



RIDGEWOOD
HIGH SCHOOL

BEHAVIOUR POLICY

This policy will be reviewed annually

Version: V2.1

Date issued: 21/11/2023

Date of next review: September 2024

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Contents


Ridgewood High School: Home School Agreement	6
‘READY, RESPECTFUL AND SAFE’	8
Ready	8
Respectful	8
Safe	8
BEHAVIOUR AT RIDGEWOOD HIGH SCHOOL	10
BEHAVIOUR PRINCIPLES.....	10
READY, RESPECTFUL AND SAFE.....	10
BEHAVIOUR VALUES.....	10
THE AIMS OF THE POLICY	10
RESPONSIBILITIES	10
REVIEW	12
Appendix 1: Recognition, ADJUSTMENTS and Consequences.....	13
RECOGNITION.....	13
EXAMPLES OF RECOGNITION	13
ADJUSTMENTS AND CONSEQUENCES	13
Reasonable Adjustment for SEND	14
Examples of reasonable adjustment may include:	15
OUT OF SCHOOL, SOCIAL TIMES AND THE JOURNEY TO AND FROM SCHOOL	15
Mobile Phone Use:	15
Problems at social times	16
Problems that happen out of school but affect school life (e.g. Bullying through social media, texting, journey to and from school).....	16
Toilet Visits	16
Smoking, Vaping and Drugs.	17
Other Sanctions and support:.....	17
Appendix 2: Classroom management.....	18
During lessons	18
Removal from a lesson:.....	19
Mutual Support	19
Removal from a lesson: Call Out.....	19
Removal from more than one subject lesson	19
Appendix 3a:.....	20
Appendix 3b.....	21
Appendix 3c: Chain of referral	22

Appendix 4: Serious Behaviour concerns	23
Serious Behaviour Concerns	23
Persistent disruptive behaviour	23
EXTREME BEHAVIOUR THAT REQUIRES CONSIDERATION OF PERMANENT EXCLUSION	24
Stage 1 – Serious behaviour concerns including Persistent Disruptive Behaviour	24
Stage 2 - Repeated high-level incidents or extreme incidents which require consideration of a Permanent Exclusion	24
Stage 3 - Extreme incidents or failure to improve following Stage 1 and\or 2	25
Appendix 5: INCIDENTS OF BULLYING OR PREJUDICE RELATED INCIDENTS	26
Appendix 6: Confiscation	27
Any prohibited items (listed below) found in students’ possession will be confiscated.	27
Prohibited items	27
Appendix 7: Parent / Carer information re. Searching students & confiscating prohibited item	28
Key points	28
Searching	28
Prohibited items are:	28
Confiscation	28
Schools’ obligations under the European Convention on Human Rights (ECHR)	28
Screening	29
Searching with consent	29
Schools’ common law powers to search:	29
Searching without consent	30
What can be searched for?	30
1. Can I search?	30
2. Under what circumstances?	30
3. When can I search?	30
4. Authorising members of staff	31
5. Training for school staff	31
6. Establishing grounds for a search	31
7. Searches for items banned by the school rules	32
8. Location of a search	32
During the search	32
9. Extent of the search – clothes, possessions, desks and lockers	32
10. Lockers and desks	33
11. Use of force	33
After the search	33

12. The power to seize and confiscate items – general	33
13. Items found as a result of a ‘without consent’ search.....	34
14. Statutory guidance on the disposal of controlled drugs and stolen items	34
15. Statutory guidance for dealing with electronic devices	35
16. Telling parents and dealing with complaints	36
Appendix 8.....	37
Use of reasonable force	37
What is reasonable force?	37
Who can use reasonable force?.....	37
When can reasonable force be used?.....	37
Schools can use reasonable force to:	38
Schools cannot:	38
Power to search students without consent	38
Communicating the school’s approach to the use of force	39
Using force.....	39
Staff training.....	39
Telling parents when force has been used on their child	40
What happens if a student complains when force is used on them?	40
What about other physical contact with students?.....	41
Frequently Asked Questions	41
Appendix 9: Malicious allegations.....	43
Appendix 10:.....	44
Dealing with unacceptable behaviour from adult visitors to the School.....	44
Appendix 11.....	45
Legislation and statutory requirements	45

Version	Date	Amendments
V0	September 2021	New policy template adopted.
V1	September 2022	Annual review and update: Serious behaviour concerns, Search without consent
V1.1	November 2022	Mobile phones/Electronic devices Use – clarification on usage in school.
V2	September 2023	Annual review and update: All references to covid 19 procedures removed. Home school agreement added. Mobile phone repeated use updated. Smoking/Vaping updated. Appendix 3a and 3b updated.
V2.1	November 2023	Addition of 'Toilet Visits' management

Ridgewood High School: Home School Agreement

	Parents/Carers We will:	Student I will:	School We will:
Being ready to learn	Send our child to school in full school uniform with the equipment they need.	Wear full school uniform and bring the right equipment.	Insist that school uniform is worn correctly and inform students of what is needed for lessons.
Attendance and punctuality	Ensure our child attends school punctually and inform the school promptly of any absence.	Arrive punctually to registration and all lessons.	Insist on good attendance and punctuality and offer support.
Classwork and homework	Take an interest in our child's work, to ensure that all deadlines are met and check Edulink to monitor their homework.	Listen to and co-operate with teachers to work hard and to complete all work set to the best of my ability meeting all deadlines.	Teach effective lessons and prepare appropriate work that is regularly assessed both in the classroom and as homework.
Behaviour for learning	Encourage our child to have a positive attitude and high standards of behaviour at all times.	Behave well in lessons and around school contributing to a positive learning environment.	Encourage and reward high standards of behaviour at all times, ensuring a positive learning environment.
Pastoral support	Inform the school if there are any special circumstances likely to affect our child's learning.	Let an adult know if I have any concerns or problems affecting my work.	Listen to any concerns and respond quickly.
Links with school	Attend parents' evenings, read letters, Edulink notifications and emails and reply if necessary and support the school if sanctions are set.	Engage with Ready to Progress and accept and complete sanctions, if they are given.	Report regularly on the student's progress and inform parents/carers of any concerns.

<p>Extra-curricular activities</p>	<p>Support events students and teachers are involved in, where possible.</p>	<p>Find out what opportunities are open to me and make the most of them.</p>	<p>Inform parents of events the school is involved in.</p>
<p>Online</p>	<p>Encourage our child to use the internet and social media in a safe, appropriate and positive way and act as a role model for this behaviour.</p>	<p>Use the internet and social media in a safe, appropriate and positive way and not take part in any form of 'cyber bullying'.</p>	<p>Educate students on the consequences of cyber bullying and how to stay safe online. We will listen and respond to concerns the students have.</p>

'READY, RESPECTFUL AND SAFE'

Securing excellent behaviour

We expect our students to be Ready, Respectful and Safe

Ready

We show we are Ready by:

- Attending school every day
- Being on time for school, on time for lessons
- Looking smart and business-like in the correct uniform
- Being calm and purposeful at the beginning of a lesson
- Being well equipped with pens, pencils, ruler, rubber, sharpener, a scientific calculator,
- Being well informed and optimistic about the future
- Taking part in extra-curricular opportunities, representing the tutor group, house and the school

Respectful

We show respect to our school community by:

- Having positive body language, good eye contact and by speaking clearly, calmly and positively
- Listening carefully to the teacher and the views of others
- Being kind in our words and actions- we don't use swear words, abusive or prejudicial language
- Following the instructions of adults quickly as they will be keeping students safe and focussing on their achievement,
- Looking after the learning environment, putting litter in the bin and keeping work areas clean and tidy
- Being considerate to the local community when we travel to and from school

Safe

We show we know how to be **Safe** by:

- Being where we should be
- Speaking to an adult if we are worried about something
- Acting safely, keeping ourselves and others from harm
- Reporting any concerns we have to a member of staff. If we see something that's not right, we must say something.
- Walking on the left-hand side of corridors, stairs and doorways
- Leaving phones at the bottom of our bags and not using them in school

- Using technology safely by adjusting our privacy settings, by only writing positive messages to other students and by reporting anybody who makes us feel uncomfortable online.
- Not bringing weapons or drugs into school. These both may lead to permanent exclusion.

BEHAVIOUR AT RIDGEWOOD HIGH SCHOOL

At Ridgewood High School we believe that good behaviour is fundamental to the aims of our school. It is vital that we nurture good behaviour to achieve our core aims for the children who attend here. These are preparing children to be good decent people who are honest, kind and good team players who have the best qualifications and skills. Our behaviour policy is based on a 'kind' culture in which good relationships are nurtured and adults set a positive example. Adults nurture good relationships through the care and interest they show children. In this way we enable them to leave well prepare them for the outside world and adult life.

BEHAVIOUR PRINCIPLES

READY, RESPECTFUL AND SAFE

These three principles should guide all children's behaviour at Ridgewood High School.

1. Every child should be ready to learn and aim to do their best.
2. All members of the school community should be respectful towards others at all times.
3. All members of the school community should feel safe and be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

BEHAVIOUR VALUES

The Behaviour Principles are guidelines about how to act in school. Alongside this are three core values about the kinds of people we want children to become.

1. Honest
2. Kind
3. Team Players

THE AIMS OF THE POLICY

- The primary aim of the policy is to promote good relationships; encouraging people to work together with the common purpose of helping everyone learn. Positive behaviour should be recognised and acknowledged for all students, just as sanctions will be applied honestly and fairly when students do not adhere to the behaviour principles of the school.
- The behaviour policy should be created and revisited regularly through consultation with all stakeholders.

RESPONSIBILITIES

1. The students' responsibilities are:

- 1.1 To know and follow the Ridgewood High School behaviour principles 'Ready, Respectful and safe'.
- 1.2 To respect differences and value everyone's contribution.
- 1.3 To represent the school well by behaving in a respectful, orderly and calm manner at all times including the journey to and from school.
- 1.4 To aim to achieve their best through hard work and commitment.

1.5 To act in consistency with the school's values.

2. The school's responsibilities are:

- 2.1 To prepare all students to be happy and responsible adults.
- 2.2 To treat all students fairly, equally, with respect and care.
- 2.3 To create a safe, secure, engaging and pleasant environment for learning
- 2.4 To promote good behaviour and deal appropriately with poor behaviour.

3. The Parent/Career's responsibilities are:

- 3.1 To ensure that their children understand the importance of good behaviour and attendance.
- 3.2 To be interested and involved in their child's education praising them for their efforts and achievements
- 3.3 To encourage and support the completion of independent study and revision.
- 3.4 To communicate with school and foster good relationships between school and the students home life.
- 3.5 To inform school of anything which may impact upon students' behaviour in school.

4. The Teacher's responsibilities are:

- 4.1 To have high expectations of students in terms of their behaviour and academic achievement.
- 4.2 To ensure that the classroom is safe and that it is a successful environment for learning.
- 4.3 To communicate with parents where behaviour falls short of the behaviour principles.
- 4.4 To use a calm, stepped approach to the implementation of positive recognition and sanctions.
- 4.5 To record incidents of behaviour and interventions accurately on the school's electronic recording systems.
- 4.6 To be a positive role model and treat all students equally and with respect and care.

5. The Governor's responsibilities are:

- 5.1 Monitoring the effectiveness of the behaviour strategies being used by the school.
- 5.2 Ensure that the classroom is safe and that it is a successful environment for learning.
- 5.3 To communicate with parents where behaviour falls short of the behaviour principles.
- 5.4 To monitor the use of exclusions, bullying and prejudiced related incidents.
- 5.5 To be aware of the Prevent strategy.

All school rules are based around the three Principles of 'Ready, Respectful and Safe'. Student behaviour which does not follow these three principles is against school rules.

The three Values will be displayed next to these.

The three Values and Principles should be at the centre of our drive to nurture good behaviour. All staff should champion the principles and values using them in all our conversations about behaviour.

REVIEW

The Governing Body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations or if the Governing Body receives recommendations on how the policy might be improved.

Appendix 1: Recognition, ADJUSTMENTS and Consequences

RECOGNITION

Recognition is at the heart of the policy with a focus on intrinsic rather than extrinsic reward. It is important that students' effort and successes are recognized and that they are acknowledged by staff. Parents' involvement in this process is a key to its success. The aim is to create a 'feelgood' factor through the use of recognition.

Recognition should be specific and communicated in a way that works for the individual students. Some students may prefer private to public praise.

EXAMPLES OF RECOGNITION

- Teacher Praise
- Recognition boards in class
- Positive notes from teachers
- Displaying good work
- EduLink Praise Points
- Mention in Newsletter
- Attendance awards
- Shout outs in assemblies.
- Attendance emails
- Over and above recognition letters
- Positive texts and email
- Parents invited to Presentation Evening
- Positions of responsibility – Prefect, Student Leadership, Student Voice, Guides, Learning Centre, Reading buddies.
- Head of Year Awards
- Headteachers Awards
- Governor's Award
- Recognition shared with other key staff
- Tutor Group competitions
- House competitions

ADJUSTMENTS AND CONSEQUENCES

Adjustments are used when students need to be reminded of what they need to do to meet expectations of behaviour. Students are reminded of what they need to do to be successful and to meet behaviour expectations before stepped consequences are introduced. The focus is on improving relationships and encouraging students to recognize how to do well.

This policy is based around the belief that calm consistent behaviour by adults will nurture the best responses from children. Scripts will be developed as appropriate to help adults tackle inappropriate behaviour in a calm and consistent way. Linked to this is the idea that the certainty that a sanction will follow is more important than the severity of the sanction.

Below are some ideas of responses to poor behaviour.

During lessons

- Reminder about what student needs to do to get things right
- Use of script. E.g. swearing, mobile phones, attachment aware.
- Positive framing and anonymous correction

Stepped Adjustments

- Adjustments -Move seats
- Time out of class – Cool down (limited time)
- Time out of class – with another member of staff – Mutual Support/Buddy system - different year groups
- Removal from lesson – This should be rare and will be dealt with through the Faculty/Mutual Support system.

End of lesson

- Verbal reprimand
- Discussion – repair catch up sessions to be used for this to prevent late arrival to other lessons
- Catch up work
- Reflection sheet

Follow up after lessons

- Catch up work /bringing satisfactory work up to expected standard
- Written tasks –
- Repair/catch up session. Either 10 mins for minor issues or up to 30 mins for more disruptive behaviour.
- Reflection time
- Subject/Faculty Report
- Withdrawn from lesson for set period
- Phone call/ Text/email/ letter home
- Meeting with parents/carers

Repeated problems across subject areas/out of lesson

- Form tutor/Head of Year/SLT Report card – monitoring daily behaviour
- Contact parents for Behaviour meeting - Pastoral Support Plan may be used.
- Supervised Learning
- Behaviour intervention programme – use of ALP and Sycamore centre to deliver these.
- Anger management/Self-esteem work
- Barriers to learning tests completed and learning passport updated if needed.
- Ready for Learning/ Keep safe interventions
- Peer mentors

Reasonable Adjustment for SEND

Some of our students have additional needs and require an adjusted response to their behaviour as their SEND can be a contributing factor to how they have behaved which should be taken into account. We call this approach reasonable adjustment.

All staff should be aware of the learning passport in place for our SEND students. All staff should be following the guidance and bespoke strategies suggested in the passport to support their learning in the classroom. Regular reviews of passports and learning strategies with parents, guardians, staff and SEND team where relevant should take place throughout the year at point of need.

Examples of reasonable adjustment may include:

- Shortened catch up sessions – e.g. 20 minutes instead of 30.
 - Catch up sessions supported by HLTA or SENCO
 - Use of learning support as safe space – student has permission to go directly there if they are angry or upset. Call out notified to ensure that the student has arrived. SEND team to support on arrival and help to de-escalate and talk through what went wrong. If student can return to the lesson (depending on the severity of the incident) this should be agreed with the teacher and the SEND team.
 - Designated room for catch-up sessions/repair sessions.
 - Seating plan adjusted – e.g. sat near an exit.
 - Regulation stations – reset and return.
 - Repairs or catch up done on the same day if appropriate.
 - Student collected by pastoral/SEND team for repair or catch-up sessions.
 - Use of time out card to go to learning support to talk through with TA what has gone wrong and to reset.
 - Use of story boards to help a child understand what has gone wrong.
 - Use of star charts or reward stickers to reinforce positive behaviour.
 - Daily check in and check out meeting with their keyworker to go through the day.
 - Reduced timetable for a very short amount of time (1/2 weeks, built up gradually back to full lessons) to help to reset and refresh. These should be agreed with parents and guardians and only be used on rare occasions.
-
- Where persistent disruption occurs, we may look to source the advice and guidance by involving outside agencies such as AOT/educational psychologist/Sycamore/early help to support with behaviour if student is not responding to behaviour management and SEND strategies already in place.
 - We may call an emergency SEND review
 - We may look at alternative provision if we feel we cannot meet the needs of the student.

OUT OF SCHOOL, SOCIAL TIMES AND THE JOURNEY TO AND FROM SCHOOL

Students are expected to be respectful and to keep safe at all times. At social times and on the journey to and from school, this is even more important as there may be no direct adult supervision. We expect all students to act honestly and kindly on the way to and from school and during school social times.

Social times in school should be a time when students can relax following lessons and not worry about the conduct of other students.

We also recognise that modern technology means that behaviour out of school can impact on school life (e.g. bullying, social media, and texting). We will intervene if appropriate to ensure that students feel safe, enjoy school and be successful.

Mobile Phone Use:

Mobile Phone/Electronic devices Use:

The presence and use of mobile phones and electronic devices have a detrimental effect on concentration and learning. They also present a safeguarding risk for students and teachers.

Phones/electronic devices are expected to be switched off and in bags from the first bell or when they enter the buildings, until they leave school at the end of the day. Any mobile phone/electronic device seen or heard during a school day, either in lesson or at break times, will have to be handed in.

- Students will be expected to turn off and give in their phone/device to a member of staff. This will then be securely stored in reception and can be collected at the end of the day. Parents/Carers will be notified by email if their child's phone/device is handed in.
- Students not handing in their phone/device to the member of staff, which will then require SLT call out to collect it, will have to hand their phone in to reception before school for the next five days.
- After the third incident, and any subsequent incident, parents/carers will be asked to come and collect the phone from school. Students will be asked to hand their phone/device into reception for the next five school days. If a student then continues to have repeat incidents, then they will be referred to a Leadership detention.

If any student has an immediate need to contact home, they can go to see their Support and Guidance Officer who will be happy to contact parents or carers for them.

Problems at social times

- Loss of social times
- Supervised Learning
- Community Service – litter, graffiti,
- Reparations for damage caused by unsafe or dangerous behaviour.
- Letter/ Email/Text home
- Confiscation of phone – Parental collection for repeat or inappropriate material on phone
- Confiscation of contraband/ banned items – Return only at teacher discretion.
- Loss of extra-curricular privileges/clubs, Prom/Trips/ Non-uniform days
- Lunchtime contract
- Parental collection from site at lunch times
- Restorative conversations

Problems that happen out of school but affect school life (e.g. Bullying through social media, texting, journey to and from school)

- Contact with parents
- Supervised learning
- Moving classes
- Delayed exit from school
- Parents asked to collect or drop off
- Restorative conversations and approaches

Toilet Visits

Students have the right to reasonable and timely access to toilet facilities during the school day and the right to privacy when using toilet facilities. Any students who continually gather in toilets at social/lesson times, or continually do not use their nominated toilets may face sanctions. These could include:

- Loss of social time
- Contact home to parents/carers
- Escorted visits to toilet
- Use of care room toilet only

Any students sharing cubicles will be searched and will be placed in Supervised Learning for 1 day.

Smoking, Vaping and Drugs.

Students are not permitted to bring to school any form of tobacco, lighters, vapes, drugs or drug paraphernalia. Students vaping in school or in the school community whilst in uniform, will face a Fixed Term Suspension and some health education support. Students who are suspected of doing so will be searched and any contraband found will be confiscated. Possession of smoking/ vaping contraband will result in Supervised Learning with some health education support. Confiscated vapes and smoking related kit will be kept locked away until parents or guardians either collect them or request that they are destroyed. Parents or guardians will be contacted and invited in for a meeting if drugs are found on a student.

If any students are found in possession of these items for a second time in the same term, they will receive a one-day Fixed-Term-Suspension.

Other Sanctions and support:

- Smoking/vaping letter
- Placed on the Stop and search list –these may happen at random intervals during the term.
- Parent meeting
- Supervised free time
- Referral to school nurse for smoking/vaping cessation support
- Referral for an Early Help
- MARF may be completed where concerns are related to drug use.
- Referral to WHAT centre for support with drug cessation.
- Exclusion from school – drug use.

Appendix 2: Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Display their own classroom rules and routines which are in keeping with the behaviour principles and values.
- Create a seating plan for the class based on achievement.
- High expectations
- Display behaviour principles and values.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Low level disruption should be dealt with by a calm stepped approach
 - Using positive reinforcement

Stepped Consequences for students who misbehave

During lessons

- Reminder about what a student needs to do to get things right
- Adjustments - Move seats
- Time out of class – Cool down
- Time out of class – with another member of staff – Mutual Support
- Removal from lesson - mutual support if they cannot return or use of Call out for more serious incidents.

Repair sessions are 10 mins for smaller concerns, Catch-up sessions are 30 mins for more disruptive behaviour. The 30 mins session is to be used to ensure that any work missed is caught up and understood. Parents and carers should always be contacted about the 30 min sessions by the relevant staff member as they take place after school, this may be done via phone call or email. A student may be placed on report with the faculty or HOY, again parents and careers should be contacted about this and kept updated about progress. Staff will log repair or catch-up sessions on SIMS/Edulink so that HOF and HOY have a clear record of the concerns about a student's progress.

Removal from a lesson:

Mutual Support:

A student will be removed and re-roomed via mutual support within the faculty area if they are continually disrupting the learning of others and have not responded to the positive behaviour management strategies being used by the member of staff. All faculties have a 'parking rota' where students who need to be re-roomed can be placed with work to complete. Any students removed via mutual support will complete a catch-up session with their teacher for 30 minutes after school on a night that has been agreed and arranged with parents or carers to catch up on work missed and repair the issue.

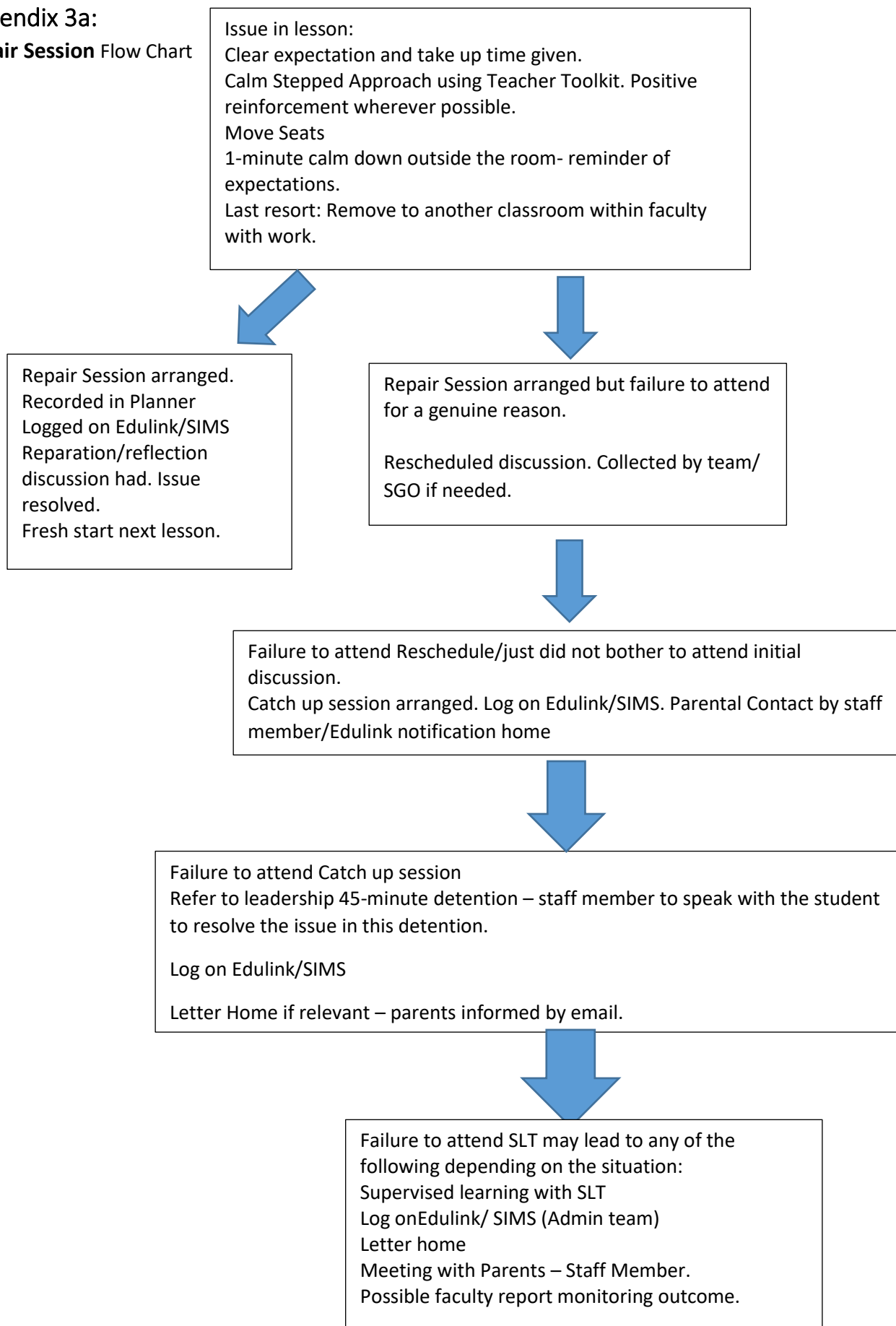
Removal from a lesson: Call Out:

If a student is behaving in a dangerous manner, has been verbally abusive to peers or staff or is emotionally distressed then staff will use Call Out. Students will be re-roomed with relevant work from their teacher within the faculty if this is appropriate. If they are too upset or distressed, then they will be taken to a safe space with the member of staff from the Call Out team. The student will be supported in completing their repair session with the teacher at a time that has been mutually agreed with the teacher and the parent.

Removal from more than one subject lesson:

A student may be removed from a subject area for 1 or 2 lessons after a serious incident or breach of our code of conduct. A parent meeting or phone call would happen before this to ensure that all are aware of the issues and what is being done to resolve them. Any student who is removed from a lesson either by mutual support with their faculty or via call out will complete a 30 min catch-up session to ensure the issues are fully discussed and resolved prior to going back into the lesson.

Appendix 3a:
Repair Session Flow Chart



Appendix 3b

Catch up session session flow chart as a result of issues in lesson.

If a student is acting unsafe, is verbally, physically abusive or threatening to staff or students they will be removed from the lesson.

Please request a callout from Edulink/reception for this. An investigation will then commence and relevant actions taken.

Issue in lesson:
Clear expectation and take up time given.
Calm Stepped Approach. Positive reinforcement wherever possible.
Move Seats
1-minute calm down outside the room- reminder of expectations.
Last resort: Remove to another classroom within faculty with work.

Catch up session arranged.
Logged on Edulink/SIMS
Parents contacted/Edulink notification

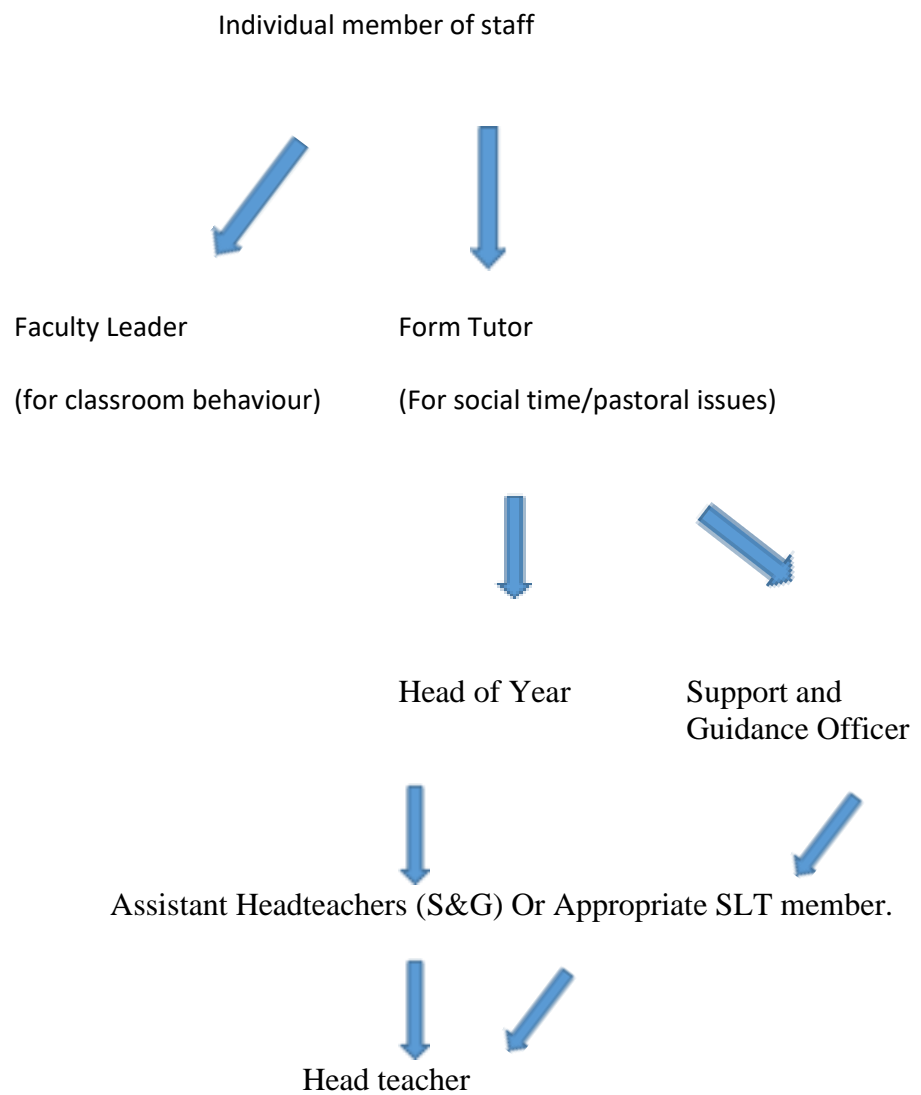
Student attends catch up session, work is completed.
Fresh start next lesson.

Failure to attend detention for a genuine reason.
Rescheduled. Staff arrange a new catch up session via the planner and contact parent to advise of new

Failure to attend Catch up session.
Refer to Leadership 45-minute detention
Student may need to be out of lesson until after this detention. Discuss with AHT (CEG) and HOF first.
Staff to Log on SIMS. Email Home to inform of detention (Automatically generated)

Failure to attend SLT may lead to any of the following depending on the situation:
Supervised learning with SLT
Log on Edulink/SIMS (Admin team)
Letter home
Meeting with Parents – Staff Member.
Possible faculty/HOY report monitoring outcome.

Appendix 3c: Chain of referral



A referral is made when a member of staff is unable to deal with a matter satisfactorily or that the matter is too serious. Immediate referral would be to the HOF. It is good practice to communicate with the form tutor who may be able to provide support and/or involve the Head of Year if needed.

Appendix 4: Serious Behaviour concerns

Some incidents are by their very nature serious behaviour concerns and will be included on the list below. The system for dealing with these is divided into three stages. There are also extreme behaviour incidents which automatically require consideration at stage 3.

The list below represents those that may be considered a serious behaviour concern and for which a wider range of sanctions will be considered which may include exclusion, isolation or Senior Management Detention.

Serious Behaviour Concerns

- Verbally abusive to an adult/student
- Repeated refusal to follow instructions
- Bullying
- Abusive comments (including racist, sexist & homophobic comments) directed at others
- Intimidating confrontational behaviour
- Endangering the health & safety of self / others
- Theft of school or personal property
- Physically assaulting or threatening to assault any adult or student
- Seriously endangering the health & safety of others
- Possessing an offensive weapon, alcohol, illegal drugs & stolen property
- Intentionally damaging/defacing property
- Substance or alcohol abuse
- Smoking or vaping
- Continual and blatant disregard for school rules
- Directing unacceptable swearwords at adults
- Persistent / extreme bullying
- Persistent disruptive behaviour
- Inappropriate use of a mobile phone or the internet
- Inappropriate behaviour of a sexual nature
- Malicious accusations against staff
- Unacceptable activity on social media impacting on school life/learning and/or wellbeing of other members of the school community

Persistent disruptive behaviour

Persistent disruptive behaviour is when a students' behaviour is seriously affecting the learning of other members of the school community. This may be through disruption of lessons through repeated refusal to follow instructions, not adhering to the timetable, anti-social behaviour in or out of the classroom or interruption of learning.

At this level – statements need to be taken from school staff and any student witnesses and behaviour log analysed to see patterns.

Students may need to go onto a Pastoral Support Plan for Behaviour and parents or carers would be involved in these discussions. As part of this HOY would also ensure that barriers to learning tests have been completed, educational psychologist may become involved if relevant, EHCP

needs would be reviewed and SEN support in the classroom would be re-evaluated to ensure that their learning needs are being met if they are SEND or to rule out potential SEND concerns. An Early Help may be used at this time if additional support is required at home. Other agency referral may be used to support the young person if relevant for example, anger management, WHAT centre, social services, sycamore, inclusive pathways, Phase trust, Here4Youth. Reflexions, Barnardo's etc.

EXTREME BEHAVIOUR THAT REQUIRES CONSIDERATION OF PERMANENT EXCLUSION

Permanent exclusion to be considered if the student exhibits persistent disruptive behaviour of the types listed above, or is found:

- Committing serious physical assault
- In possession of a knife / weapon / illegal drugs
- Threatening / assaulting another student / adult with a weapon
- Supplying drugs
- Malicious allegations
- Committing an act of arson likely to endanger others / self.

Any of the above could lead to Police involvement / action.

Stage 1 – Serious behaviour concerns including Persistent Disruptive Behaviour

Suspension is used as a last resort

- Supervised learning
- Fixed term Suspension
- Adjusted school day
- Barriers to learning tests
- SEND review if relevant
- Pastoral report

Stage 2 - Repeated high-level incidents or extreme incidents which require consideration of a Permanent Exclusion

- Pastoral Support Plan
- Personalised Learning
- Fixed term Suspension
- External advice sought – SEN/Educational Psychologist
- Early help referral
- Other agency involvement e.g. half term/term behaviour modification programs from Alternative providers, Navigate/police mentoring support.
- Managed Move

Stage 3 - Extreme incidents or failure to improve following Stage 1 and/or 2

- Extended school day (temporary)
- Inclusive pathways referral if deemed relevant
- Alternative provision - full time
- Part-time table (exceptional circumstances and temporary)
- Governors' informal meeting
- Permanent Exclusion

Appendix 5: INCIDENTS OF BULLYING OR PREJUDICE RELATED INCIDENTS

We regard bullying and prejudice related behaviour as extremely serious and take firm and considered action against it.

We promote the celebration of diversity and equal opportunities throughout school life and support students to stand up against bullying or prejudice related behaviour, for themselves and to help others. We encourage all students to inform an adult when they see students becoming victims of bullying or prejudice related behaviour.

We encourage students and parents to always let teachers know of any incidents early on so that we can take action against it. There is a separate policy for Anti-Bullying which relates closely to the Equality Act, 2010 and the rights of all individuals to enjoy a happy and successful education

Appendix 6: Confiscation

Any prohibited items (listed below) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Prohibited items

- Knives, blades or weapons
- Alcohol
- Illegal drugs
- Laser pens
- Tobacco and cigarette papers
- Lighters or matches
- Vaping materials and accessories
- Pornographic images
- Mobile phones which have inappropriate material stored or shown on them
- Fireworks
- Stolen items
- Any article, a staff member reasonably suspects may be used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the student).

Appendix 7: Parent / Carer information re. Searching students & confiscating prohibited item

Key points

Searching

- School staff can search a student for any item if the student agrees.
- Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- Knives, blades or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes and cigarette papers, lighters and matches
- 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 student)
- Head teachers 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.

Confiscation

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

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

¹The ability to give consent may be influenced by the child's age or other factors

Screening

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors³ enables them to impose a requirement that students undergo screening.
- Staff authorised by the Headteacher can screen students.

Also note:

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation require a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

²Section 89 of the Education and Inspections Act 2006 for all maintained schools, PRUs and NMSS and the Education (Independent School Standards) (England) Regulations 2010 for academy schools and alternative provision academies

³Section 3 of the Health and Safety at Work etc. Act 1974 5

Searching with consent

Schools' common law powers to search:

School staff can search students with their consent for any item. **Also note:**

- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and students' what items are banned.

- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco, vapes and cigarette papers, fireworks and pornographic images; and
- 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, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

1. Can I search?

- Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

2. Under what circumstances?

- You must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.
- There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

3. When can I search?

If you have reasonable grounds for suspecting that a student is in possession of a prohibited item.

Also note:

- The law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.

4. Authorising members of staff

- Head teachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A headteacher can require a member of the school's security staff to undertake a search.
- If a security guard, who is not a member of the school staff, searches a student, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the student.

5. Training for school staff

When designating a member of staff to undertake searches under these powers, the headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

6. Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to suspect that the student is concealing a prohibited item.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases, as they get older.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

- School staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

7. Searches for items banned by the school rules

- An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and publicised by the headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – advice for headteachers and school staff' via the link under Associated Resources.
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the headteacher must publicise the school behaviour policy, in writing, to staff, parents and students at least once a year.

8. Location of a search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.
- The powers only apply in England.

During the search

9. Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

10. Lockers and desks

- Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present.
- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

11. Use of force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.
- Separate advice is available on teachers’ power to use force – see Associated Resources section below for a link to this document

After the search

12. The power to seize and confiscate items – general

What the law allows:

Schools’ general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student’s property as a disciplinary penalty, where reasonable to do so.

Also note:

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

13. Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate but this should not include returning it to the student.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find **other substances**, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- **Fireworks** found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds **an item, which is banned under the school rules** they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

14. Statutory guidance on the disposal of controlled drugs and stolen items

- It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:

- In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

15. Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
 - In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
 - If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.⁴
 - If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice - sexting in schools and colleges - responding to incidents and safeguarding young people

Also note:

- Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

16. Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child. In the event of whole class searches e.g. a knife goes missing in the Food Tech room, all parents/carers will be informed.
- Parents/carers will be notified where a student has 'searching' agreed in their risk assessment.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

⁴Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

Appendix 8

Use of reasonable force

Advice for headteachers, staff and governing bodies - July 2013

What is reasonable force?

1. 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 students.
2. Force is usually used either to control or restrain. This can range from guiding a student 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. 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 student.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force².
2. 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 students 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 students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students 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 student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student 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 students 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.

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

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 students. 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 students found fighting or that if a student 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).
- 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 student, or prevent them taking action needed to prevent a student causing harm.
- By taking steps to ensure that staff, students 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 students 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:
 - student's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the student or member of staff; and
 - the child's age.

⁴ Physical Control in Care Medical Panel - 2008

What happens if a student 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.
- 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 students?

- It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.
- Examples of where touching a student 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 student;
 - When a student 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.

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

Frequently Asked Questions

Q: I'm worried that if I use force a student 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 students, and this includes while on school trips.

Q: Can force be used on students 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 student 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 students. 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 students 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 student?

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.

Physical restraint on students is conducted in line with the DFE's guidance found at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix 9: Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Appendix 10:

Dealing with unacceptable behaviour from adult visitors to the School

As dedicated professionals, we at Ridgewood High School believe that working closely with parents is an important key to success. We will always seek to work closely with parents. No member of staff should be placed in a situation where another adult displays threatening or aggressive behaviour towards them. Such behaviour will not be accepted – there will be zero tolerance. Parents must not use any threatening, abusive or insulting words towards a member of staff. They should not behave in a threatening manner towards any member of staff and should at all times remember that this is a school and work place and that the students (their own and others) may witness their behaviour. This type of disruption is often extremely detrimental to students' behaviour and their own attitudes towards school and its staff severely affecting teaching and learning. If a parent or other adult arrives within the school displaying this negative, confrontational behaviour, the following precautions and actions will be taken – without exception.

- The member of staff should explain to the visitor that a professional dialogue cannot be carried out under these circumstances and explain that if the visitor does not calm down the discussion will be terminated. They should be asked to leave the school premises.
- If after a warning and explanation the visitor does not then conduct themselves in an appropriate manner, the member of staff should politely and firmly explain that this is not acceptable and leave the immediate environment closing the discussion. The teacher should seek support of another member of staff, preferably SLT. The event should be logged and forwarded to Head.
- If the visitor is still conducting themselves in a manner unacceptable to the school environment, being aggressive, threatening, confrontational, swearing or under the influence, the police will be contacted to remove the person from school grounds. If the visitor removes themselves from school grounds at this point then a report to the police will still be made.
- Any behaviour of this type will result in the consideration of a ban for the adult 'banned' from accessing the school site and support from the Police will be requested. Local Authority will be informed and advice taken from Legal department.
- We understand that parents may be angry or frustrated with things that happen in school, but we insist that appointments are made in advance of parents coming to school. This is less frustrating and it is more likely that you will see the person most suited to resolving the problem.

Appendix 11

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Academies, including free schools, and independent schools insert:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Academies, including free schools, add:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

Academies, including free schools, if applicable, add/amend: This policy complies with our funding agreement and articles of association.