- To provide protection to individual staff and pupils from harmful conduct by pupils of the school when not on the school site. Examples of out-of-school scenarios where school sanctions may be imposed:
  - Sanctions will apply to pupils who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school; including inappropriate behaviour on both school and public buses.
  - Sanctions will apply if misbehaviour takes place on an educational visit, sports event, work experience placement, or whilst the pupil is taking part in a further education course as part of a school programme.
  - Sanctions will apply if a pupil harasses, intimidates or upsets another pupil or member of staff on site or whilst off the premises, including through the use of online social networking sites. If appropriate, the incident will also be reported to the police.

The school will act reasonably both in relation to expectations of pupil behaviour, and in relation to any measures used to regulate the behaviour of pupils when off-site. The school will consider carefully the evidence provided to ensure any sanction is considered, reasonable and justified.

### **General Expectations**

Everyone must act in a reasonable manner, showing respect for self and others.

To help in maintaining an ordered and calm atmosphere, these are our [School Rules and Routines](#).

1. Pupils should be in their form rooms by 8:50am and teaching rooms by 1:05pm daily. Registers are taken at 8:50am and 1:05pm. Late arrival will be managed by the Attendance Officer.
2. Pupils should be punctual to all lessons and ensure that they arrive adequately equipped. Visits to lockers should be confined to before registration, break and lunchtime.
3. In moving around the school pupils should walk, not run. Pupils must follow the one way systems within school. Where one way systems are not possible pupils must walk on the left.
4. All movement should be orderly and quiet. Shouting, pushing or running is not acceptable on corridors at any time. Pupils must follow the one way systems within school.
5. Any pupil who is sick must be sent, with a teacher's permission, to reception. Once in sick bay a decision will be made as to whether the pupil needs to go home.

6. Pupils may not leave the school site without permission. Pupils who need to leave school during the day must take a letter to Reception. Once permission has been given the pupil must sign out. If a pupil returns they must sign in at reception.
7. No food should be eaten on corridors or in the classrooms unless special permission has been given. Pupils are encouraged to drink water during the day. Pupils must ask permission to drink in classrooms.
8. Electronic devices, including mobile phones and laser pens are not permitted to be used in school; any student who uses such items will have them confiscated. Confiscated items may require collection from school by parents/carers; if this is the case parents/carers will be informed.

### **Classroom Expectations**

All our expectations are around our aim that all pupils drive a learning environment where all can make progress. Our behaviour expectations are underpinned by three key messages:

- **Be Ready** - Have all your equipment (see appendix A) and books. Bring homework on time and to a good standard. Focus on your teachers so you are ready to follow instructions.
- **Be Respectful** - Follow teachers' instructions. Do not talk over your teachers or other pupils when they are answering questions/ contributing appropriately. Leave your desk/ work area clean and tidy. Respect the school and the resources provided.
- **Be Resilient** - Learning should be difficult at times. You should have to think hard. Do not give up, keep going and ask for help when needed.

Pupils will be explicitly taught what is expected of them in the classroom. During lessons pupils will be given explicit warnings if they are failing to adhere to expectations. A failure to respond will result in the pupil being removed from the classroom so that learning can continue.

### **Rewards and Sanctions**

Our pastoral care and behaviour management are based on the belief that a positive culture of praise, encouragement and support of pupils is likely to ensure the most effective environment in which to promote good relationships and enhance pupil motivation and achievement.

Rewards are one means of achieving a positive ethos. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise, both formal and informal to individuals and to groups.

More detailed information regarding the school's rewards system can be found in the Rewards Policy.

Positive and negative behaviour is logged using School Synergy both inside and outside the classroom and logged using the appropriate awards on the system. They can be awarded by all staff.

## Rewards

All pupils receive House Points through School Synergy. Points can awarded for a number of reasons and the list below is just an example:

- Consistently good behaviour
- Consistent application to work
- Kind deeds which exemplify what it is to be a Huttonian
- Representing school
- Being a **Model** of good behaviour including demonstrating our school values
- Showing **Respect** for others
- **Improved** work and/or attitude to learning
- Performing well in **assessments**
- Producing an excellent **Standard** of work
- Contribution towards **Extracurricular** activities.
- Recognition of **Special Achievements**
- **Subject Awards**
- **Reading Award**

## Headteacher's Commendation

Staff can put a pupil's work forward for a Commendation from the Headteacher if they consider it to be of exceptional quality / reflective of outstanding effort and commitment. The work is displayed in the School Foyer (usually for two weeks) and each pupil is given an opportunity to meet the Headteacher and receives a certificate of commendation. A list of those who receive commendations is communicated to the whole school community through Form Tutors and the weekly School Newsletter

## Rewards Trips

Each year all pupils have the opportunity to take part in a rewards trip. The school does reserve the right to not allow pupils to take part if their behaviour has been of concern.

## School Sanctions

In all schools there is the need to have consistent procedures to sanction and support pupils who struggle to follow our expectations.

We believe that all pupils have the right to learn in a supportive, challenging, calm environment. Pupils who fail to follow the school expectations impact not only on themselves but also the rest of the community. Good behaviour is taught and learnt so that our pupils can flourish. As a school we have a responsibility to teach our pupils values and good character. We will do this by rewarding desirable behaviour with praise and tangible rewards and also by imposing consistent and clear sanctions for unacceptable behaviour. Pupils feel safe with boundaries and it is the job of the school to provide these.

When pupils fail to follow expectations, incidents will be logged on School Synergy. A number of pupils will only get one or two negatives over a term and some may get no negatives at all.

In most cases the issue will be a one off and a restorative conversation with the teacher at break or lunch will resolve the issue.

## **Detentions**

Detentions may be issued by any member of staff and usually take place at break time, lunchtime or Departmental After School Detention. Detentions can also be issued on the day. Parents will be communicated to via Synergy

The Official After School Detention is available for serious issues and a failure to improve through standard detentions. These detentions are held in the Referral Room.

Failure to attend Official After School Detention, with no appropriate reason, will lead to a Headteacher Detention. Failure to attend an SLT Detention will result in the students spending time in referral.

## **Removal from lesson and Referral**

Removal from lessons is a serious sanction. Any pupil, in Years 7-11, disrupting the learning of a lesson will be removed from the lesson and taken to the Referral Room. The teacher will decide on the follow-up course of action in conjunction with their HOD and/or SLT lead. This course of action must be recorded on Synergy. Outcomes could be:

- Restorative conversations to discuss the issues in the lesson and set targets for future lessons. Pupils are expected to adhere to the targets in future lessons.
- Detention (Break, Lunch, afterschool).
- A further period of time working in another classroom as a reset before returning to the timetabled class.
- A period of time in referral

Pupils may be sent to the Referral Room if they are failing to follow school's classroom expectations. Some of the reasons are listed below. These are examples and not an exhaustive list:

- Inappropriate language towards the teacher or other pupils
- Dangerous/Violent behaviour
- Confrontational or threatening behaviour
- Repeated refusal to comply with classroom rules
- Persistent low level disruption of teaching and learning — after a clear warning has been given
- Preventing the orderly and purposeful learning of the class
- Refusal to engage with learning
- Refusal to follow school expectations of uniform

**Internal Suspension** is reserved for pupils who commit a severe breach of our behaviour expectations. Pupils spend a designated period of time working in the Referral Room. Pupils complete independent work. The offences listed below, although not exhaustive, are examples of the types of incident which may trigger this sanction:

- Persistent disruptive behaviour
- Physical violence or aggression towards another pupil
- Derogatory and/or discriminatory verbal violence towards another pupil
- Verbal abuse towards a member of staff
- Possession or involvement in the use of vape
- Racial/sexual/homophobic harassment



- Bullying
- Theft
- Graffiti or property damage

Other sanctions used to support positive behaviour around the school site include fixed term lunchtime exclusions; SLT lunchtime detention. All sanctions are considered within the context of the incident and the needs of the individual pupil.

### **Head of Department Intervention**

Where a pupil fails to respond to support, the teacher will enlist the support of their Head of Department (HOD). At this point there are a number of options (not exhaustive) to try to encourage better behaviour:

- Restorative meeting with the HOD and the subject teacher
- Detention at break or lunchtime
- Parental phone call or meeting
- Department Monitoring Card with specific, manageable targets to improve behaviour.
- Short term removal from class
- Discussion with HOY

All interventions must be logged on Synergy including outcomes of interventions. Any pupil failing to respond to this support will be escalated to a member of the Senior Leadership Team (SLT)

## Escalation of Sanction Process

*'Rejoice with me I have found my lost sheep'*

**Luke 15**

There are occasions when the poor behaviour of an individual is becoming more frequent and in a number of areas around school. It is important that we try to stop poor habits around behaviour so we will contact home to discuss any concerns. Our aim is to always support pupils to be able to thrive within the school community. All efforts will be made to guide and support.

There are a series of 'stages' if a pupil continues to struggle to respond to support. Whilst most pupils will escalate up the stages, allowing the opportunity to improve, there can be extreme situations where the incident could immediately be at Stage 5.

### **Stage 1**

Teacher intervention. Most pupils will never go beyond this stage. Form teachers will support pupils who are seeing an increased number of negatives.

### **Stage 2**

HOD and/ or HOY intervention. A range of strategies will be used including the possibility of suspension from lessons.

### **Stage 3**

HOY and SLT intervention. This may include internal and external suspensions from school. Any suspension from school will have a meeting with parents/ carers and the pupil before the pupil can return to normal lessons. The pupil will have a pastoral support plan to support their reintegration.

### **Stage 4**

If a pupil continues to breach school expectations the Deputy Head Teacher will be alerted formally and escalate the issues involving parents. Further use of Internal suspension/fixed term suspensions will be used. Following a suspension from school there will be a further formal meeting with the family upon reintegration and an appropriate 'contract' signed by parent & student which outlines the reason for suspension, any appropriate interventions and expected models of behaviour, all of which are intended to support improved behaviour.

### **Stage 5**

The Headteacher will be informed about the serious concerns and the increase in suspensions from school. A further, formal meeting will be arranged with the family in order to raise a serious concern. Further strategies may be used at this stage, possibly including a placement in another school or educational setting (depending upon availability). Managed Transfers will be considered and taken for consideration at South Ribble Panel meetings held each half term. Respite provision, funded by school, at a Pupil Referral Unit may also be considered at this point. The discipline committee of the governing body may also be convened for longer fixed term suspensions or where there have been a number of fixed-term suspensions within one school year. In addition parents/carers may be asked to attend a Discipline Committee hearing to discuss the current situation regarding their child's behaviour.

A managed transfer will normally be considered prior to a permanent exclusion when applied to consistent disruptive or inappropriate behaviour; this may not be the case in regard to serious, isolated incidents.

A Managed Transfer occurs when a student is placed on the roll of another local school for a maximum period of 12 weeks (dual rolled with the home school) with the intention of the students modifying their behaviour and being successful in gaining a permanent place at a new school without the need for permanent exclusion.

A meeting, with agreed protocols, between school and parents/carers will take place to discuss such a transfer; at this meeting the process will be outlined and discussed in depth.

**The above process will not be rigid, and students showing improvement will be 'de-escalated' accordingly. If a student presents problems across the curriculum, then responses may be different to those used where the problem is isolated and partial solutions may be available.**

**The whole process may run differently if, for example:**

- **There are specific learning needs in which case the SENDCO will be involved and extra-support for the student may be sought**
- **There are personal/social issues which need to be handled in a particular fashion**
- **If a serious incident is 'out of character' for a student and deemed unlikely to recur**

If there is an incident whilst a student is on placement (managed transfer, alternative provision or 6th day placement) at another school this may result in a fixed term exclusion or permanent exclusion.

**Suspension from school** will only be used in exceptional circumstances. There are two types of exclusion: fixed term and permanent.

#### **Fixed Term Suspension**

A Head Teacher may exclude a pupil for up to 45 school days (9 school weeks) in a school year. Pupils on a fixed term exclusion will be provided with work to complete and return to the school for review. After the 5<sup>th</sup> day the school must make suitable full-time educational provision for the pupil.

It is the parent's responsibility to provide care and supervision for their child at all times during an exclusion.

The offences listed below are amongst those which may lead to fixed-term exclusion (or isolation in the Referral Room — depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion. These are examples rather than an exhaustive list.

- Physical violence towards another pupil or member of staff (may include referral to Police)
- Verbal abuse of a member of staff
- Online bullying and harassment of staff or pupils
- Derogatory and/or discriminatory verbal violence towards another pupil or member of staff
- Serious Defiance
- Persistent disruptive behaviour
- Racial/sexual/homophobic harassment
- Radicalised behaviour/extremism
- Bullying
- Theft
- Possession of banned items: vapes, vaping liquid,
- Graffiti or property damage
- Persistent disruption of lessons

- Persistent disruption outside lessons
- Possession of cigarettes/tobacco/e-cigarettes and smoking
- Theft
- Damage/Vandalism
- Persistent harassment and/or intimidation (This is directly linked to the Anti- Bullying Policy)

Further information regarding Fixed Term Exclusion can be found in the document 'Fixed Period Exclusion from a School or Academy: Information for Parents' which is available from school on request.

Following a fixed term exclusion a meeting with senior staff, parents, carers and the pupil must take place before the pupil can return to school. This is to review the incident and give the pupil the necessary support to return to school successfully. At this meeting a Pastoral Support Plan (PSP) will be agreed and signed by all parties.

### **Permanent Exclusion**

On rare occasions, the Head Teacher may permanently exclude a pupil from school. The pupil's parents will always be fully involved and given the opportunity to make representations. Any pupil involved, or purporting to be involved, with illegal drugs in any way will normally be sanctioned by permanent exclusion.

The decision to exclude permanently is a serious one. There are two main situations for which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour, including bullying (which could include racist or homophobic bullying).

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies. It can be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or adult
- Sexual abuse or assault
- Carrying a weapon
- Possession, supply or use of drugs and other illegal substances
- Radical and extremist behaviour
- Arson

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

Depending on the length of suspension parents may have the right to make representations to the Board of Governors (or Discipline Committee).

Upon being informed of the decision to permanently exclude a student, and the date at which the Governing Board hearing will take place, parents/carers have 15 working days in which to make

representation; they are also entitled to attend the Governing Board Pupil Discipline Committee Meeting and make representation in person.

In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Further information regarding Permanent Exclusion can be found in the document 'Permanent Exclusion from School: Information for Parents' which is available from school on request.

### **Exclusion protocol**

The suspension and exclusion process will be conducted in accordance with the current Department for Education's suspension and exclusion guidelines.

<https://www.gov.uk/government/publications/school-exclusion>

### **Responses to be considered by the school to precipitate events**

- Permanent exclusions and fixed term suspensions will be monitored by ethnicity and care status to monitor patterns and trends.
- Any disparities in suspension rates between learners from different groups will be identified through self-evaluation procedures.
- Ultimate decisions about suspensions and permanent exclusions (pending governors' decisions and appeals) will rest with the Head Teacher, and in the absence of the Head Teacher, with the Deputy Head Teacher (students and community).

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

### **Investigating incidents**

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Head Teacher and/or the Designated Senior Person for child protection as appropriate. In situations where other services need to be informed, the Head Teacher or designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Headteacher or Deputy Headteacher as soon as possible. In the event that it is not possible then the staff member should refer it to the appropriate Head of Year or a member of SLT. The Head Teacher or his/her designate will decide the nature of the investigation required, usually including conducting an initial interview with the pupil(s) concerned to produce a statement relating to the matter.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgements are made concerning the matter.

Once an investigation for a serious offence begins it may be necessary for the pupil(s) concerned to be supervised by a member of staff and isolated from other pupils. Any investigation should be conducted away from the public gaze.

When a pupil is interviewed (s)he should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful

contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed by the pupil concerned.

## **Confiscation of inappropriate items**

### **Searches and confiscation - See search policy**

Under the Education Act 1996, schools have a power to search, and to confiscate any items which they believe pose a danger or threat to pupils, or any other persons on school premises. This does not require consent, but wherever possible this will be sought. A search can be carried out if it is suspected that the pupil or student has a 'prohibited item':

- Knives or weapons
- An article likely to have been used to commit a criminal offence or to cause injury to a person or damage to property
- Alcohol
- A controlled drug
- Tobacco and/or smoking-related products
- Vape or Vape Liquids
- Stolen property
- Other inappropriate items deemed to present unacceptable risk (eg laser pens, catapults)

Searching will be conducted by the Head Teacher or a member of staff authorised by the Head Teacher. The search will be conducted by someone of the same gender as the pupil, and in the presence of another adult (where possible of the same gender).

Pupils will only be required to remove "outer clothing" such as coats and jumpers. Searches will be conducted in such a manner as to minimise embarrassment or distress.

Searching the pupil's possessions for 'prohibited items' includes searching a pupil's goods over which (s)he has or appears to have control. Where there are reasonable grounds lockers, desks and bags may be searched at any time, without consent. Such searches must be in the presence of the pupil and another member of staff, unless there is a risk that serious harm may be caused to someone if the search is delayed.

Police may be called to deal with any search if that is considered appropriate.

Where any article is thought to be a weapon it must be passed to the Police.

### **Mobile Phones**

Section 2 of the 2011 Education Act sets out new provisions about mobile phones and other electronic devices. Data and files from these items may be examined if there are reasonable grounds to suspect mis-use. Malicious or inappropriate material may be erased or downloaded and saved as evidence.

- Where possible, pupils should leave valuable items, such as mobiles phones and other electronic devices, at home.
- Pupils who bring such items to school must not use them during the school day

- Items noticed will be confiscated and stored securely. They will be returned to students or their parents if it is deemed appropriate at a later time (usually the end of the school day).

#### **Power to use reasonable force**

Rarely do teachers have to intervene physically to reinstate order or restrain a pupil. Parents need to be aware that the law allows adults authorised by the Head Teacher to use such force as is reasonable to prevent a pupil:

- **Committing any criminal offence**
- **Injuring themselves or others**
- **Causing damage to property**
- **Engaging in any behaviour prejudicial to maintaining good order and discipline**

Force may be used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a pupil to prevent violence or injury. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. Use of force will not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.

Staff are required to follow our **Code of Conduct for Safeguarding and Working with Young People**. As a general principle staff will not make physical contact with pupils; apart from the circumstances outlined above. All members of school staff have a legal power to use reasonable force. This applies on school premises, or where a member of staff has lawful control or charge of pupils, e.g. on educational visits. In all cases only the minimum force necessary will be used.

<b>Next Review</b>	Curriculum & General Purposes Committee	Summer Term 2025
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