



Student Behaviour Policy

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Contents

Purpose	4
Scope.....	4
Background	5
Expectations of Students	5
The Stopfordian Ethos	6
Whole School Principles.....	7
Expectations of teaching staff	7
Expectations of associate staff	7
Expectations of Form Tutors.....	7
Expectations of HOD	8
Expectations of HOY.....	8
Expectations of SLT	8
Behaviour for Learning and Restorative Practice	9
Praise and Reward in School.....	9
Merits.....	10
Procedure.....	12
Monitoring	12
Attendance.....	13
Punctuality	13
Electronic Equipment.....	14
Equal Opportunities	14
Managing Unsatisfactory Behaviour.....	14
Sanctions.....	14
Exclusions.....	18
Internal exclusion	18
Fixed term Exclusions.....	19
Minimising Exclusions	19
Behaviour Support Plans	20
Pastoral Support Plans.....	20
Permanent Exclusion	20
Reasonable Force (see Appendix 9 for full DfE guidance)	22
Searching Pupils.....	20
Confiscation	20
Reports Procedure - Appendix 1	21
Attendance and Punctuality Report	24
Patrol System - Appendix 2.....	25
Shadow Timetable - Appendix 3	26
Detention Process - Appendix 4.....	27
Student Inclusion Units – IEU Protocol - Appendix 5.....	28
Student Inclusion Units – LSU Protocol - Appendix 6	30
Inclusion Provision Map - Appendix 7	31
DfE Guidance on the Use of Reasonable Force – Appendix 8	33
Summary.....	33
About this departmental advice	33
Expiry or review date.....	33
Who is this advice for?	33
Key points	33
What is reasonable force?	33
Who can use reasonable force?	33
When can reasonable force be used?	33

Schools can use reasonable force to:	34
Power to search pupils without consent.....	34
Communicating the school’s approach to the use of force	34
Using force.....	35
Staff training	35
What about other physical contact with pupils?	36
Frequently Asked Questions.....	36
Associated resources (external links)	37
Appendix 9 – Home School Agreement.....	38

Purpose

The policy purpose is to define all Behaviour Management Systems within Bishop Stopford's School.

The policy is based on positive reinforcement of the rules and policies in the school. It gives a framework to reward positive behaviour in the school and a clear structure to challenge behaviour which does not meet the expectations of Bishop Stopford's School vision and ethos. This is in line with our vision - BELIEVE STRIVE SUCCEED.

Our vision is to provide an outstanding, inclusive and aspirational education for all our children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness; spiritually, physically, intellectually, emotionally and morally.

This vision aims to establish a learning environment in which our students may demonstrate their Stopfordian Ethos, supported by an effective behaviour policy.

The Behaviour Policy will continue to be reviewed as part of the school's internal processes and is made to adapt to the ever-changing context in which our students learn.

We will therefore endeavour to further embed nurture and well-being into the ethos of the school so that it underpins our approach to behaviour for learning. In addition, we will also implement more restorative practice in school, which focuses upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected.

We will also ensure that there is always a clear, transparent set of sanctions, which escalate appropriately, in proportion to offences committed so that all stakeholders are fully aware of them.

Likewise we will ensure consistency in practice so that all staff may easily follow official school procedures, recording incidents and sanctions in the same way and ensure effective use of all behaviour data to monitor and improve behaviour across the school.

Underpinning all of this will be the continued facilitation of the school ethos amongst all stakeholders to ensure more effective adherence to the behaviour policy and engendering a positive, caring, nurturing and supportive learning environment where praise and reward is prioritised and ultimately more valued.

Scope

The policy is for the use of all staff and applies to all students who attend Bishop Stopford's School. It applies to all situations within our school community and situations that directly affect or bring the school's name into disrepute.

Background

At Bishop Stopford's school we believe that:

- Christian principles are at the heart of everything that we do
- Everyone has the right to learn and work in a safe environment
- Everyone has the right to be treated with respect

We should all share high expectations of behaviour based on respect, Christian values and good citizenship; therefore the behaviour expectations laid out in this document are applicable to ALL students and stakeholders. The promotion of good behaviour is a shared responsibility and Bishop Stopford's School is committed to working in partnership with parents/carers in order to maximise their child's progress and good behaviour.

The policy is enhanced by five key objectives:

1. Clear, transparent sanctions which escalate appropriately, in proportion to instances of poor behaviour exhibited by students
2. Consistency in Practice so that all staff to follow official school procedures, recording incidents and sanctions in the same way, so that senior leaders receive all the necessary information
3. The embedding of Nurture and Wellbeing into the ethos of the school so that it underpins our approach to behaviour for learning including the use of restorative practices
4. Ensuring the effective use of all behaviour data to monitor and improve behaviour across the school
5. The embedding of the school ethos amongst all stakeholders to ensure more effective adherence to the behaviour policy

The success of this policy depends on the full support of all stakeholders of the Stopfordian Family including parents, students, staff and governors. To this end a Home/School Agreement is in place and will be reviewed annually and the policy will be published on the school website.

It is important to include everyone in our journey to excellence. Staff, parents and students will be consulted about behaviour at least annually via a questionnaire.

Expectations of Students

The student is responsible for ensuring that they adhere to the expectations of the 'Stopfordian Ethos' and that in all of their endeavours they adhere to the principles of our 'Strive for Five Campaign'

The Stopfordian Ethos

- The Stopfordian Ethos is a consistent set of basic classroom expectations and whole school principles that ALL students are to uphold and follow.
- The ethos is designed to create an environment conducive to high standards of learning and achievement.
- The ethos encourages students to recognise the role that they play in their own success and to acknowledge that through the smallest of actions all students can achieve more

The Stopfordian Ethos



Our Student Charter

As a student at Bishop Stopford's School I recognise the role that I play in my own success. Through the smallest of actions I know that I can achieve more.

I will therefore:

- Come to my lessons with the right equipment - prepared and ready to learn
- Arrive to lessons on time
- Sit in the seating plan approved by the teacher
- Follow the first five and last five expectations
- Support the learning of others by not speaking over them
- Respect others within the classroom and interact with them appropriately
- Participate in all class activities
- Listen and follow instructions
- Complete all work to the best of my ability and hand homework in on time

“It's our choices that show what we truly are, far more than our abilities”

‘BELIEVE STRIVE SUCCEED’

Whole School Principles

All students agree to adhere to the general principles that underpin the ethos of our school. This is enshrined in our on-going 'Strive for Five' campaign which highlights the 5 basic values that our students are expected to uphold at all times. Our students agree to:

- Be Respectful
- Be Considerate
- Be Successful
- Be Responsible
- Be Loyal

These principles continue to be developed throughout the whole school form time programme which serves to reinforce our ethos and vision and students are rewarded for their adherence to the 'Strive for Five'.

Expectations of teaching staff

- To support and reinforce the 'Stopfordian Ethos' and 'Strive for Five' Campaign within their classrooms and around school
- To regularly recognise and reward positive behaviour and achievement
- To record student behaviour and achievement on BROMCOM including the 'Strive for Five' principles
- To telephone and meet parents to make them aware of positive and negative behaviour and academic achievement.
- To be responsible for student conduct and achievement within their classroom and around school and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures
- To plan and deliver lessons to engage and facilitate the learning, progress and attainment of ALL students
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of associate staff

- To praise behaviour with reference to this policy
- To actively support school policies and procedures
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of Form Tutors

- To support and reinforce the 'Stopfordian Ethos' and the 'Strive for Five' Campaign within their form room and around school
- To validate and deliver effectively, the form time programme which supports the pastoral development of our students in line with our vision and ethos
- To regularly recognise positive behaviour through Merit points
- To record achieve and develop behaviour on BROMCOM
- To monitor student merits/behaviour points on a weekly basis
- To be responsible for student conduct within their form room and around school and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures
- To deliver and oversee tutorial activities to promote and support positive behaviour, academic progress and attainment
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of HOD

- To support and reinforce the 'Stopfordian Ethos' and the 'Strive for Five' Campaign within their department/faculty
- To ensure that schemes of work are designed to engage and facilitate the learning, progress and attainment of ALL students
- To ensure staff within the department are regularly using praise and the Merit system to reward positive behaviour and achievement
- To ensure no other praise system is used to recognise behaviour
- To observe praise and reward in lessons
- To monitor the number of Merit points within department
- To be responsible for student conduct and achievement within their department and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures and ensure that the behaviour policy is followed within their department
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of HOY

- To support and reinforce the 'Stopfordian Ethos' and the 'Strive for Five' Campaign within their Year group, within the form time programme and around school
- To ensure Tutors are using and monitoring praise and merits and delivering effectively, the form time programme which supports the pastoral development of our students in line with our vision and ethos
- To monitor number of Merit points on a half termly basis
- To award Certificate for Merit points milestones in Year Assemblies
- To recognise and develop positive behaviour and achievement in Year Assembly
- To regularly recognise and reward positive behaviour and achievement
- To be responsible for student conduct within their year group and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures and to ensure that the behaviour policy is followed when dealing with student conduct
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of SLT

- To support and reinforce the 'Stopfordian Ethos' throughout all areas of the school
- Monitor Merit points within their allocated subject areas and year group
- Recognise praise and Merit points system in lesson observations
- Attend termly award assemblies and support HOYS in their leadership of behaviour for learning
- Analyse and review Merit points in line management meetings
- To be responsible for student conduct across the school and to work collaboratively to support and establish positive behaviour at all times
- To devise and implement school policies and procedures and ensure that these are actively upheld throughout the school
- To ensure that achievements and negative behaviours are communicated to other stakeholders when appropriate
- To review the effective delivery of behaviour for learning

Behaviour for Learning and Restorative Practice

At Bishop Stopford's we believe that praise in lessons has a positive impact on learning and achievement.

The following practices are encouraged:

- Thank students who arrive on time and are smartly dressed
- Congratulate students who are engaged in learning
- Support, acknowledge and praise adherence to Stopfordian Ethos
- Public recognition of excellence, using positive student conduct and achievement as an example to others

We support the establishment of positive behaviour in lessons and around school via our behaviour policy, clear and consistent routines and the Stopfordian Ethos. Teachers should use this to help govern the behaviour for learning within their classroom and around school.

Expectations are conveyed to the students and set as ground rules within every classroom. Bishop Stopford's School encourages regular positive contact with parents and carers as this supports student progress. Individual members of staff are encouraged to call to inform parents/carers regarding positive behaviour and achievement. This is recorded on BROMCOM.

We believe that planning lessons and interventions strategically will support positive behaviour in classrooms and around the school. In lessons where activities are stimulating, appropriately challenging and accessible to all, student engagement is high. It is the expectation therefore that all departments and class teachers develop schemes of work and lesson plans to generate a learning environment that is engaging and supportive of **every** student's attainment and progress.

Restorative Practice

We are committed to introducing restorative practice to help Bishop Stopford's become an even more nurturing school and a place where the well-being of our students is seen of paramount importance. As part of this behaviour policy the Senior Leadership Team in the school will implement whole school approaches over time to:

- Develop emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility
- Improve behaviour, attendance, learning, teaching
- Increase empathy, happiness, positive life skills,
- Reduce exclusions, detentions, conflict, bullying, need for sanctions
- Compliment PHSE and Citizenship

This will be done by the systematic review of the behaviour policy to consider where best these approaches can be implemented and sustained.

Praise and Reward in School

Praise and Reward is based upon the concept of positive reinforcement which encourages learning and models good behaviour and achievement. Furthermore, it promotes effective routines and consistency in practice across the school and community as a whole.

Encouragement, praise and reward are essential to embed these high expectations of all students. The "Praise and Reward" categories below are a guide for staff.

1. **Strive for Five:** Behaviour that is praised for being above expectations within the Strive for Five
2. **Silver:** Behaviour that is rewarded for being well beyond expectations or consistently high
3. **Gold:** Behaviour that is rewarded as an example of excellence
4. **Platinum:** Exceptional service to the school and local community
5. **Stopfordian Ethos:** consistent adherence to the Student Charter

All positive behaviour should be considered in its context but the guidance should aid consistency. Our praise and reward system is consistent with our school's vision.

Students earn Merit points for effort and attainment and for community contributions around the school. Students also win prizes or certificates for 100% attendance, high academic attainment and excellent progress depending on the number of points collected.

Merits

Merit Points are awarded to students to reinforce and praise positive behaviour and are awarded as follows:

To gain a...	I will.....	I will gain....	This award can be given....
<u>Strive for Five</u> Respectful Considerate Successful Responsible Loyal	<ol style="list-style-type: none"> 1. Focus fully on my class work 2. Complete all tasks and work to the best of my ability 3. Follow school and classroom expectations regarding my behaviour 4. Listen to and follow teacher guidance to improve my work 	2 points	Every lesson Every piece of work Everyday
<u>Silver Merit</u>	<ol style="list-style-type: none"> 1. Consistently Work with maximum effort and enthusiasm 2. Consistently Complete all tasks and work above my expected target grade 	5 Points	Every lesson Every piece of work Everyday
<u>Gold Merit</u>	<ol style="list-style-type: none"> 1. Achieving 2 levels or grades above my minimum target 2. Achieving the highest level possible in assessments 	10 points	Every assessment As appropriate
<u>Stopfordian Ethos Award</u>	Consistently uphold and follow our student charter and the expectations of the Stopfordian Ethos Serve the school and the wider community including: <ol style="list-style-type: none"> 1. Reading Mentors 2. Volunteering at school events 3. Charity Work 4. Curriculum helper 5. Help with events 	25 Points	Once every half term Yearly Report As appropriate

Procedure

Merit points should be given to students using BROMCOM . Tutors should recognise these on a weekly basis in form time.

Monitoring

1. All Merit points will be recorded on BROMCOM.
2. Tutors will check Merit points to monitor positive behaviour.
3. HOYs and HODs will monitor the number of Merit points in their year group/department area on a weekly basis.
4. Letters of commendation will be sent home at each 100 point milestone reached by the student. The milestone will also be celebrated in assemblies.
5. Half termly reports for each year group will be given by the HOY to highlight student achievement. HODs will provide a half termly report showing the number of Merit points per staff and department. This will be used to ensure a positive focus on praise and reward.
6. SLT will review the positive behaviour of students by departments, years and staff via line management meetings and on a half termly basis in SLT meetings. They will review Negative Behaviour Points awarded also in these meetings

Management of the School Day- Routines and Procedures

Effective management of the school day provides a secure environment, increasing a sense of belonging and reducing uncertainty.

Strategies:

- A rota is produced by the SLT lead with responsibility for safeguarding to ensure all areas of the school are supervised before school, break time, lunch time, after school and during lesson transition etc.
- All teachers are expected to arrive on duty promptly in the first instance as a matter of student safety. Any teacher unable to do their duty must inform the Duty Team Leader in charge in time so that alternative arrangements can be made. It is the responsibility of the Duty Team Leader to support their team.
- All staff are responsible for implementing the Routines and Procedures document.
- All teachers must arrive promptly for registration and lessons

General Expectations

Rules for Safety

- When moving around the building or on the stairs it is the expectation that students where possible keep to the left. It is also expected that students do not run whilst inside the school building.
- There should be no physical contact or touching others to avoid miscommunication that could lead to physical aggression or misunderstanding.
- Glass bottles, matches, lighters, or any dangerous implements (knives or penknives) **ARE PROHIBITED** within the school.

Rules for the Environment and the Community

- Keep classrooms and the school site clean and tidy. Always use the bins provided and take responsibility for cleaning up your own belongings/mess.
- Move quietly to and from lessons
- Respect school property and the belongings of others – graffiti and deliberate damage of school property or the property of others is not acceptable and undermines the Stopfordian Ethos

Attendance

Attendance is a pre-requisite to success in all walks of life. At Bishop Stopford's School all students are expected to achieve high levels of attendance. The school has a rigorous attendance policy implemented by the school attendance officer, supported by all staff and overseen by the Senior Leadership Team. **(Please refer to the school's attendance policy for further details)**

Punctuality

As part of the 'Stopfordian Ethos', all students are required to be punctual to registration, lessons and line up. This is to ensure that the learning begins promptly and the learning of others is not interrupted through lateness.

The school day begins at 8.35am and students are required to be on site by 8.30am. The school gates will be closed and any student arriving after this time will be recorded as late by staff on duty. Students who are late to school and/or lessons will serve a detention that evening until 4pm Head of Year detention on the same day.

Electronic Equipment

Mobile phones and electronic devices must not be used in School unless directed by members of staff (i.e. iPad). Mobile phones and electronic devices should be turned off and placed in the student's bag. The Governors of the School accept NO responsibility for mobile phones and electronic devices which are brought to School. Students are expected to put devices away when asked to do so and they WILL be confiscated if a student refuses to adhere to these expectations. No investigation will be made into thefts of devices.

Equal Opportunities

The behaviour policy must be implemented with regard to the Equal Opportunities and the Anti-Bullying Policy at all times.

Managing Unsatisfactory Behaviour

Sanctions

On occasion the behaviour of some students will fall below the standards of the Stopfordian Ethos. The aim of any sanction is to help students to modify inappropriate behaviour and to act as a deterrent to other students. For a sanction to be most effective it should be consistent and immediate or as soon as possible after the incident.

General Points:

- Provide prompt, appropriate responses to incidents where there is poor behaviour.
- Whole class punishments should be avoided unless there are exceptional circumstances.
- Students should be clear about what sanction is being issued and why.
- Students need to be taught how to resolve conflicts and staff should be given the opportunity to meet with a student before they return to their lesson after serious incidents in line with restorative practice.
- All staff should aim to use Rewards to ensure a positive learning environment is created.
- Managing poor behaviour is the responsibility of all staff within the framework of whole school behaviour management systems and procedures

Unsatisfactory behaviour is categorised into three categories, Low, Middle and High. This is recorded in the same categories on BROMCOM.

Low Level

Low level disruption in the classroom and around the school, intervention required from Form Tutor and Classroom Teacher in the first instance. Where this behaviour is consistent and impacting on overall achievement, intervention should also take place from the Head of Department/Head of Year as appropriate

Intermediate Level

This is behaviour that merits intervention from the Head of Year and Head of Faculty to support form tutors and classroom teachers in the management of student conduct.

High Level

This level of behaviour will see a direct intervention by SLT to support Heads of Year, Heads of Department and other staff in the management of student conduct.

Behaviour	Sanctions
<p>Low Level – This level of behaviour will be attributed two (2) negative behaviour points</p> <ul style="list-style-type: none"> • Calling out/off task behaviour • Disturbing others • Lateness to lessons • Off task • Talking in class • Line-up infringement • Disrespectful comments and/or behaviour • Chewing gum/Eating in class • Uniform infringement • Lack of equipment • Lack of classwork/homework • Other – e.g use of mobile phone 	<p>Low level</p> <ul style="list-style-type: none"> • Reminder, warning, sanction protocol • Restorative discussion with student at the end of the lesson • Moving student within the classroom • If the student fails to adhere to the reminder and warning a code of conduct or class detention to be issued • If continues, remove to shadow timetable and follow with a detention and restorative meeting • If persistent (3 lessons or more) place on Subject report to Head of Department • If in more than one subject place on report to form tutor, Head of Year, SLT link as appropriate • Confiscation of item (non-uniform, mobile phone etc)
<p>Intermediate level – This level of behaviour will attribute five (5) negative behaviour points</p> <ul style="list-style-type: none"> • Failure to follow instructions/open defiance • Swearing • Persistent, ongoing disruption • Smoking • Truancy • Failure to complete sanctions given by class teacher/Head of Department/Head of Year • Graffiti of school property or the property of others 	<p>Intermediate level – all of the above and/or:</p> <ul style="list-style-type: none"> • Escalation of detention to be served • 4.30pm SLT detention • Stopping the student from taking part in a non-essential part of the curriculum such as a trip or sporting event if appropriate • Parental meeting • Excluded from representing the school in any event or attending school social events if appropriate • If persistent or recurring, student contract and possible IEU
<p>High level – This level of behaviour will attribute fifteen (15) negative behaviour points</p> <ul style="list-style-type: none"> • Vandalism • Bullying • Racism, Sexism, Homophobia • Fighting/physical assault or aggression • Abusive language and conduct towards a member of staff • Harassment or intimidation of a member of staff or student at school or off site • Bringing the school into disrepute • Persistent failure to comply with the school's behaviour and sanctions policy • Breach of health and safety • Theft • Bringing alcohol, fireworks or other banned substances into school 	<p>High Level – all of the above and/or:</p> <ul style="list-style-type: none"> • Exclusion – internal, fixed term, permanent • Parental meeting • Behaviour contract • Referral to behaviour panel

Detentions and Code of conducts

It is important that when a class teacher holds a detention it is used as an opportunity to talk calmly about how behaviour has fallen below minimum expectations and the class routines have not been followed or work not completed satisfactorily.

It is important to establish during this time what the required behaviour is and how the next lesson the student has with you will be approached.

A short detention with meaningful dialogue can be effective.

It is really important if a member of staff requests a student to stay after a lesson or return at the end of the day that they are there and talk to the student about what has happened. It is equally important that a sanction is carried through in a manner that was originally stated. I.e. 10 minutes is not extended or shortened. This is to ensure consistency and the student understands that what is said is what is meant.

General guidance

- Students can be kept on the same night until 4-00pm without prior notice.
- All detentions must be recorded on BROMCOM
- All students who are late to school or who are late to a lesson will be issued with a 4pm Head of Year detention the same day
- Department detentions will be issued for failure to attend a private detention/complete code of conduct for a class teacher on 2 occasions. Parents will be notified of this via letter/e mail/text
- Failure to attend department detention or Head of Year detention should be referred to the HOY who will set a 4.30pm SLT detention.
- If a student fails this detention they will be referred for 1 day in the school's IEU on the grounds of persistent failure to adhere to the school's behaviour policy
- Parental contact should be made as early as possible regarding student failure to attend private, departmental, pastoral or any subsequent detentions in order to avoid the escalation of sanctions

Code of Conduct

Code of conduct can be used for low level disruption. The code of conduct consists of the student copying the school rules and expectations from their planner.

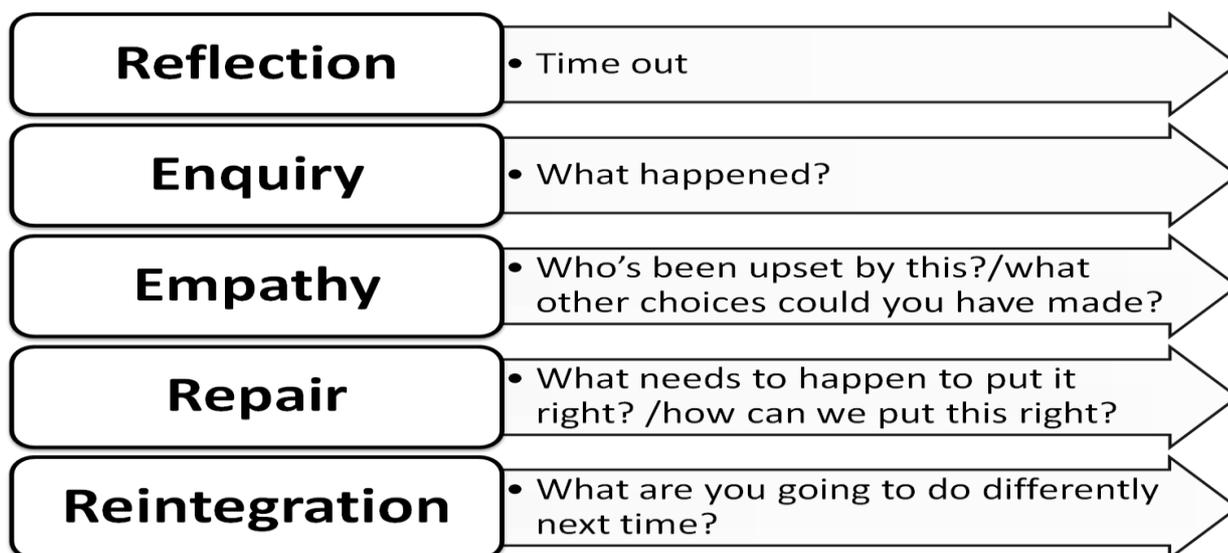
- Students who are given a code should be clear about the time scale within which they should be completed
- Failure to complete a written sanction will result in the sanction being doubled.
- Failure to complete the written sanction a second time will result in intervention by the Head of Department issuing 4pm detention where the codes will be completed.

Restorative Conversations for Students in Detention

Restorative Conversations are an effective component of Restorative Practice whereby we aim to repair harm caused to relationships and communities by conflict.

In the context of our school detentions, Restorative Conversations should enable the teacher to discuss with the wrong-doer the complete impact of their behaviour – be it on themselves, the class, the teacher and so on. This should lead to improved behaviour and a better classroom ethos.

- They allow the wrongdoer(s) to understand the impact of their actions.
- Encourages wrongdoer(s) to take responsibility for their actions.
- This in turn creates accountability.
- It should also lead to changes in behaviour and character and more immediately help to put things right.
- Where a student has received a -5 score or above for their behaviour then they will receive a detention. Staff should use the questions below to hold a restorative conversation with the student in the detention room. These may also be used around school – ‘corridor conversations’ – as well as for dealing with matters that may not require a detention.
- Student Incident Reports (which students fill in when an incident is being investigated) have been adapted to include questions similar to these on the reverse side. This should help to instil restorative language into our general practice in the belief that it will help promote improved behaviour and a better classroom ethos.



Recording and monitoring of behaviour incidents

- All detentions of 30 minutes or more and any actions taken, such as, department report or contact with home, must be logged on BROMCOM.
- Tutors, Heads of Year and Heads of Department are responsible for monitoring all entries on BROMCOM.
- Heads of Department are responsible for monitoring daily incidents on BROMCOM and to follow up any unresolved incident within the department
- Heads of Department are responsible for strategies and intervention where incidents are happening within their subject area regularly
- Heads of Year are responsible for strategies and intervention where incidents are happening in two or more subject areas regularly or for incidents at intermediate or high level as appropriate

Reports

- Report cards should be seen mainly as a way to give students the chance to make a positive change and receive appropriate feedback.
- Students whose work, attendance, punctuality or behaviour is giving continued or serious cause for concern may be put on report. This will give them targets to achieve and allow teachers and parents/carers to monitor what they do.
- Parents should be informed that a student is on report (phone call, standard letter, note in planner or meeting).
- A system of green, amber and red reports will be in use.

At the end of a time on report:

- Students should be congratulated on a successful report.
- Parents should be informed of whether or not the report was successful.
- Action should be taken for poor reports and lost reports e.g. detention, extension of time on report.
- If the report continues to be unsuccessful further action should be taken (meeting with parents/carers, referral to next report stage).

Formal Warning Procedure and Exclusions

Formal Warning Procedure

The Formal Warning Procedure is currently under review.

Exclusions

The law is precise on the procedures regarding the use of Exclusions– and constantly updated. The School follows the DFE Guidance on the interpretation of these rules into practice and receives regular training and feedback accordingly. Please refer to the most recent training minutes and guidance documents.

Internal exclusion

Students in the Internal Exclusion Unit (the IEU) spend the entire day working in isolation from the main school cohort and are not allowed to leave the room except under supervision to go to the toilet. They do not have the standard morning break and they have their lunch within the IEU. Students in Internal exclusion must report to reception at 8.30am and make their way to the Internal Exclusion Unit (IEU) room. They will remain in the IEU until 3.15pm when they will be dismissed to either go home or attend a detention if necessary. Students who have been in the IEU will not be permitted to attend after school lessons or clubs on the day that the sanction has been served. Whilst in the IEU students work on curriculum material following a set timetable that focuses on English, maths, science, RE and humanities according to a subject timetable. They are expected to bring their books for these subjects with them as well as the usual school equipment. Students within the IEU may read during break and lunchtime.

Whilst in the IEU, students are not allowed to leave the room other than to go to the toilet. Toilet breaks are scheduled at set times during the day. They may order a cold lunch from the canteen or they can bring a packed lunch. Students in the IEU are expected to hand phones to the Behaviour Officer at the beginning of the day. The phones will be returned at the end of the day.

During the period in the IEU the student will complete a behaviour reflection sheet which will be used as part of the discussion with them and their parents following the internal exclusion. Where necessary and appropriate, restorative meetings will be held between a student and the member of staff/other student(s) who the incident was with. This is to ensure that the student can make a fresh start following their time in the IEU.

If a student misbehaves during internal exclusion, the student will be referred to the Assistant Headteacher and/or Deputy Headteacher who lead on Personal Development, Behaviour and Welfare who will decide if the student needs to repeat the sanction the following day or in serious cases be presented to the Headteacher for a fixed term exclusion.

Parents will be informed if their child is being placed in the IEU and a formal letter from the student's Head of Year will be sent home, detailing the reasons for the internal exclusion. Internal exclusion will be issued for a period of 1-3 days depending on the nature of the incident. All internal exclusions will be followed by a parental meeting and a formal warning.

Fixed term Exclusions

Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a fixed term exclusion from school. These exclusions are administered according to common guidelines. Fixed term exclusion will always be followed by a return from exclusion meeting involving the student, parents /carers, a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and behave appropriately.

Examples of behaviours that could trigger fixed term exclusion include:

- Vandalism
- Incidents of racism, sexism, homophobia
- Fighting/physical assault against a pupil
- Persistent failure to comply with school behaviour and sanctions policy
- Intimidating and/or threatening behaviour including the harassment or intimidation of a member of staff or student at school or off site
- Bringing the school into disrepute
- Breach of health and safety
- Theft
- Bullying
- Bringing fireworks or alcohol into school or being under the influence of alcohol or other substances

Minimising Exclusions

Whilst the school will exclude students for conduct that does not comply with the school's behaviour policy, the school actively follows a policy of inclusion. As such in instances where student behaviour is a persistent concern and is not improving despite standard intervention/action, identified students may be referred to the school's inclusion panel as appropriate via their Head of Year and/or SENCo.

The inclusion panel is led by the Deputy Headteacher for Standards and Inclusion and the Assistant Headteacher for Personal Development, Behaviour and Welfare. The meeting involves discussion about any appropriate support that can be put in place in order to modify student behaviour. This support may include learning mentor input, SEN support, referral to the school's Learning Support Unit, referral to Behaviour Support Services and/or referral for external agency support such as CAMHS. In some instances where appropriate the school may consider a managed move to another school or referral for alternative provision. Parents will always be informed before any additional support is implemented. Any support that is implemented will

be based on the identified needs of specific students and will be decided upon by the professionals at the inclusion panel in liaison with parents.

A student accumulating a number of fixed term exclusions will also be seen by a Governors' 'Behaviour Panel'. The operation of this panel is an inclusive strategy, designed to work with parents and students to avoid permanent exclusion.

Behaviour Support Plans

Where a student displays persistent unsatisfactory behaviour, leaving them at risk of fixed term exclusion or further internal exclusion, the School will institute a Behaviour Support Plan (BSP). The plan will be drawn up by the Head of Year setting clear targets and support agreed by the parents and student.

Pastoral Support Plans

Where a student's behaviour leaves them being at risk of permanent exclusion, the School will institute a Pastoral Support Plan.

This is a statutory document and covers a period of sixteen weeks. There are reviews every four weeks with the student, parents, pastoral and support staff. The PSP will itemise individual student targets, sanctions and rewards and specify any extra support from external agencies as well as from the School.

Permanent Exclusion

In very serious breaches of conduct or persistent cases of misconduct, the School may recommend the permanent exclusion of a student. Permanent exclusion is however, very rarely considered and used, with the option of a "managed move" seen as a much more positive strategy. The basis for exclusion is provided by the Department for Education.

Any student who commits any of the following offences will be excluded permanently;

- Any violence towards a teacher or member of the support staff
- Sexual abuse or assault
- Supplying illegal drugs
- Carrying or using an offensive weapon, on or off site
- Where the health and safety of others is at risk including setting off of fireworks

In addition, any of the following offences may result in permanent exclusion;

- Serious actual or threatened violence against another pupil or individual on site
- Carrying illegal drugs
- Serious damage to school property
- Any behaviour which brings the school's reputation into serious disrepute, in or out of school uniform
- Persistent serious bullying

When exclusion is not appropriate;

- Minor incidents such as failure to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of school uniform policy (except persistent defiance)

- Punishing pupils for behaviour of their parents
- Protecting victims of bullying by sending them home
- Uniform infringements

It is very important to pay close attention to any exceptional circumstances:
Special Educational Needs, Race Relations, Disability and any other Equality considerations.

Offensive weapons

Knives, guns and any other type of offensive weapons are all strictly prohibited. Any student who violates this rule will automatically receive a permanent exclusion.

Reasonable Force

The school actively promotes a positive behaviour strategy that is designed to modify and minimise poor behaviour. In rare circumstances however, it may be necessary for staff to use reasonable force to control or restrain a student. As per the DfE legal guidance all members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. At Bishop Stopford's School we follow the guidance as outlined by the DfE in the interests of student safety.

Searching Pupils

As per the government guidelines, Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil)

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

As per the school rules at Bishop Stopford's School this includes, along with the items listed above, solvent based adhesives, noxious substances, lighters and matches.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

As per school policy, staff can also confiscate items of non-school uniform, mobile phones, personal electronic equipment, aerosol cans, chewing gum, permanent marker pens, laser pens and any other item deemed to be detrimental to the learning and positive conduct of students in school.

Reports Procedure - Appendix 1

- Report cards should be seen mainly as a way to give students the chance to make a positive change and receive appropriate feedback.
- Students whose work, attendance, punctuality or behaviour is giving continued or serious cause for concern may be put on report. This will give them targets to achieve and allow teachers and parents/carers to monitor what they do.
- Parents should be informed that a student is on report (phone call, standard letter or meeting).
- A system of green, amber and red reports will be in use.

All report cards must:

- State clearly reasons why the student is on report/the targets that have been set for them.
- Be signed by the teacher for each lesson.
- Be signed by the teacher to whom the student is on report each day.
- Be signed by the parent each day.
- Be given to HOY for filing when the report is completed.

At the end of a time on report:

- Students should be congratulated on a successful report.
- Parents should be informed of whether or not the report was successful.
- Action should be taken for poor reports and lost reports e.g. detention, extension of time on report.
- If the report continues to be unsuccessful further action should be taken (meeting with parents/carers, referral to next report stage).

Tutor report: (in consultation with HOY only) GREEN/BROMCOM target card

A student may be placed on tutor report for one or more of the following:

- Concerns about progress and attainment.
- Frequent lateness, petty misdemeanours e.g. persistent chewing in class, poor punctuality, incorrect uniform including jewellery, low level disruption or answering back, failing to respond to reasonable instructions etc.

Head of Year report: YELLOW

A student may be placed on a HOY report for one or more of the following:

- Failure of tutor report.
- Truancy.
- Serious and persistent concerns expressed in a number of subject areas.
- Following an internal exclusion.

SLT report: RED

Being placed on SLT report should be seen as a serious matter.

A student may be placed on SLT report for one or more of the following:

- A major incident e.g. fights, bullying, being out of control.
- Following an external exclusion

If a student fails the SLT report, parents/carers should be called in and made aware of seriousness of the situation. It may also be appropriate at this stage to make referrals to outside agencies.

Subject report:

- A student may be placed on subject report at the discretion of teacher in charge of the subject in consultation with the class teacher.
- Targets should be set by the subject teacher and HOD.
- The student should report to the HOD with their report weekly or after each lesson.
- The tutor/HOY must be informed.
- If no improvement is seen, more action must be taken in consultation with the HOY.

Attendance and Punctuality Report

A student will be placed on attendance and punctuality card overseen by their Head of Year, for a minimum period of two weeks for:

- Truancy from school or a lesson/registration
- Repeated incidents of poor punctuality to school and/or lessons

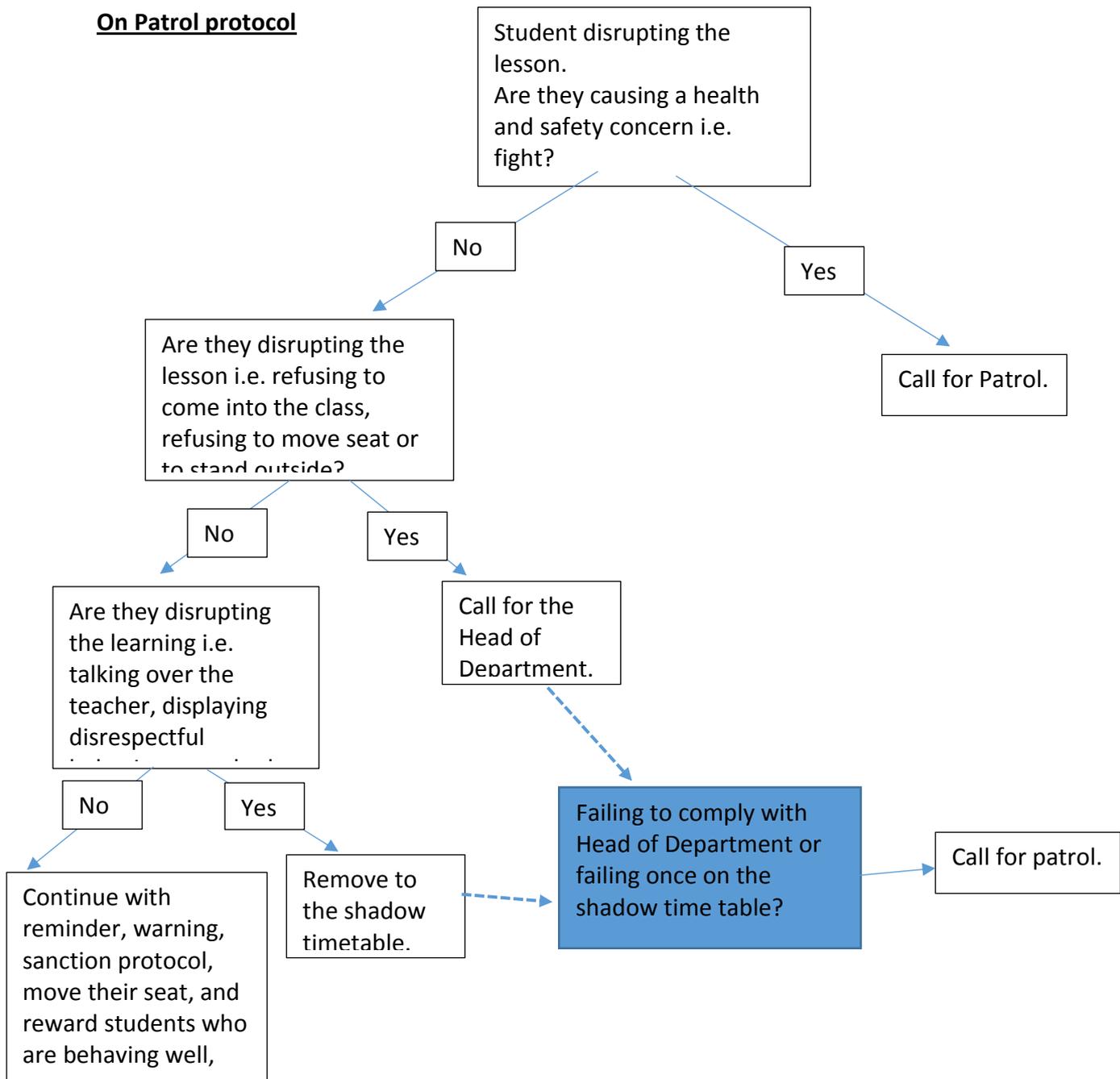
Patrol System - Appendix 2

Every period there will be a member of Senior Leadership or another staff member who will patrol the school. Patrol is an active strategy to ensure that learning is running smoothly. Patrol is not an 'on call system' but is instead a strategy used to minimise poor conduct and support with its prevention.

In some circumstances however, it may be necessary for the member of staff on patrol to be called to a classroom whereby student conduct is a serious cause for concern and all other strategies to modify behaviour have been unsuccessful.

Patrol can be called if a teacher requires assistance in the class as detailed below

On Patrol protocol



Shadow Timetable - Appendix 3

SHADOW TIMETABLE

Incident

Persistently calling out

Persistently showing defiance

Refusal to follow school policy

Persistently being disruptive

Health and safety**

**Persistently = more than 3 consecutive occasions.*

*** On patrol called*

Patrol should only be called:

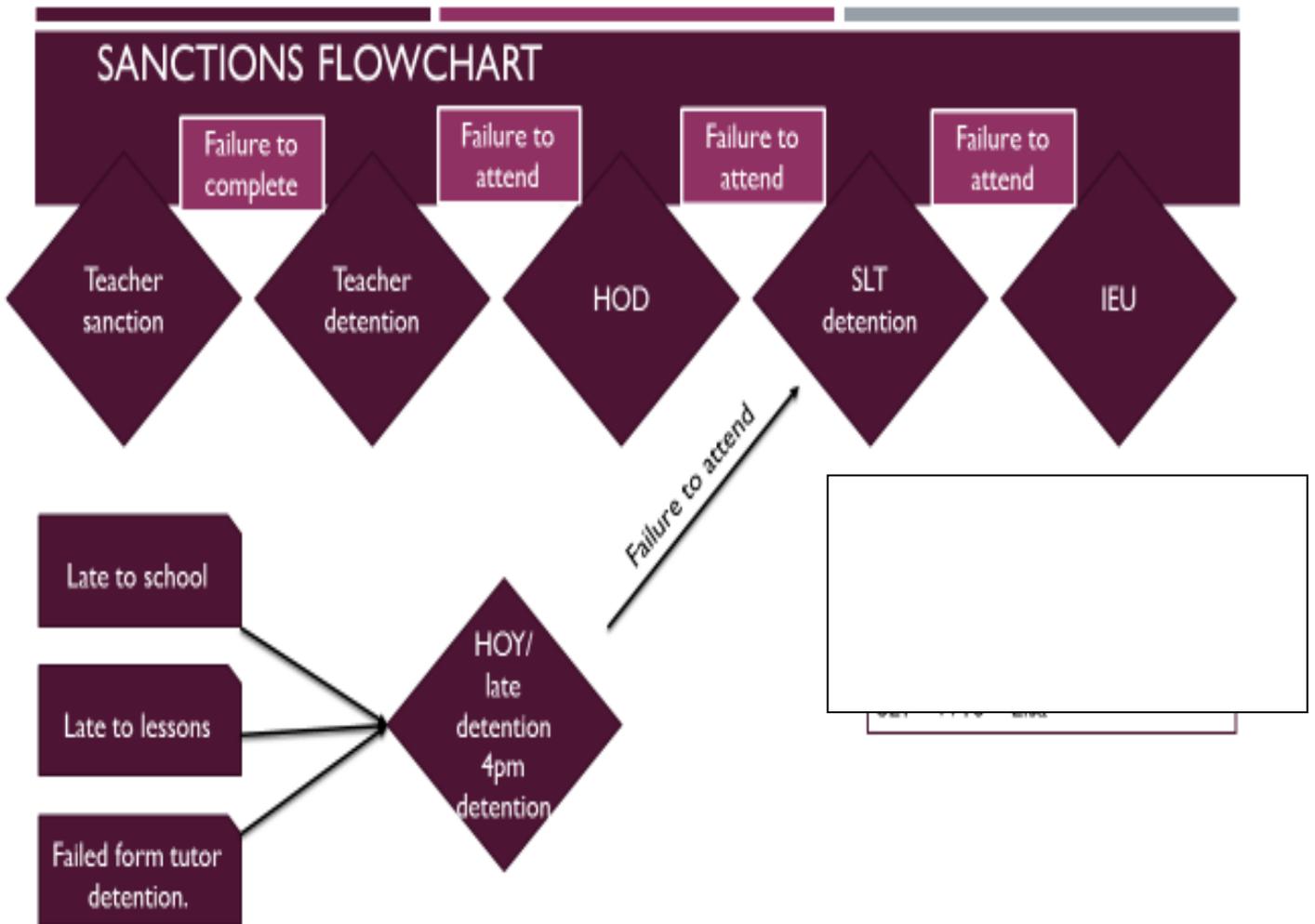
- if the student refuses to go to the shadow timetable.
- Fighting
- Immediate health and safety concern
- Student left the lesson without permission.

Reminder

Warning

Sanction

Detention Process - Appendix 4



Internal Exclusion Unit – IEU Protocol - Appendix 5

- Students will be referred to the IEU by their Head of Year and SLT link
- The Assistant Headteacher and Deputy Headteacher for Personal Development, Behaviour and Welfare make the final decision about the appropriateness of the IEU as a sanction and the number of days that the student will be placed in the IEU.
- Parents will be informed via phone call and letter of the referral to the IEU by the students Head of Year or SLT link.
- Parents will be informed of the reason for the referral and the number of days that the student will be placed in the IEU for.
- IEU sanctions may be followed by a parental meeting and the student will be issued with a formal warning and placed on a yellow report card to their Head of Year
- A Behaviour Support Plan will be implemented for any student who has accrued 5 days or more of internal exclusion, or earlier if this is deemed appropriate
- On occasion, it may be deemed appropriate for the student to be referred to an internal exclusion unit at another local school. This is standard local authority protocol, in line with fair access and may be used in circumstances where it is felt that the student would be better at an alternative provision for the duration of a sanction (for example, where they have been involved in or instigated a fight with another student who is also on internal exclusion or where there has been a breach of health and safety)
- On occasion, whilst a known incident is being investigated, a student will be placed 'in holding' within the IEU or in isolation with their Head of Year.
- This is to ensure that an investigation can take place without interference and all of the necessary information is acquired before a final sanction is decided upon. The period of holding will not exceed 1 day.

Referral	Length of sanction	Learning within the IEU	Follow up
<p>Via SLT link and Head of Year</p> <p>Agreed by AHT and DHT with responsibility for behaviour</p> <p>Parental contact made via phone call with follow up letter</p>	<p>Between 1-3 days</p> <p>1 day for students on holding followed by decision regarding appropriate sanction including 1-3 days in the IEU, fixed term or permanent exclusion.</p> <p>For students whose final sanction is the IEU, the initial day of holding will be incorporated into this</p>	<p>Students will focus on a set curriculum of English, Maths, Science and RE whilst in the IEU</p> <p>Students are expected to bring their exercise books for the appropriate subjects with them. Failure to do so will result in a sanction for lack of equipment</p> <p>Students are expected to work in silence during their time in the IEU</p>	<p>Following time in the IEU:</p> <p>A parental meeting will take place</p> <p>Students will be issued with a formal warning for their conduct</p> <p>Students will be placed on a yellow report card to their Head of Year</p> <p>A BSP will be implemented for any student who has accrued 5 days or more</p> <p>Where appropriate a restorative meeting between the student and the member of staff/other student who the incident was with. A member of school staff will oversee and mediate this restorative meeting</p> <p>The internal exclusion will be added to the student's running record</p>

Student Inclusion Units – LSU Protocol - Appendix 6

The Learning Support Unit (LSU) may be enacted where appropriate but is not a fixed provision at the school. If enacted, it is NOT A SANCTION NOR IS A BEHAVIOUR UNIT. It is instead an inclusive strategy designed to support students who are significantly underachieving due to identified and ongoing barriers to learning. These barriers include:

- Persistent truancy/School refusal (including in school truancy)
- An extensive period of absence from school and the need for staggered reintegration
- Inability to manage such a broad curriculum offer/significant underachievement where a reduction in GCSEs would support with overall
- progress and chances of success (GCSE students only)
- High levels of disaffection
- Social and emotional issues including anxiety, stress, managing school life
- Behaviour issues or learning needs that prevent the student from accessing the curriculum
- Referral to the LSU can be made by Heads of Year or SLT via the inclusion panel. A referral form should be completed.
- The decision to refer a student to the LSU will be discussed with parents and a verbal and written agreement should be obtained prior to the student
- starting in the LSU. No GCSE student can be dis-applied from a GCSE subject without prior written parental consent
- The Deputy Headteacher will make the final decision about LSU referrals in conjunction with advice from the SENCo and other members of SLT

Referral	Length of provision	Learning within the LSU	Follow up
<p>Via SLT link and Head of Year</p> <p>Via inclusion panel</p> <p>Agreed DHT with responsibility for inclusion</p> <p>Parental contact made via phone call and referral form completed and signed during parental meeting</p>	<p>Dependent on Year group/reason for referral</p> <p>The provision will run for an initial half term period. This may be extended following review meetings</p> <p>All GCSE students who are disappplied from one GCSE subject will continue in the LSU for the remainder of their GCSE years. This provision is primarily for Year 11 students though may be considered for students in Year 9 and 10 in exceptional circumstances</p>	<p>GCSE Students will focus on a set curriculum of English, Maths and in some cases Science</p> <p>Project based work that incorporated literacy and numeracy skills will be the focus for students in younger years</p> <p>As the LSU is designed to support with identified barriers to learning, work in the LSU may be complimented with learning mentor support for students and targeted work to support students in overcoming this barrier</p>	<p>Regular, scheduled reviews of progress will take place with the LSU teacher and the Deputy Headteacher</p> <p>Review meetings with parents will take place to discuss the effectiveness of the provision and proposed next steps</p> <p>Students in KS3 who use the provision will be reintegrated into lessons as decided at review meetings, with support from their Head of Year/Learning Mentor/the SENCo as appropriate</p>

Inclusion Provision Map - Appendix 7

Programme	Brief Details	Referral Process
Nurture Group	Year 7 and 8 students who have issues with settling in Secondary school, friendship issues, issues of anxiety, self-confidence	HoY via SENCO
Numeracy Catch-up	Numeracy programme for those students who are significantly below expectation in terms of maths in Year 7 & 8	Screening on entry via SEN department – use of CATs/KS2 data
RML	Literacy programme for those students who are below expectation in terms of reading and comprehension	Screening on entry via SEN department
Data Pac literacy	Targeted literacy programme for students who struggle with reading and comprehension	Screening via the SEN department
Speech and Language Programme	Targeted programme for students with identified speech and language needs	SEN assessment/screen EP assessment/prior assessment identifying speech and language need
Theraputty	For students with hand mobility issues	SEN identification/writing speed/doctor's note
Storyboarding	Used to encourage students to consider events and incidents in school and to ensure self-reflection	SEN K and EHCP students referred via pastoral to SENCO
In-class support	TA support for students with EHC plans and/or SEND K	EHC plan recommendations/SEN assessment of student need based on those identified as SEN K
Touch Typing	To support students with issues with writing who may need a scribe/computer to complete exams	Identified by SEN department
CBT stress	Sessions with learning mentor focusing on management of stress using CBT	HOY/SEN identification of students. Learning mentor identification following initial referral
Games club	Lunch time sessions for students, playing games	All students who are SEN are invited to attend as they wish
Breakfast club	Breakfast session from 8am – 8.30am for students to have breakfast and work with SEN staff	Open to all SEN students
Programme	Brief Details	Referral Process
Homework club	After school session using computers and TA support to complete homework	Open to all SEN students

Learning Mentor Support	For one to one work with students who are struggling in school often due to SEMH	Referral via HOY/Pastoral team
YISP	Youth Inclusion Support Programme – a multi-disciplinary panel that focuses on prevention for those at risk of offending	Via inclusion panel
CAMHS	Child and Adolescent Mental Health Services – assesses and treat young people with emotional, behavioural or mental health difficulties	Via SPOE/direct referral/EP referral/GP referral
EP	Educational Psychologists investigate and advise schools on how to tackle challenges that young people face including learning difficulties, social and emotional problems etc	Via SENCo
BSS	Secondary Support Service – Work in partnership with schools to support the inclusion of all children and help to remove barriers to learning – offer one to one, group work, boxing for anger management	Via inclusion panel/SENCo/AHT/DHT behaviour/Inclusion
Compass	Provide support and guidance for young people dealing with drug or alcohol misuse and the issues associated with it	Via inclusion panel/SENCO/AHT/DHT Behaviour/Inclusion

DfE Guidance on the Use of Reasonable Force – Appendix 8

Summary

About this departmental advice

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

Expiry or review date

This advice will be kept under review and updated as necessary.

Who is this advice for?

- School leaders and school staff in **all schools**¹ in England.

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually 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 where a student needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force².
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

¹ “All schools” include Academies, Free Schools, independent schools and all types of maintained schools

² Section 93, Education and Inspections Act 2006

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”³:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

Communicating the school’s approach to the use of force

Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.

There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

³ Section 550ZB(5) of the Education Act 1996

Schools do not require parental consent to use force on a student.

Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

A panel of experts⁴ identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;

the 'double basket-hold' which involves holding a person's arms across their chest; and

the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.
- Telling parents when force has been used on their child
- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents⁵.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child's age.
- What happens if a pupil complains when force is used on them?
- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where an allegation of using excessive
- force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

⁴ Physical Control in Care Medical Panel - 2008

⁵ References to parent or parents are to fathers as well as mothers, unless otherwise stated.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Frequently Asked Questions

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it

might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Further sources of information

Other departmental advice and guidance you may be interested in:-

- [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 \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies.](#)
- [Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#)

Associated resources (external links)

- [Police and Criminal Evidence Act 1984 \(PACE\) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers](#)

Appendix 9 – Home School Agreement

Educational Responsibilities

We acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness within a caring community.

Therefore the School will:-

- provide a friendly welcome to students and a secure, stimulating, moral environment in which to learn;
- ensure students are valued for themselves and are helped to make good progress in their spiritual, moral, emotional and academic development;
- praise students for wearing correct uniform and challenge them when they don't;
- promise to plan challenging lessons enabling students to enjoy learning and achieve their best;
- will value and mark work regularly in accordance with the School's Marking Policy;
- ensure that the education provided for students in the School is tailored as well as possible by using good assessment recording and tracking strategies;
- provide parents with information about student progress and provide them with opportunities to talk to teachers;
- keep parents well informed about School Policies and activities through regular letters and newsletters;
- set, mark and monitor homework appropriate to student needs;
- contact parents if their child's attendance or punctuality gives cause for concern;
- inform parents of any concerns regarding their child's behaviour, work or health;
- challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.

Signed:



(For and on behalf Governing Body)

Date: 1st September 2016

Parent(s) Responsibilities

As parents/carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at Bishop Stopford's School.

Therefore I/We will:-

- ensure that my child attends the School every day, on time and suitably equipped;
- ensure that family holidays are taken outside of term time, otherwise the child's place may be forfeited;
- inform the School of any concerns;
- support the values and ethos of the School community and encourage my child to do his/her best;
- give my child opportunities for home learning and support my child in the completion of homework;
- check and sign my child's planner on a weekly basis;
- support the School's Policies for attendance and punctuality including detentions until 4.30pm for lateness;
- support the School's Policies for behaviour, including detentions until 4.30pm.
- attend all parents' evenings and discussions about my child's progress;
- support the Governors in their responsibilities for maintaining the School's buildings in good repair;
- consent to the use of photographic records of curricular activities undertaken within the School and visual images on the School's website or for other educational purposes (recognise that further permission will be sought if any additional use is required);
- ensure that my child behaves in a manner that upholds the School's Code of Conduct on the way to and from School.

Print name:

Signed:

Date:

Student Responsibilities

I acknowledge the different and unique talents which I have been given and my responsibility to use them wisely:- Therefore I will uphold the Stopfordian Ethos and 'Strive for Five' principles at all times and will:

- attend the School regularly and on time;
- wear the School's uniform correctly and bring all the equipment I need every day;
- take care of all School equipment, help keep our school litter free and respect the School environment and property;
- share my feelings honestly and politely and show consideration for others in School;
- behave sensibly so that students can be happy and safe as I learn;
- take responsibility for my actions and think for myself
- attend additional classes as timetabled;
- do all my class work and homework to the best of my ability;
- keep my planner up to date by entering all homework and information necessary, and by signing it every week;
- observe all School rules and treat all members of the community with the respect they deserve;
- travel directly to and from School without congregating in the local area;
- not use a mobile phone or bring contraband items into School.