

# Queen Elizabeth's Girls' School Behaviour for Learning Policy

**POLICY TITLE:** Behaviour for Learning Policy

**STATUS:** Statutory

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Senior Deputy Headteacher - David Jones

## Section 1: Aims

### **Courage - Courtesy - Creativity - Integrity - Resilience - Respect - Wisdom**

The central aim of the school is to encourage the development of each student's inner resources, so that they acquire the wisdom and integrity to make positive choices in a rapidly changing world. Most importantly, students will leave our school as well-qualified, confident, caring and happy members of their community, equipped to be capable of supporting themselves financially, contributing economically and socially to wider communities. We strongly believe that all students are individuals and that all should pursue excellence and develop their talents in academic, creative, physical and social skills. We provide an environment in which learning can flourish and be enjoyed not just as a means to good academic results but as an interest for life, motivated by the school's commitment to provide the students with access to a full range of study and enrichment experiences.

Positive behaviour underpins all aspects of a student's education. Good behaviour enables students to make outstanding progress and enables them to become socially responsible citizens, preparing them for life after education. At Queen Elizabeth's Girls' School we believe that all students have the right to an outstanding education, to fulfil their potential and feel safe at school. Therefore, we expect outstanding behaviour from all our students all the time. We expect outstanding behaviour from students because we care about them and their futures. We manage behaviour so that we can provide calm, safe and supportive environments where students can learn and thrive. This Behaviour for Learning Policy aims to:

- Reflect the school's values (Courage, Courtesy, Creativity, Integrity, Resilience, Respect, Wisdom)
- Make clear the positive and constructive rules of conduct
- Set out a framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards
- Ensure that equality of opportunity is available to all
- Build a community based on tolerance, respect and personal responsibility.

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for poor behaviour. Our consequences system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice and consequences.

## Section 2: Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school - 2015](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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 [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy. This policy complies with our funding agreement and articles of association.

## Section 3: Definitions

**Good behaviour** for learning includes, but is not limited to:

- Being polite and respectful to peers, staff, members of our local community and visitors to the school
- Being kind to others by respecting other people's beliefs and opinions and accepting that others may hold different views to your own.
- Being kind by speaking and treating all people in the community in the manner you would want to be treated
- Being respectful by treating other people's belongings with respect
- Being on time
- Having excellent school attendance
- Taking pride in wearing the correct uniform at all times
- Behaving sensibly in corridors and at unstructured times by walking sensibly, keeping to the left, without running or causing a disturbance
- Being prepared for learning and having all equipment, every lesson and every day
- Showing respect for learning and that of others by being silent when requested
- Listening to members of staff and following instructions politely and calmly, the first time of being asked
- Helping and supporting others
- Actively participating in learning activities
- Asking and answering questions in lessons
- Seeking help and support when needed
- Respecting our local community by quietly making your way to and from school quickly and never congregating in large groups on local streets

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Not following instructions
- Acting as a bystander when someone is being bullied or intimidated

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Tampering with a fire or safety device or ignoring health and safety rules
- Possession of any prohibited items (see section 10.1.1)
- Possession of any banned items (see section 10.1.2)

## Section 4: Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Here is the school's [Anti-Bullying Policy](#).

## Section 5: Roles and Responsibilities

### All staff will:

- Expect high standards of work and behaviour
- Establish and maintain clear boundaries of acceptable student behaviour
- Challenge students to meet the school's expectations
- Create a calm and safe environment for students
- Communicate the school's expectations routines, values and standards through teaching behaviour and in every interaction with students
- Model expected behaviour and positive relationships
- Implement the Behaviour for Learning Policy consistently
- Reward good behaviour and challenge students to meet the school's expectations
- Provide a personalised approach to the specific behavioural needs of particular students
- Record behaviour incidents promptly and in line with the school protocols
- Communicate praise or concern to parents and carers
- Be punctual to lessons, briefings, meetings, duties etc included in directed time
- Make lessons appropriate and stimulating, using assessment for learning
- Ensure students stay in class throughout the lesson (diagnosed and agreed by school medical reasons excepted)
- Be visible in the corridor and at their classroom door to ensure lesson changeovers are orderly
- Dismiss students in an orderly manner at lesson changeover times and no earlier
- Adopt a restorative approach at appropriate times to allow students to understand the impact of their behaviours

### Tutors will:

- Work to create a cohesive identity and a positive ethos in their tutor and year group
- Check that students are ready to learn by being equipped with their planner, equipment and are in correct school uniform, intervening and offering support as required
- Reward positive behaviour and take action to improve poor behaviour
- Monitor and give feedback through the referral and reporting systems

- Monitor student punctuality and respond as required
- Communicate regularly with parents/carers
- Communicate with subject staff and others as appropriate

**Curriculum Leaders will:**

- Ensure staff in their department consistently follow strategies for effective classroom management
- Monitor classroom practice through regular observations and data analysis
- Support teachers in maintaining discipline and following up incidents
- Lead on the behaviour protocols within their department so that procedures are clear
- Establish and maintain clear sanctions within the department that are in line with this policy
- Support the professional development of staff regarding their classroom and behaviour management skills and practices

**Heads of Years will:**

- Lead and implement the behaviour policy with their year group
- Lead on behaviour, and its rewards and consequences, that is evident across subjects and/or the school, that emanates from outside school or that is serious and recurring
- Manage the tutor team and provide support strategies for tutors and parents/carers
- Monitor the behaviour of students through data, referrals, reports and discussions, and provide help to tutors in co-ordinating support for students where required
- Implement and monitor the anti-bullying procedures
- Work with tutors to follow up and resolve issues relating to students being ready to learn and equipped with their planner, equipment and in correct school uniform, intervening as required
- Liaise with internal and external stakeholders as appropriate to support improvements in students' behaviour

**The SEN and Inclusion Department will:**

- Coordinate the development and implementation of support plans for students with SEN, including those with social, emotional and behavioural needs in accordance with the SEN Code of Practice
- Respond to referrals of students for behaviour support
- Coordinate support for students in lessons
- Liaise with relevant internal and external stakeholders and agencies to ensure that information is shared appropriately
- Communicate with parents and carers to ensure effective home-school liaison

**The Senior Leadership Team will:**

- Ensure that the school environment encourages positive behaviour
- Be visible, active and involved in managing behaviour
- Take action with regard to serious incidents and persistent disruption
- Oversee liaison with outside agencies
- Ensure this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Report key data such as exclusions and referrals to the Trustees
- Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately negatively impacted by this policy (see section 13.1)

**All students will:**

- Manage and take responsibility for their own behaviour
- Follow school rules and comply with school procedures
- Work positively and respectfully with adults and peers
- Engage with the pastoral support that is available to them to help them meet the behavioural standards
- Give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy

**Parents and carers will:**

- Work in partnership with the school to support their child's positive behaviour and attitude
- Support the school's behaviour policy
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings with teachers to discuss their child's progress and behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour

The school will endeavour to build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

**Trustees will:**

- Review and approve this Behaviour for Learning policy
- Support rewards and reward ceremonies
- Regularly review behaviour and exclusions data
- Sit on exclusion panels as required (non-staff trustees only)
- Monitor and review the effectiveness of the behaviour policy

## Section 6: School Behaviour Curriculum

Students are taught explicitly what good behaviour looks like. The school promotes, among students, self-discipline and proper regard for authority. The behaviour curriculum focuses on the key habits and routines required in the school.

### 6.1 Classroom behaviour

There are three strands to classroom behaviour management:

- Classroom rules
- Rewards for keeping to the rules
- Consequences of breaking the rules

### 6.2 Classroom rules

Students follow a simple set of classroom rules that are common to all classrooms and displayed clearly in each class:

We want to create an effective and calm working atmosphere. These rules help us learn and work together effectively:

1. Arrive on time and wear the correct uniform
2. Have the necessary equipment
  - 3 pens (2 black/blue and 1 green)
  - pencil and a rubber
  - 1 plastic ruler
  - a pair of compasses
  - a protractor
  - a calculator
  - planner
  - reading book
3. Listen to instructions and follow them the first time they are given
4. Treat other students, all of the school community and their personal space, with respect
5. Listen to others without interrupting
6. Engage in lessons fully
7. Do not drink, eat or chew in class (you may drink water, except where health and safety requirements prohibit it e.g. science laboratory).

These rules apply to all classrooms (lessons and registration/tutor time) and are taught to students as part of a teacher's initial lesson with a new group of students. The rules are referred to whenever a teacher or teaching assistant praises or corrects behaviour in class. This ensures that students and staff are clear about expectations of behaviour.

Teachers and tutors routinely confirm with students the expectations for day-to-day practice:

- where required, students in years 7 to 11 line up quietly outside the classroom before each lesson
- students take out equipment, books and planners as soon as they have sat down;
- students do not leave the classroom during lessons, unless there are exceptional circumstances in which case they have a signed note in their planner from their teacher or a pre-arranged pass;
- students stand behind their chairs at the end of the lesson and are dismissed row by row or table by table, so that their exit from the classroom is orderly.

The teacher also introduces students to any subject- or classroom-specific routines that they need to adopt.

### 6.3 Behaviour around school

In addition to Classroom Rules, the School Rules confirm expectations of behaviour at all times in the school.

The **School Rules** are:

1. Treat other students, all of the school community and their personal space, with respect
2. Wear correct uniform at all times
3. Walk quietly and safely on stairs and in corridors (walk on the left hand side)
4. Follow instructions from staff without negotiation
5. Year 7-11: leave smartphones, smart watches and similar devices at home
6. Year 12-13: keep mobile phones out of sight except in the dedicated sixth form areas
7. Only use lockers before school, during break times and at the end of the school day
8. Behave responsibly on the way to and from school
9. No chewing gum



### **During break and lunchtime all students will:**

1. Only go to designated areas: upper and lower courtyards, area in front of the Sports Hall, school hall, canteen, toilets, library, gym (when available) and school grounds (May to October)
2. Stay out of classrooms and not sit on the floor in corridors
3. Queue to enter the canteen in an orderly manner at the allotted time
4. Use their break and lunch time effectively:
  - a. Drink some water and fill up water bottles if required
  - b. Eat purchased food and snacks in designated areas (canteen, hall and pod/upper courtyard)
  - c. Eat packed lunches in the school hall
  - d. Clear up in the canteen by placing trays and empty dishes in the appropriate locations
  - e. Place all litter in the bins
  - f. Meet with any member of staff to address any concerns
  - g. Go to the toilet
  - h. Say thank you to catering staff
  - i. Follow all school rules to maintain a calm and pleasant environment for all
  - j. Do not gather in large groups (rule of thumb: maximum 8 students)
  - k. Never engage in any violent or aggressive behaviour, including play-fighting
  - l. Never act as a bystander to bad behaviour, report it to a member of staff

This information will be communicated to students as follows,

- Start of term presentations
- Assemblies
- Posters in classrooms
- Relevant sections of the school's website
- Mentoring

Students who join the school mid year will have an induction on expected conduct. For students with diagnosed or suspected SEND, extra time may be spent explaining the rules and using a range of strategies to aid understanding and ultimately good behaviour.

## **Section 7: Classroom Management**

All staff set the tone and context for positive behaviour.

They will:

- Plan lessons using adaptive teaching that takes account of different needs
- Start lessons with a retrieval activity enabling to settle and focus on learning immediately
- Greet students in the morning/at the start of lessons
- Create and maintain a stimulating environment that encourages students to be engaged
- Support all students in their adherence to school and classroom rules
- Develop a positive relationship with students, which will include:
  - Establishing clear routines
  - Use of the school rewards system
  - Using positive reinforcement
  - Highlighting and promoting good behaviour
  - Having a plan for dealing with low-level disruption
  - Communicating expectations of behaviour in ways other than verbally

- Conclude the lesson/day positively and calmly, starting the next lesson/day afresh

## Section 8: Responding to good behaviour

### 8.1 Rewarding good behaviour

Behaviour improves if good behaviour is rewarded; students are rewarded for following the rules. These rewards relate specifically to behaviour not to attainment, which is rewarded separately. Rewards should be given in at least the ratio of three positives to one negative.

The hierarchy of rewards includes:

1. Verbal praise (using the student's name)
2. Achievement points on SIMS (see *School Rewards System* below)
3. Comments in books or planners
4. Mentioning the good behaviour to the student's tutor and/or Head of Year
5. Praise emails sent home from the teacher or HoD/HoF/SLT
6. Phone call home by the teacher (first check SIMS for "no contact"; record call on SIMS)
7. Whole class or year group rewards, such as a popular activity
8. End of term awards, certificates and lapel badges (see *School Rewards System* below)

### 8.2 School Rewards System

The reward system means that attention is given to appropriate behaviour rather than negative behaviour. Rewards may need to be private (depending on the individual needs of the student) and frequent ('catch them being good'). Rewards are differentiated so that, for example, students with emotional and behavioural difficulties, who may be on the SEND Register, may be rewarded more regularly or in a way that is appropriate for their needs.

#### 8.2.1 Attendance

Students who have **100% Attendance** (or would have had 100% apart from exceptional circumstances) will receive a "Commitment" badge in the Year Group colour. Certificates will accompany awards in assembly for attendance.

#### 8.2.2 Behaviour

Students who do not get any negative **behaviour points** during the year receive a "**Resilience**" badge in the Year Group colour.

#### 8.2.3 Achievement

Students receive **achievement points** during lessons. These are awarded for outstanding work and positive contributions e.g.

- An outstanding piece of Home Learning
- Consistently outstanding Home Learning
- Outstanding contribution to a lesson
- Consistently outstanding contribution to lessons
- Consistently outstanding use of subject terminology and keywords
- Consistently performing above expectations in the lesson
- Outstanding contribution to the school community

- Performed above expectations in the lesson
- Representing Queen Elizabeth's Girls' School

Students will be rewarded by **certificates** (bronze, silver, gold, platinum, etc) as they earn more positive points.

Each term, two students from each year group will be selected to receive the Headteacher award where they are invited to attend a breakfast with members of the Head of Year and Senior Leadership Team.

#### 8.2.4 Subject Achievement

Each term **subjects award** a student of the term from each class.

This is awarded for exceeding their target or for continued excellence and commitment. Students will receive a **lapel badge** (by subject name) in their Year Group colour and a **certificate**.

*NB: Students can only win the subject award once per year per subject.*

## Section 9: Responding to misbehaviour

### 9.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

When a member of staff becomes aware of misbehaviour, they will respond predictably, promptly and assertively in accordance with this policy. Staff across the school respond in a consistent and proportionate manner so students know with certainty that misbehaviour is always addressed. De-escalation techniques are used to help prevent further behaviour issues arising and recurring. Students are made aware that negative behaviour has consequences.

### 9.2 Sanctions

Acceptable forms of sanction include,

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour giving opportunity for reflection
- Loss of privileges
- Expecting work to be completed at home, or at break or lunchtime
- Detention (see section 9.3)
- Removal of the student from the classroom (see section 9.11.1)
- Email, letter or phone call home
- School based community service, such as tidying a classroom
- Being placed 'on report' for behaviour monitoring
- Agreeing a behaviour plan/contract
- Suspension (see section 9.11.4)
- In the most serious of circumstances, permanent exclusion. (see section 9.11.4)

When establishing the facts following a behaviour incident, the school and headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the headteacher will accept that something happened if it is more likely that it happened than it did not happen.

#### **Consequences during a lesson**

Students must perceive that consequences in lessons follow a predictable and reliable pattern. Teachers will ensure that students know it is their priority to maintain the pace of their lesson for the benefit of all the students' learning. Consequences cannot be revoked. Please see grid overleaf.

## Consequences during a lesson

If classroom management strategies do not affect the student's behaviour, the formal hierarchy of consequences begins.

Action	Description	Follow up actions		
		Consequence for the student	Action required by the teacher	Action required by HOD/TLR holder
<b>Informal</b>				
Reminder	Verbal reminder of the expectations of behaviour. For example, "You need to stop turning around and listen to others."			
Warning	Verbal warning and reminder of the expectations of behaviour. For example, "You need to stop disturbing your neighbour and get on with your own work right now, thank you."			
<b>Formal (Recorded in SIMS)</b>				
Move seat	The student is instructed to move seats within the room.	1 behaviour point. Teacher may arrange to speak to the student	Record in SIMS	
Removal to another classroom within the subject area	Preferably the other room will not be in the same year group and will remain 'in subject'. e.g. the student might move into a 6th form lesson in the same subject or a room in close proximity. The student must be sent with work to complete.	2nd behaviour point. 15 min detention/ restorative meeting	Record in SIMS 15 min detention/ restorative meeting	Support restorative meeting as required
SLT Out and About referral	Teacher emails <a href="mailto:office@qegschool.org.uk">office@qegschool.org.uk</a> and requests SLT support.  Behaviour expectations reinforced by SLT 'Out & About'	3rd behaviour point.  15 min detention/ restorative meeting	Record in SIMS  15 min detention/ restorative meeting	Set up and facilitate restorative meeting
Removal by SLT for the remainder of the lesson	Only used in response to serious misbehaviour and once other behavioural strategies within the classroom have been attempted. For example, persistent disruption to the learning of others. The student must be sent with work to complete. Parents should be informed on the same day.	4th behaviour point. 40 min detention Restorative meeting facilitated by Head of Department/TLR holder and phonecall home	Record in SIMS and phonecall home on the same day made by teacher or HOD/TLR holder	Set up restorative meeting  40 min detention

*SLT support at all levels as appropriate*

## 9.3 Detentions

Detentions are used as a sanction in response to poor punctuality, lack of or poor quality classwork, lack of or poor quality homework and lower or ongoing behaviour concerns.

In September 2015, the Department for Education (DfE) updated its advice on behaviour and discipline in all schools in England. Paragraph 34 of the document says that when issuing a detention, school staff should consider whether the student's parents should be informed. It says that in many cases this will be necessary, but it will depend on the circumstances. For instance, advance notice may not be necessary for "a short after-school detention if the student can get home safely". There is no legal limit to how long schools can detain students after school without informing parents. He said that individual schools should set their own policies on this, and ensure that they act "within reason".

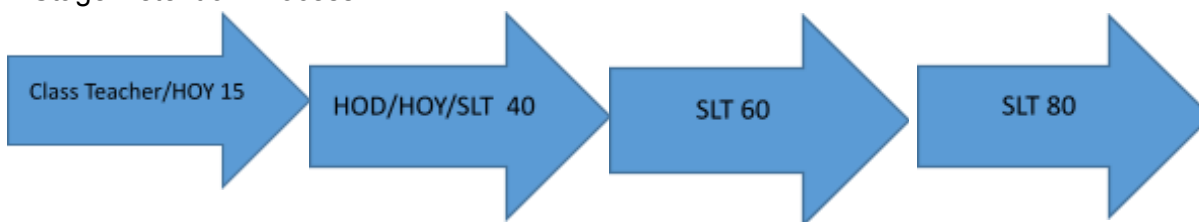
Queen Elizabeth's Girls' School determines that best practice is to avoid impromptu detentions after school that exceed 15 minutes without prior parental notification, and instead give 24 hours' notice to the student and parents/carers. This allows parents/carers to make alternative arrangements for after-school travel where necessary.

### Detention Procedure

Where a student has poor behaviour for learning (planner, equipment, effort, home learning, disruption, etc.) and dependant on the individual student's response, teachers will instruct students to return at the end of the school day for a detention/restorative meeting for no more than 15 minutes (to discuss the issues from the lesson). No prior notice will be given to parents/carers for these short detentions. The aims are to repair working relationships, understand one's roles and responsibilities in the school community and become a more effective learner.

Failure to attend a 15 minute class teacher or form tutor detention after school will lead to an escalation to a 40 minute detention with either a Head of Department/Faculty or Head of Year. Failure to attend this detention will result in a 60 minute detention with a member of the Senior Leadership Team (SLT). Failure to attend this detention will result in a 80 minute detention with a member of SLT. Further sanctions will apply should the issue still not be resolved.

### 4 Stage Detention Process



When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

## 9.4 Restorative Approaches

The school is committed to a restorative approach as its first response to misbehaviour. Restorative approaches can change the emotional atmosphere and lead to more positive relationships between students and between students and staff.

The primary purpose of the 15 minute after-school detention is for a restorative conversation between staff member and student. It may be appropriate for another member of staff to support the conversation.

Staff will use restorative language and questions to allow students to understand the impact of their behaviours.

More serious incidents may require a formal meeting where those affected are invited to share

- What has happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What needs to happen to put things right or to make things better in the future?

## 9.5 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school
- Involved in behaviour that,
  - could have repercussions for the orderly running of the school
  - poses a threat to another student, or
  - could adversely affect the reputation of the school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

## 9.6 Online misbehaviour

The way in which students relate to one another online can have a significant impact on the culture of the school. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents can occur both on and off the school premises. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will sanction students for their behaviour online when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

## 9.7 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher/member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 9.8 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our [Child Protection and Safeguarding Policy](#) for more information.



## 9.9 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information on responding to allegations of abuse against staff or other students.

## 9.10 Misuse of mobile phones and devices by students

### 9.10.1 Students in Years 7-11

Any mobile phone or device (including a smartwatch) with internet or filming capabilities is banned at all times. This includes,

- during Educational Visits and Journeys (unless a risk assessment has taken place and the Headteacher has authorised their use)
- during performances at the school outside of school hours (unless a risk assessment has taken place and the Headteacher has authorised their use).

The school understands that some families will want their child to have a mobile device for safety purposes. The school will permit non-camera and non-internet enabled phones as long as they are turned off and not used. The school reserves the right to search students if it is suspected they are in possession of any banned item, including mobile phones. Confiscated items may also be examined for harmful, pornographic, or inappropriate content.

We are aware that we have a number of students who may present as being particularly vulnerable. In particular, these may be students that are:

- supported through an Educational Health Care Plan
- may have an underlying long term medical conditions (Type 1 Diabetes, etc.)
- subject to a Child Protection Order or other significant safeguarding concern

Queen Elizabeth's Girls' School will work with families to determine the needs of the students on an individual basis. The provision will extend on this limited basis to logging the phone in and out of the school office and safe on a daily basis. There isn't a provision or capacity to extend this beyond those clearly defined groups of students. We allow a basic phone and this should be sufficient from a safeguarding perspective for students to travel to and from school in safety. While some families have taken to using tracking technology the school cannot extend to making provision for them (similar to the vulnerable student groups) due to capacity and logistics. There are airtags that are available to families for tracking purposes.

The school will seek to educate students about ways to keep themselves safe that do not rely on mobile technology. If a student urgently needs to contact home when the school is open, they should speak to their form tutor, Head of Year or member of the Senior Leadership Team who will help them with their request.

Mobile devices of any kind will be confiscated for **one week** if:

- A student's phone, or phone in their possession, is seen or heard on the school site (Years 7-11) - this includes smartwatches and similar devices
- A phone with internet or filming capabilities is in a student's possession (Years 7-11) - this includes smartwatches and similar devices

Mobile smart phone devices of any kind will be confiscated for **two weeks** if they have been used during the course of the school day - including to parents/carers (Years 7-11). This includes smartwatches.

Students may remove and keep the SIM card from their mobile device if it is confiscated.

Should students choose to bring a non-camera/internet enabled mobile device, the following applies:

- Students must secure their phones as much as possible, including using passwords or pin codes to protect access to the phone's functions.
- The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.
- Lost phones should be returned to Reception. The school will then attempt to contact the owner.

### 9.10.2 Students in the 6th Form

Students in our 6th Form earn the privilege of using mobile devices. This is subject to our 'ICT Acceptable Use Policy'. 6th Form students are expected to be role models to our younger students. The use of devices is limited to the designated sixth form areas.

6th Form students must not:

- Walk around the main school site with mobile devices or earpods
- Use their device in the main school before or after school, or during break/lunch periods.

## 9.11 Serious Sanctions

### 9.11.1 Removal from classrooms to the removal room

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

See also [Appendix 1: Behaviour Pathway](#).

### 9.11.2 Off-Site Direction

Off-site direction is when a student is required to attend somewhere off-site to receive education that is intended to improve their behaviour. Where interventions or outreach support have not been successful in improving the student's behaviour, off-site direction is used to arrange short-term temporary support. During the off-site direction, pupils are dual registered. Depending on the individual needs and circumstances of the student, off-site direction can be full-time or a combination of part-time support in alternative provision and continued mainstream education.

The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour. The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan will be kept under review.

See also [Appendix 1: Behaviour Pathway](#).

### 9.11.3 Managed Moves

A managed move is a permanent transfer to another school, when the student has been attending the proposed new school under an off-site direction and a review of the direction has established that the student has settled well into the school and should remain there on a permanent basis. Under exceptional

circumstances, such as a safeguarding concern, it may be appropriate for a student at any mainstream school to transfer to another mainstream school as a managed move, but this should only happen when in the student's best interest. Managed moves should be a permanent move, voluntary and agreed with all parties involved.

See also [Appendix 1: Behaviour Pathway](#).

#### 9.11.4 Suspensions and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

A suspension, where a pupil is temporarily removed from the school, may be used to provide a clear signal of what is unacceptable behaviour and show a student that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a student, the school will consider whether suspension alone is an effective sanction for the student and whether appropriate strategies need to be put in place to address behaviour.

During a suspension, a continuation of education occurs. The school will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This might include utilising online pathways such as Google Classroom. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example to make reasonable adjustments in how they support disabled pupils during this period.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a student permanently is only taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

For any permanent exclusion, the school will take reasonable steps to ensure that work is set and marked for students during the first five school days where the student will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a student's social worker) will also be considered.

The decision to exclude will be made by the headteacher and only as a last resort.

See also [Appendix 1: Behaviour Pathway](#).

Please refer to [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#) for more information.

### 9.12 Responding to misbehaviour from students with SEND

#### 9.12.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

The school's approach will include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

### 9.12.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### 9.12.3 Considering whether a student may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### 9.12.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Barnet Council, 2 Bristol Ave, London NW9 4EW

### 9.13 Supporting students following a sanction

Following a sanction, a variety of strategies and interventions are employed, as appropriate, to help students to understand how to improve their behaviour and meet the behaviour expectations of the school. These include,

- Targeted discussion to explain what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- A phone call with parents, and the Virtual School Head for looked after children
- Reintegration meetings
- Providing mentoring and coaching
- Short-term behaviour report cards or longer-term behaviour plans
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

## Section 10: Confiscation, searches and screening

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

### 10.1 Confiscation

#### 10.1.1 Prohibited Items

Prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

<b>Prohibited Items</b>	<b>Confiscation Period</b>
Knives or weapons, or any item with a potentially sharp edge that may be used as a weapon	Not returned
Alcohol	Not returned
Illegal drugs	Not returned
Stolen items	Not returned
Tobacco and cigarette papers	Not returned
Fireworks	Not returned
Pornographic images	Not returned

Any article a staff member 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)	Not returned
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### 10.1.2 Banned Items

Banned items are either harmful or detrimental to school discipline can be searched for and will also be confiscated.

School Banned Items	Confiscation Period
Smart phones, smartwatches and similar devices <i>(unless required for an underlying long term medical condition)</i>	1 week - if in student's possession 2 weeks - if used <i>student may remove sim card</i>
Vaping equipment or smoking paraphernalia	Not returned, unless collected by parent/carer
Aerosols and perfumes	Either returned to the student at the end of the school day or to a parent/carer, depending on the type and circumstances
Medication of any description <i>(with the exception of prescribed asthma inhalers and epi-pens)</i>	Either returned to the student at the end of the school day or to a parent/carer, depending on the type of medication and circumstances

Permitted in school if not seen or heard	Confiscation Period
Non-camera and non-internet enabled phones	1 week - if seen or heard <i>student may remove sim card</i>

*At the end of each term unclaimed items may be safely disposed of by the school. Consideration will be given to the value of the item and no items will be disposed of without the approval of a member of the senior leadership team.*

## 10.2 Searches

### Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Queen Elizabeth's Girls' School has identified members of the Safeguarding Team (Headteacher, DSL, SLT), Heads of Year and the Medical and Welfare Officer as Authorised Members of Staff (AMS) that can screen or conduct searches of students.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.



Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to co-operate and agree to a search, the member of staff will contact the headteacher/designated safeguarding lead, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 9.1.1, but not to search for banned items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching students' possessions**

Possessions means any items that the student has or appears to have control of, including:

- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 9.1.1) and banned items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 10.1.1
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 10.1.1), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 10.1.1). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). While the decisions to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student's involved and will advocate for student wellbeing at all times.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

See [Appendix 3 for more details](#).

## 10.3 Screening

- Screening can help provide reassurance to students, staff and parents that the school is taking measures to create a calm, safe and supportive environment.
- Queen Elizabeth's Girls' School's statutory power to make rules on student behaviour and their duties as an employer to manage the safety of staff, students and visitors enables it to impose a requirement that students undergo screening.
- The school 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.
- Where a student has a disability or SEND needs, the school will make any reasonable adjustments to the screening process that may be required.
- If a student refuses to be screened, the member of staff should consider why the student is not co-operating, and make an assessment of whether it is necessary to carry out a search. The school may refuse to have the student on the premises. Health and safety legislation requires 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.

## Section 11: Reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. All members of staff have a legal power to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Headteachers and authorised school staff may also use such force as is reasonable give the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

See [Appendix 2 Use of Reasonable Force](#)

## Section 12: Student transition

### 12.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 12.2 Preparing outgoing students for transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## Section 13: Training

As part of their induction process, staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## Section 14: Monitoring arrangements

### 14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

## 14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the board of trustees.

## Section 15: Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy
- Inclusion Policy

## Appendix 1: Behaviour Pathway and Consequences

Behaviour Pathway			
Code	Behaviour	Action	By whom
	Consistent good behaviour	Achievement points, rewards	All staff
15CT	Removal from lesson to another classroom following first two warnings and moving seat	15 minute detention	Class teacher
	Removal to another classroom followed by SLT Out and About referral		
	Rude in class		
	Persistent uniform issue in class		
	Insufficient work completed in class		
	Lack of equipment/kit for subject		
	Failure to complete homework to an acceptable standard or failure to hand in homework		
15HOY	Disruptive behaviour in corridors/outside the classroom	<i>Staff should record incident in SIMS and refer to HoY</i>  15 minute lunchtime detention	Head of Year
	Failure to follow instructions outside of lessons e.g. refusal to line up correctly in the breaktime canteen queue		
	Uniform issue around the school		
	Littering		
	Other poor behaviour outside of lessons		
40HOD	Failure to attend a 15 min detention with class teacher	40 minute detention	Head of Dept or TLR holder
	Persistent failure to complete homework to an acceptable standard or failure to hand in homework		
	Persistent lack of equipment/kit for a subject		
	Leaving a lesson without permission		
	Truancy from a lesson		
	Defiance/rudeness in a lesson e.g. continually challenging authority		
	Removal from lesson to another classroom followed by SLT 'Out & About' referral and subsequently moved to the Removal Room		
	Failure to attend a 15 min detention with the form tutor		

40HOY	Two or more 15 minute detentions in the same day (not including failure to complete homework which will be followed up within subject areas)	Staff should record incident in SIMS and refer to HoY  40 minute detention	Head of Year
	Late twice in one day (form time and/or lessons)		
	Swearing out loud at no one in particular		
	Playfighting out of lessons		
	Persistent uniform issues		
	Rudeness or defiance in form tutor or out of lessons		
40SLT	Failure to attend a 15 minute Head of Year detention	40 minute detention	SLT
60SLT	Two or three 40 minute detentions in one day	1 hour detention	SLT
	Late 3 times in a week (form time and/or lessons)		
	Inciting or encouraging an altercation		
	Failure to attend a 40 minute detention		
	Swearing at other students		
	Truancy from school		
80SLT	Failure to attend a 1 hour detention	1 hour 20 min detention	SLT
	Acting as a bystander and not reporting an incident		
RR	Aggressive behaviour towards other students or staff	Removal room	SLT
	Four or more 40 minute detentions in one day		
	Two or more 60 minute detentions in a day		
	Failure to attend a 1 hour 20 min detention		
	Serious or persistent defiance		
	Rude or offensive behaviour		
	Other serious incidents		
	Homophobic or racist abuse or other forms of discriminatory behaviour	Suspension	Headteacher
	Swearing at a member of staff		
	Involvement in a false fire alarm		
	Threatening behaviour towards a student or a member of staff		

	Very rude or offensive behaviour		
	Leaving the removal room without permission		
	Refusing to attend the removal room		
	Persistent poor behaviour in the removal room		
	Refusal to hand over prohibited items		
	Persistent disruptive behaviour		
	Persistent refusal to follow the school's rules	Off-site provision	Headteacher
	Being in possession of an item that could be/has been used as an offensive weapon	Permanent Exclusion or Managed Move to another school	Headteacher
	Being in possession of, supplying or selling banned substances on site		
	Serious or ongoing bullying, including cyber-bullying		
	Serious physical and/or sexual assault on a student or a member of staff		
	Sexual harassment of a student or member of staff		
	Verbally or physically threatening a member of staff		
	Ongoing or extreme one-off incidents using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media		
	Serious abuse or misuse of the schools IT systems including sharing login details for the purpose of allowing 'hackers' to use the system to disrupt lessons or abuse staff or students, distributing pornographic materials, hacking into restricted areas		
	Bringing a dangerous and threatening situation to the school e.g. co-ordinating other people to attend the school or its local area for the purpose of causing confrontation with members of the school or local community		
	Extreme behaviour on the way to and from school or in the community outside of school hours which brings the school into disrepute e.g. involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the school or wider community		
	Making serious false allegations against a member of staff		
	Serious breach of GDPR by sharing data of other members of the school community without permission, including inappropriate images		
	Extremely serious damage of school property or building		
	The sharing or distribution of offensive material, including sexually explicit material, violent material or material expressing extreme views		



	Persistent disruptive and defiant behaviour		
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Please note that:

- These lists are not exhaustive but are designed to indicate categories of behaviours and the likely sanctions that will arise in response
- The school reserves the right to review and update the behaviour pathway and consequences table as required.
- When a student is serving a detention with a HOD, HOY or SLT it is good practice for the relevant members of staff, where possible, to visit the detention to have a restorative conversation.
- Where an issue persists e.g. repeated poor punctuality or repeated uniform infringements then the head of year will set up a behaviour plan which will involve the student being 'on report' and families being invited in to school to agree strategies moving forward
- Consideration will be given, where appropriate, to mitigating or aggravating factors and this may influence the decision reached about an appropriate sanction
- In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The schools will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, the school will refer to the Equality Act 2010 and schools guidance.
- Alternative arrangements for sanctions can be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

## Appendix 2: Use of Reasonable Force (Advice to headteachers, staff and governing bodies, July 2013)

### 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?

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 pupils.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. 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.
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 pupil.

### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006)
- 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.
- 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” (Section 550ZB(5) of the Education Act 1996)

- 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.

#### **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).
- 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 experts (Physical Control in Care Medical Panel - 2008) 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 parents (References to parent or parents are to fathers as well as mothers, unless otherwise stated.)
- 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 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 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 for teachers**

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.

## Appendix 3: Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). While the decisions to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student's involved and will advocate for student wellbeing at all times.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents to inform them that the police are going to strip search the student before the strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult. No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher

- Be of the same sex as the pupil, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

### **Care after a strip search**

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.