



Behaviour and Discipline Policy

1. The Principles

The Governing Body believes that in order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring, learning environment in the school as reflected in the school motto Respect and Pride – Respect for all members of the community and Pride in the achievements that arise from hard work. This will be achieved by:

- promoting good behaviour, self-discipline, self-esteem and respect for oneself
- promoting pride in progress and success
- promoting positive relationships based on mutual respect.
- encouraging high-quality provision that meets diverse needs, improving outcomes for all students regardless of background
- encouraging consistency of response to both positive and negative behaviour.
- promoting early intervention.
- providing a safe environment: free from disruption, violence, bullying and any form of harassment.
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.
- minimising the impact of disruption and maximising the learning opportunities for all students.
- promoting a culture of praise and encouragement in which all students can achieve.

The respect and pride agreed set of rules are displayed prominently around the school and referred to often by teachers and staff in their interactions with students. Students have a copy of the framework in their planners to refer to and infringement of these principles will incur sanctions consistently demonstrating these values will lead to rewards or recognition as appropriate.

2. Roles and Responsibilities

- The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of good behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of good behaviour of students and staff.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures and the monitoring of their effectiveness.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. The staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive attitudes to, and behaviour for, learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their children and young people both inside and outside the school. The school

will encourage parents to work in partnership with the school to assist it in maintaining high standards of good behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

3. Training

The Governing Body will ensure that staff have access to appropriate high quality training on all aspects of behaviour management. Regular reviews and reminders are provided to support the implementation of the policy.

4. Inter-relationship with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly Exclusions, Equal Opportunities, Special Educational Needs, Anti-bullying, E-Safety and Drugs, will be established. For example, issues related to the inappropriate use of electronic devices are dealt with more specifically in the Mobile phone policy, E-Safety policy and where poor behaviour merges with Bullying, this is dealt with further in the Bullying Policy.

5. Involvement of outside agencies for additional support

The school will work positively with external agencies, seeking appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. These include professionals such as the Educational Welfare Officer, SEN support, Behaviour support team, mental health professionals and Pupil Referral unit Outreach Workers. Access to such agencies will be overseen by the AHT for Inclusion and evaluated for their impact on, and support for, the student's the progress. Parents will be consulted as part of the process and ask to complete referral paperwork to give permission for additional support. Safeguarding and welfare concerns raised do not need the permission of parents to be reported into MASH as the needs of the child take priority see the schools safeguarding policy for more information.

6. Review

The Governing Body will review this policy and associated procedures annually to ensure its continuing appropriateness and effectiveness. Significant changes will lead to the review taking place in consultation with the Headteacher, staff, students and parents.

The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour and Discipline Policy.

7. Rewards

We recognise that our students thrive on praise, and the importance of respecting the hard work and progress of our students. We want students to take pride in their successes and in the successes of their peers. Praise rewards the deserving, can inspire those who from time to time may be struggling and can inspire and motivate. Finding ways to reward is an integral part of our teaching.

We must reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently
- Sincerely

Our rewards system is open and transparent and was designed so all students can benefit from our rewards processes regardless of ability, gender, ethnicity or background are recognised and rewarded for their hard work and success. Data on sanctions and rewards are reviewed regularly by the schools HOD, HOY, SLT and Governors to promote the consistent application of system across departments, year groups and from teacher to teacher.

Rewards must be given sincerely and fairly as a means of acknowledging an effort, achievement or action that is above and beyond the norm. Rewards must never be given as a 'bribery' (rewarding students for doing what should be expected of them normally) as this will undermine school processes and may serve to promote a behaviour that we would not wish to see in our school.

8. Sanctions

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

The teacher may discipline a student for any misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

9. Recording and Reporting

Teachers record both positive and negative points against students in their class across a number of categories. Using a system called ClassCharts, this data is then stored securely. The points accumulated by a student may be analysed by individual staff, Heads of Department and Heads of Year and are used to inform parents of the schools concerns, future sanctions and to identify interventions or support. Parents can have access to their child's records on request or by using a secure app so they can participate in the monitoring of their child's conduct in school. It is strongly recommended that a parent downloads the app so that they have the opportunity to monitor their child's conduct and support the school fully if sanctions are issued.

There are a number of behaviour report cards that may be used to monitor students more closely in their lessons. They are used to focus on specific aspects of conduct for example, slow to settle. This enables the child to focus on these aspects and look to improve. The report card itself is not evidence of exemplary behaviour in all aspects. The resulting dialogue between adult and child is key to the process as it enables staff to identify areas for praise and reflect upon what could be improved further.

The student must hand in their report card at the start of the lesson and the teacher completes it at the end. Parents/carers are informed by the member of staff issuing the report and contacted

again when the reporting period is complete. Adjusting grades on the report, defacing the report or deliberately avoiding participating in the report monitoring process may lead to a further sanction being applied. The behaviour will be recorded as defiant and is evidence that the child is not engaging with the process to develop or improve.

10. Detentions

Detention (including detention outside of school hours) is a sanction. Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given. However the school is keen to strike a balance with parents regarding the issuing of sanctions but also mindful of the additional burden detentions place on teachers who have to supervise them taking time away from planning and assessment.

Where detention is outside school hours and is given from five to twenty minutes in length, teachers or tutors **do not have** to give notice and it can be issued to students on the same day or a different day. Teachers do not have to give notice for a break-time or lunchtime detention. If a child fails to attend the detention it will be upscaled to a Head of Department detention or similar so students are recommended to make a note of the expectation in their planner and inform their parent.

As an example (upscaling) failure to attend a school detention will result in a Headteacher detention. Failure to attend a Headteacher detention can result in a fixed term exclusion or internal exclusion

Head of Department, school and Headteacher's detentions; parents are informed via the ClassCharts app and they are logged on a student's record. Staff may phone the parent out of courtesy to discuss the reasons behind the sanction and ask for support or email a parent but this is not a requirement. If they contact you they will log the contact on the school's data base. Detentions after school should not be moved unless circumstances are exceptional, it is a parent's responsibility to make arrangements to collect their child or other children impacted by the issuing of a sanction if appropriate. Please let the school know if an exceptional reason applies before the detention.

At detention students should be productively engaged in tasks that support progress in that subject or involved in a community payback activity such as litter picking, cleaning palettes etc. Teachers who have issued detentions for the non-completion of coursework or examination preparation will expect the time to be used by the student to catch up work in support of their progress. Lack of revision for assessments can trigger a sanction involving the child in resitting the assessment so an accurate snapshot of progress can be made.

Otherwise students can be expected to read, practice times-tables or complete tasks that are helpful to the department but students must not be expected to sit in silence doing nothing.

Lunchtime detentions are also available for students that do not respect other students, staff or the facilities during their break and lunchtimes.

The Parents/Carers of students that persistently fail to complete or hand in homework tasks on time will be contacted by the relevant Head of Year, classroom teacher or head of department. Following these discussions it may be appropriate to assign the student compulsory attendance at Homework Club in the Library or for detentions to be set.

11. Inclusion

Disruptive behaviour can be an indication of unmet needs. Failure to follow an adults instructions in school is a fundamental principle in maintaining an orderly environment in school for all and is one which the school expects parents to fully support in discussions with their child about their conduct.

Where the school has concerns about a student's behaviour in response to the schools published expectations we will try to identify whether there are any causal factors that may be driving this

behaviour and aim to intervene early in order to reduce the need for a subsequent exclusion. In this situation the school will give consideration to a multi-agency assessment that goes beyond the student's educational needs. Staff will ask the parents for their views as part of this process as well as their child and ask staff teaching the child for their views to try and form a whole picture of the child's progress and conduct.

Early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise students because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices. A disability is a "physical or mental impairment which has a substantial and long term (at least 12 months) effect on that person's ability to carry out normal day to day activities".

Provisions within the Equality Act allow the school to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a student with a statement of SEN or a looked after child it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This involves assessing the suitability of provision for a student's SEN. Where a student has a statement of SEN, the school may consider requesting an early annual review or interim / emergency review.

Inclusion Room

The aims of the Inclusion Room are:

- To improve the behaviour of students and minimise their impact on the learning of others
- To enable access to the curriculum in a supportive setting
- To reduce the number of fixed term exclusions from the school by offering an alternative step
- To encourage students to take responsibility for their own behaviour and choices
- To support the school's policies on behaviour and exclusion

Guidance on Internal Exclusion

If the gravity of a breach of School rules warrants a student's temporary removal from the School community, and other disciplinary procedures are not deemed sufficient, then the student will be internally excluded.

Internal exclusion is a disciplinary measure which follows on from other procedures in place in the School. Before a student is internally excluded, other procedures will likely have been explored, such as on call, removal to another classroom, lunchtime detentions, departmental procedures, reports, and parental involvement. A student should be aware that if his/her behaviour is inappropriate and a continuing issue, internal exclusion will be the outcome. Students may attend for a whole or part day adjustments being made based on the behaviour demonstrated and the impact on themselves and the community. This will be determined by the Head of Year and is not negotiable either by the student or through the involvement of the parent. Inclusion may be used to separate a member of the school community from others they have threatened or whilst a serious incident is being investigated this allows the school to maintain an orderly environment for learning. The time spent in inclusion will be minimised until a decision regarding a sanction is made and the time can be used to request a written account from the students of their actions in support of the investigation

Students are supervised by a member of staff at all times.

Mobile phones and similar electronic devices are not allowed in the Inclusion room. They must be handed in to the Manager of the inclusion room without argument or challenge.

The expectation is that an orderly and purposeful working environment is maintained and rules for the conduct of students whilst in inclusion are explained and clearly displayed.

Students have access to a computer, if this is appropriate for the work they have been set, other provision can be accessed for examples using tables to complete written assessments or artwork and a range of texts and resources are available for students to access within the IR room

Non participation and refusal to work will be subject to further sanction as the students hasn't demonstrated their understanding of the school expectations.

Work will be requested from subject staff to enable them to continue to participate in learning. The Inclusion Room operates an adjusted day subject to different timings normally a finish time of 4.10 is expected.

The tracking of students and their participation in the Inclusion Room will be carried out by the Inclusion Room Manager.

The use of the Inclusion Room will be regularly reviewed by the Senior Leadership Team.

Inclusion Room for Subject Removal

Where there has been continued defiance after exhausting all possible other solutions the Head of Department can complete a referral for removal. This may be for a set number of lessons only. The subject teacher or Head of Department will contact home to discuss the reasons for referral and to support reintegration of the child back into the class, with agreed expectations for their future conduct.

Departments are responsible for providing work so the student continues with their learning and does not fall behind.

Referrals should be sent to the DHT (HOY) prior to scheduling attendance.

12. Fixed Term Exclusion – please refer to school exclusion policy for full details

In order to obtain maximum benefit from our curricular provision, the school endeavours to help every student to make progress and try to keep students in school, in lessons.

A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. Students can be externally excluded for a set period of time normally up to 5 days at any one time. On rare occasions, a longer sanction may be appropriate, or a student may be hosted at another local school, the school work will be provided by the student's EPCS teachers.

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of students outside school can be considered as grounds for exclusion

Whenever a student is excluded parents will be notified of the period of the exclusion and the reasons for it.

Parents/carers will be provided with the following information in writing:

- the reasons for the exclusion;

- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- the parents' right to make representations about the exclusion to the governing body and how the student may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- that parents/carers are legally required to ensure that their child is not present in a public place during school hours without reasonable justification and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

The governing body have also delegated responsibility to the Headteacher to arrange alternative provision for students where appropriate.

If alternative provision is being arranged the school has partnership arrangements with the other 5 secondary schools in Bracknell, then the following information must be included, no later than 48 hours before the provision is due to start:

- The start date for any provision of full-time education that has been arranged for the student during the exclusion.
- The start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- The address at which the provision will take place; and
- Any information required by the student to identify the person he / she should report to on the first day.

Parents are responsible for ensuring their child attends the provision made as agreed and that their child adheres to the rules of the partnership school's Inclusion Room and provision as explained.

Where the parents' first language is not English consideration will be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents' right to make representations to the governing body have been understood.

The Headteacher will notify the governing body and the local authority of:

- a permanent exclusion.
- exclusions which would result in the student being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the student missing a public examination or national curriculum test.

For all other exclusions the head teacher must notify the local authority and governing body once a term.

Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion

Reintegration Meetings

The aim of a reintegration meeting is to support the student in making a successful return to learning. Parents/Carers should attend to help re-establish the boundaries and protocols required of the student. All parties should work towards providing a resolution in a positive manner, staff and parents following the code of conduct.

Following a Fixed Term Exclusion a Reintegration Meeting is arranged for the Head of Year, student and parent/carer to agree a strategy for managing future behaviour based on the trigger for the FTE or other needs identified at the meeting or from outside agency reports.

This may be in the form of a written behaviour plan that identifies specific targets the child is working towards, an agreement to request support from additional agencies, the use of report cards, or other strategies appropriate for the individual student. The parent will be asked to identify what support they are able to put in to support their child as examples;

- Checking to see their child has the correct equipment as per their timetable each day
- Removing access to their child's phone and links to social media after a set time in the evening
- Working alongside their child to complete key homework tasks
- Signing a behaviour contract in support of their child
- Seeing the GP with their child
- Participating in the completion of a CAF or other agency referral
- Completing a behaviour and conduct questionnaire – regarding behaviours experienced at home
- Sorting out uniform issues
- Accessing a parental course or support group

They may be joined by the AHT Inclusion if the student is on the SEND register. If the student has reached more than 5 days FTE within the term, the SLT member responsible for progress in that Key Stage may also attend.

13. Managed Moves

A student may be transferred to another school as part of a 'managed move', arranged through the Bracknell Forest Fair Access Panel. This requires the consent of all parties involved, including parents and the destination school who have to be satisfied they can meet the needs of the child. It is a strategy to broker specific provision or support for the student. Managed moves normally come with a given time frame and reviews of the child's progress between all parties are expected.

14. Permanent Exclusion

Permanent exclusion is only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Please see the school's Exclusion Policy.

15. Managing Unacceptable Behaviour Use the Minimum Effective Response

Students will always be given a chance to consider their behaviour. Excessive shouting or intimidating gestures and comments by adults are not appropriate and are not supported as effective methods of student management please note raising your voice to a student in not shouting and is used by teachers to gain a student's attention as an audible trigger that they need to act to change their current behaviour or actions.

Students will be encouraged and helped to make apologies to other students or staff they may have offended, show they can keep to the school rules, or make suitable reparation.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate. Staff will try to de-escalate the incident using a variety of means for example they may call other adults to assist as required, ask the child to take time out of the classroom, remove the child to another classroom to work – sent to HoD on removal rota.

Staff are reminded

- To tackle the behaviour and not the student.
- To provide opportunities for students to correct own behaviour
- Use a timeout as a clear indication the student has met the threshold for inappropriate behaviour
- Use school systems- on call, department removal rota
- Ask a student to get assistance from another adult.
- No contact means No conflict.
- To report incidents to the appropriate colleague.
- Everyone struggles sometimes. Always be willing to ask for advice and support from colleagues.

Unacceptable behaviour

Exclusions, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour and Discipline policy:

Physical assault against another student

Includes fighting, violent behaviour, wounding, obstruction and jostling.

Coercion

Use of so called coercion games e.g. pinch, punch, flinching games, games that involves suppressing another's movement by holding or restraining them, circle game, debagging or wedgies, Chinese or Indian burn, kick me or similar signage, noogie – using knuckles to create a friction burn, peanuting the use of spit balls,

Applying food, glue or similar substance to another without their consent, cutting hair or skin, deliberate act of creating bruises over sustained contact.

Coercing someone to ingest a substance that will promote an adverse reaction e.g. chillies, urine or other substance

Physical assault against an adult

Includes violent behaviour, wounding, obstruction and jostling.

Verbal abuse/threatening behaviour towards another student or an adult

Includes threats of violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon.

Bullying

Includes verbal bullying, physical bullying, homophobic bullying, racist bullying, cyber bullying, and extremism.

Racist Abuse

Includes, in addition to racist bullying; derogatory racist statements, swearing attributed to racist characteristics, racist graffiti.

Sexual Misconduct

Includes sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, and sexual graffiti.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. As examples sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes, debagging or wedgies and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. It may include: • non-consensual sharing of sexual images and videos.
- sexualised online bullying;

- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Misconduct involving drugs/alcohol/tobacco

Includes possession of illegal drugs, inappropriate use of prescribed drugs, dealing in drugs, smoking, alcohol abuse, substance abuse.

Bringing banned items into school

Knives or weapons, Alcohol, Illegal drugs, Stolen items, Tobacco and cigarette papers, Fireworks, Nitrous oxide canisters (widgets), 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)

Damage Theft

Includes vandalism, arson and graffiti.

Includes stealing school property, stealing personal property of students or adults, stealing from a shop while on a school trip, selling and dealing in stolen property.

Persistent disruptive behaviour

Includes challenging behaviour, disobedience/defiance, and persistent violation of the school rules.

Other

Includes serious acts of misconduct not covered by the above.

16. Confiscation of inappropriate items: If a teacher has to search a student's bag removable clothing e.g. a hoodie or coat, shoes or locker it should always be done with a colleague acting as witness. Searches are recorded In the Bag Search Log kept by the Attendance and Exclusions Officer.

What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. The **general power to discipline** enables a member of staff to confiscate or retain a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. It is for the teacher to decide when and if to return a confiscated item. Confiscated alcohol, cigarettes and tobacco or 'Not Suitable for Children' energy drinks should not be returned. Aerosol cans should be confiscated, if used, and their return is at the teacher's discretion.
2. School staff can search students with their consent for any item. 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. The member of staff may contact home or the local police to ask for assistance as necessary.
3. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives, 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 harm. Such a force cannot be used to search for items banned under school rules.
4. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). Only the Headteacher and staff authorised by her have a statutory power to search students or their possessions, without consent, where they have reasonable grounds to suspect the student has certain prohibited items. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion.
5. A search should be conducted by someone of the same sex and there must be a witness (also a member of staff) and, if at all possible, they should be the same sex as the student being searched. An exception can be made of a search of the opposite sex, without a witness, but only if there is a risk of serious harm will be caused to a person if you do not

conduct the search immediately and where it is not possible to summon another member of staff.

The items that can be searched for under this power are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Nitrous oxide canisters (widgets)
- 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)

The Headteacher 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, including electronic cigarettes, aerosols and energy drinks that are labelled “Not suitable for Children”.

Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so.
- In determining a ‘good reason’ to examine or erase data or files the staff member must 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 inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

It is school policy to inform parents/carers if a search has been conducted, whether or not anything was found.

17. Reasonable Force: The school’s general rule continues to be “No contact, no conflict”. Where contact may be necessary is when a student is in danger of hurting themselves or someone else. This stance is revisited every year at the first INSET day of every year.

The DfES Guidelines recommend on ‘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. 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 force.
2. This power applies to any member of staff at the school. It can also apply to people whom the head teacher 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.

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:

1. remove disruptive children from the classroom where they have refused to follow an instruction to do so.
2. prevent a student behaving in a way that disrupts a school event or a school trip or visit.
3. 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.
4. prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
5. and restrain a student at risk of harming themselves through physical outbursts.

18. Allegations of abuse against staff

Allegations of abuse will be taken seriously and will be dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension, even without prejudice, will not be used as an automatic response when an allegation has been reported but may be chosen to best protect any on-going investigation.

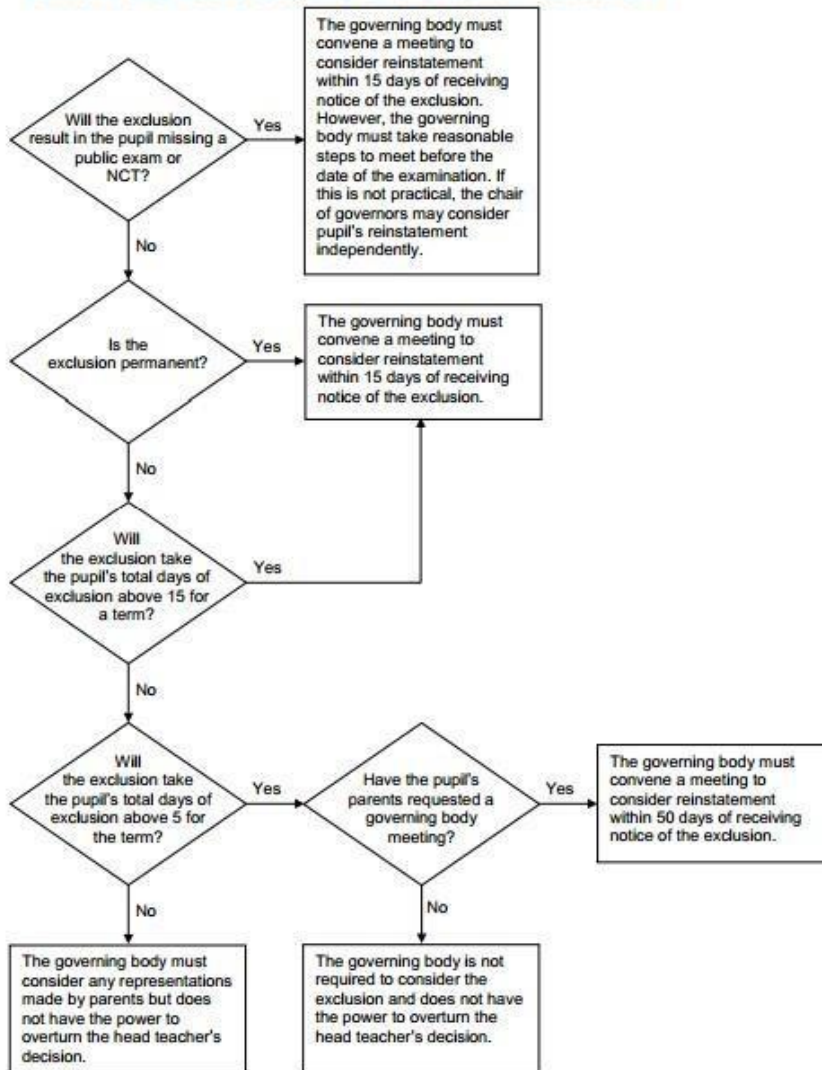
Students that are found to have made malicious allegations are likely to have breached our behaviour expectations. In determining a response to the malicious allegation the school may use a Fixed Term or Permanent Exclusion. A referral to the police will also be made if there are grounds for believing a criminal offence has been made.

19. Additional Support

It may be that as part of helping a student to get back on track and work within the boundaries set by the school, parents/carers will be invited to:

- consult with the school staff.
- be part of an Individual Education Plan to support their child. We would expect the parent/carer to actively support the plan.
- make a referral to the Learning Support Team and, with permission if appropriate, referral to outside agencies.
- attend meetings (formal and informal) with Head of Year, Assistant Headteacher and/or Headteacher if and when appropriate at all stages of the intervention.
- work alongside staff to consider the most appropriate way forward for the student.

Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



The governing body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean 'school days'.