

St Matthew's RC High School

Behaviour Policy



Last Reviewed: December 2016

To be reviewed: December 2018

Behaviour Policy

St Matthew's RC High School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Catholic Church. This means that everything we aim to achieve will be based on the teachings and practice of the Catholic Church. Our motto is "Quaerite primum regnum dei" - "Seek first the Kingdom of God" - and our aim is to achieve this motto in our school life. We will work to build God's Kingdom and be happy together because we believe that Jesus died and rose again for us and that He is always present in our school and in our world. We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of co-operation and treat each other with courtesy and respect at all times.

Our primary role is to educate children and we uphold the principle outlined in the Bishop's Conference of England and Wales (2000) that:

"Education is holy ... the process of teaching and learning is a holy act"

We recognise that all children need to belong and our mission is to support our students to find their rightful place and participate fully in our community. When students misbehave, it indicates that they have a mistaken belief about how they can belong. We have a duty to help these students to belong in more appropriate ways. When students behave appropriately and are recognised for that, they are less likely to misbehave.

Behaviour is the way we act and respond to people and to situations we find ourselves in.

We aim to encourage positive behaviour in our students by recognising and reinforcing it and to discourage negative behaviour by the timely and consistent application of appropriate strategies and sanctions. We acknowledge the importance of a common ethos, sense of community, experience of inclusion, feeling of security, as well as aspiration and a sense of achievement in reaching our goals.

Code of Conduct

St Matthew's High School is a Christian community and individuals within the community are expected to uphold the Christian values of the school; to take responsibility for their actions; to cultivate an atmosphere conducive to learning; to celebrate achievement; to develop positive relationships; and to ensure the safety and well-being of all. The code of conduct reflects these expectations and its purpose is to guide all members of our community to think about the wisdom of what they do and the effect they are having on others.

- **Respect** God: His presence in each of us and His teaching by respectful attention to His word and to school prayer.
- **Respect** Everyone: All adults working in our community, all fellow students, all visitors to our school, by showing them courtesy in look, word, and action.
- **Respect** our School: Its uniform, its buildings and grounds and its resources by using them fully, correctly and with great care.
- **Respect** our work: Our work, our achievements, and our set targets by being punctual, co-operative and showing consistent good effort.

Rules

We have very few rules to follow but the following rules are important and must be adhered to:

- 1. Have good attendance and punctuality.**
- 2. Be polite and show consideration, care and respect for others.**
- 3. Follow instructions given by adults.**
- 4. Respect the right of everyone to engage with teaching and learning.**
- 5. Respect the environment, school property and the property of others.**
- 6. Abide by the school uniform code and come to school with the correct equipment.**
- 7. Do not bring valuable items into school.**

Rewards

We wish to establish a culture of praise in our school and we will seek to reward effort and improvement as well as achievement. It is important that staff and other adults with responsibility for our students remember to reinforce good behaviour by acknowledging it, praising it and rewarding it.

The school has a system of rewards which aims to motivate and encourage pupils. This is an important aspect of the ethos of the school in that the achievements and successes of pupils, at whatever level, are noted and given due worth. This helps to build upon individual self-confidence and self-esteem and leads to further personal development.

We believe that, if pupils are to benefit from education, punctuality, regular attendance and good behaviour are crucial and we, as a school, will do all we can to reward such positive attitudes.

Our school will give a high priority to recognising and rewarding success involving pupils and parents in 'striving for excellence'.

We recognise that parents have a vital role to play in promoting a positive attitude to school and, together with the school, celebrating achievement at all levels and in all areas of school life.

St. Matthews uses an electronic management behaviour and reward system to monitor and record achievement in school. Students can be awarded Vivos for demonstrating the following:

- Engagement
- Punctuality
- Attendance
- Citizenship
- Equipment
- Excellent homework
- Extra curricular
- Excellent attitude
- Excellent class work coursework
- Good effort

Examples of good behaviour include:

- regular attendance/punctuality
- consistent improvement in levels of academic achievement
- contribution to form or year group
- consistent effort with homework
- good organisation and presentation
- participation in extra-curricular activities
- sporting and arts achievement
- support for other students

Praise and rewards across the whole school focuses on the main areas:

- Attendance and punctuality
- Attitude to learning/ behaviour
- Progress and attainment
- Citizenship

Rewards offered at St Matthew's include:

- Verbal praise
- Texts home
- Phone calls home
- On-line Vivo award system
- Praise postcards/letters
- Attendance and punctuality prizes
- Roll of honour in assembly
- Vivo Prizes
- Reward activities for groups of students
- Presentation Evening

Wider acknowledgment of success is presented in the following ways in our community:

- Year assemblies
- Display boards around school
- Digital signage
- Twitter
- School website
- Awards evening each year

Students who follow these rules and provide a positive example to our community will be rewarded appropriately for their good behaviour.

Sanctions

The Education and Inspections Act 2006 gives all teachers and other staff in charge of students a power to discipline students for breaches of school rules, failure to follow instructions, or other unacceptable behaviour provided that the sanctions are reasonable and proportionate to the circumstances.

Whilst the majority of students behave well, those students who break our school rules will be subject to consequences. This is because poor behaviour blights the learning and life chances of everyone.

Sanctions are used to demonstrate to the student concerned that what they have done is unacceptable; to deter the student from repeating that behaviour; and to signal to other students that the behaviour is unacceptable and to deter them from doing it.

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal, or reminding a student of a rule, are all that is needed. Staff should also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties, or other type of SEN.

Sanctions imposed at St Matthew's include:

- A quiet word, warning and rule reminder
- Break/lunchtime detention
- Referral to Head of Department/Progress Leader/ Assistant Headteacher
- After school detentions
- Loss of privileges

- Isolation
- Isolation at another school
- Fixed term exclusion
- Permanent exclusion

When applying sanctions staff should:

- make it clear that they are condemning the behaviour, not the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty; take account of individual circumstances;
- encourage students to reflect on the effects of misbehaviour or absence on others in the school community, as a detention exercise and as part of everyday teaching.

'Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected.'

DfES guidance 2003

Governor Responsibility for Promoting Positive Behaviour

The governing body is responsible for defining the principles underlying the school's behaviour and attendance policy and ensuring that all aspects of the policy and its application promote equality for all students.

Headteacher Responsibility for Promoting Positive Behaviour

The Headteacher is responsible for framing a policy which establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality and for determining the more detailed measures (rules, rewards, sanctions and behaviour management strategies) that make up the school behaviour policy.

Staff Responsibility for Promoting Positive Behaviour

All members of staff at St Matthew's have an important role to play in helping students to achieve the aims of this policy and in ensuring that teaching and learning contribute to the spiritual and moral development of our students. The promotion of positive behaviour and achievement by appropriate application of rewards and sanctions is a core responsibility for all staff. Staff should ensure that classrooms are effective learning environments, seek to establish positive relationships with their students and follow correct procedures at all times. The value of restorative approaches to conflict situations should be recognised and staff are encouraged to use the principles of restorative justice in resolving issues.

Form Tutors are the first point of contact for our students and have an important pastoral role. They should have very high expectations of the individual Tutor Group members; encouraging high standards of work, behaviour and dress in students, look to reward achievements positively, offering praise and celebrating the achievements of the members of the tutor group.

Form Tutors are responsible for promoting high standards of behaviour/uniform/equipment and for monitoring attendance and punctuality with support from the Pastoral Team. Form Tutors should monitor incidents of poor behaviour via IRIS taking a positive role in working with students in their form to prevent poor behaviour and where necessary impose appropriate sanctions liaising with the Progress Leaders and subject leaders over referred behavioural problems; follow through the school contract system and monitor individual members of the form where necessary on a daily contract. Form tutors should praise and award vivos to those students who attend well and obey the code of conduct.

Form Tutors should keep parents fully involved regarding students' progress, including curriculum related or behavioural concerns.

Form Tutors should be aware of social and personal factors relevant to the student within and outside of school. Work with students on an individual basis as a mentor, discuss any concerns or issues which the student might have and ensure they receive the appropriate support.

Classroom Teachers are responsible for the management of classroom behaviour, using agreed positive classroom management and behaviour strategies. All teachers should ensure that students are aware of the rewards rules and consequences that operate in the classroom. Teachers and other adults with responsibility for groups should actively praise and award vivos to those students who work well and obey the code of conduct. Teachers should familiarise themselves with information provided about specific students with additional needs, be aware of these and ensure that learning activities are designed to meet these needs.

In the case of a student disrupting the learning of others and themselves, procedures outlined in the 'Behaviour for Learning, Rewards and Sanctions' Staff Handbook 2016.

Classroom teachers are responsible for the completion of IRIS reports and supervision of detentions where appropriate.

If a student presents a serious health and safety risk a responsible student should be sent directly to Student Services for Duty Teacher assistance.

Heads of Department should support their subject teachers in the management of classroom behaviour and departmental rewards and sanctions are applied as appropriate. Serious concerns and persistent challenging behaviour should be referred to the relevant Progress Leader in the first instance.

Progress Leaders have a key pastoral role and are responsible for ensuring the highest standards of behaviour and achievement within their Year in co-operation with parents/carers, Pastoral Managers, SEN department and support from the Senior Leadership Team.

The SEN Dept provides additional support for individual students by identifying those cases where behaviour may be a symptom of significant underlying problems, including learning and /or social and emotional difficulties.

The Senior Leadership Team are a regular presence around the school, particularly at critical times of the day (beginning, break and lunch times, and the end of the school) to support staff, maintain a sense of calm and order and ensure that the school's behaviour policy is being consistently applied.

The Senior Leadership Team should ensure that staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy.

Students Responsibility for Promoting Positive Behaviour

Students have a role in shaping and promoting positive behaviour, they have a responsibility to report incidents of bullying and intimidation, co-operating with staff investigating incidents of poor behaviour and a role in offering support to their peers through activities such as 'buddying' and peer mentoring. Students have opportunity to participate in responsible roles as 'Guardian Angels', form captains, peer mentors, and other various leadership opportunities such as :- representing school at sporting and other activities, reading mentors, junior librarians and as Prefects. Students are asked to sign a Home-School Partnership Agreement at the beginning of Year 7 as an indication of their support for the school ethos and its Code of Conduct.

Parent/Carer Responsibility for Promoting Positive Behaviour

St Matthew's High School actively promotes and values the co-operation and involvement of Parents/Carers in all aspects of students' education. Parents/Carers are expected to help their children achieve the aims of this policy by supporting the school in its Mission Statement and upholding the teachings of the Church. Parents are asked to sign a Home-School Partnership Agreement as an indication of their support for the school ethos and its Code of Conduct.

Specifically, parents should:

- respect the school's behaviour policy and disciplinary authority of school staff;
- help ensure that their child follows reasonable instructions by school staff and adheres to school rules;
- send their child to school punctually every day, suitably clothed, fed and rested;
- ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm;
- be prepared to work with the school to support their child's positive behaviour;
- attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour;
- adhere to the terms of any Parenting Contract or Order relating to their child's behaviour;.

We always strive to resolve disputes and differences of opinion in a timely and amicable manner, however, when this is not possible Parents/Carers will be directed to the school's Complaints Procedure.

This policy should be read in conjunction with the Anti-Bullying, Safeguarding and SEN Policies.

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Appendices

1. Behaviour Modification Strategies
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Appendix 1: Behaviour modification strategies

Detention

Despite the commitment to good behaviour and conscientious academic work that is expected from all pupils, it is recognised that there will occasionally be a need for staff to detain pupils in one of the following ways:

Break, Lunchtime (15 minutes) or post school Detentions (up to 30 mins) (Level One)

This is appropriate for pupils who have not completed homework properly or for some other poor aspect of their work, including misbehaviour in the classroom.

In addition, a level one detention may be given for poor behaviour in other areas of the school, or for unruly behaviour or lack of care for others, e.g. on the playground.

A pupil will be expected to attend a level one detention without prior warning to the parents, however the teacher, to the best of their ability, will attempt to make the parents aware if the detention exceeds 15minutes.

Head of Department/Faculty Detention (Level Two) (up to 30 mins)

These are held one evening per week or during lunchtime and last for approximately 30 minutes.

Failure to produce homework, poor quality of work in lessons or poor behaviour may result in this detention. Parents will be notified.

Progress Leader Detention (Level 3)

Held on Monday and Wednesday afternoons for 45 minutes (supervised by Progress Leaders and Pastoral Managers).

This will only be for more serious offences, generally disciplinary, and are only given by a Progress Leader or a Head of Department following failure to attend two level two detentions. Parents / carers will be given 24 hours notice.

Senior Leadership Detention (Level 4)

Held on Friday afternoons for 60 minutes (supervised by a member of SLT).

This will only be for more serious offences, generally disciplinary, and are only given by a Progress Leader or SLT member. Parents / carers will be given 24 hours notice.

Duty Teacher

Removal of students from learning

The following outlines what constitutes a student being removed by the Duty Teacher from a classroom once the ladder of consequences has been followed.

Other issues should be dealt with within the classroom or by seeking the support of the Subject Leader or prearranged subject colleague.

Students may be exited for:

- Abusive and threatening behaviour;
- Complete refusal to follow instructions after warnings via the learning consequence ladder;
- Swearing directly at anyone;
- Any form of physical violence.

Students may not be exited:

- Within the first 5 minutes of the lesson starting;
- Without following the consequence ladder explicitly;
- Without asking for a HoD or second in department to remove them;
- For non-completion of work;
- For lack of equipment.

The Contract System:

There are a number of different ways of monitoring students other than the electronic reporting system (IRIS).

In the first instance, if a pupil is displaying incorrect behaviours within a subject area, the Head of Department will be notified by the subject teacher, and in consultation with the Form Tutor will place the student on departmental contract. The HoD will meet with the student to establish expectations and contact home informing the parent/carer of the reasons behind the contract.

If there is more than one subject area expressing concern with a student's progress or attitude to learning then the decision will be made between the Form Tutor and Progress Leader to place them a on Form Tutor contract. In this instance contact will be made with home to express concern and inform them of the decision of placing the student on contract. A meeting will also take place with the student to establish expectations and consequences.

The other contracts which may be used are:

- Progress Leader contract;
- Assistant Head Contract;
- Deputy Head Contract.

In all these instances parental interviews and regular parental contact will be made to inform parents/carers of progress.

Throughout the contract system there are support staff who will be involved in mentoring, group work and 1:1 work to help support students to maintain positive progress.

There are other contracts which are used in school to monitor students these are: -

- Positive behaviour contract.
- Punctuality contract.
- Progress and learning contract.

All contracts will be based upon the Behaviour for Learning Descriptors which are displayed in every classroom.

BfL 1

You are a highly self-motivated student who takes responsibility for all aspects of your learning.

Typically you will demonstrate the following behaviours:

- **Personal organisation is of the highest standard:** you are always punctual to lessons and arrive properly equipped; classwork and homework tasks are always completed thoroughly, with enthusiasm, and often with extra attention to detail.
- **You make a substantial contribution to class learning and your engagement in lessons is excellent:** you always show interest and enthusiasm when asking and answering questions; you always play an active role in group work and class discussions where you freely share your ideas.
- **You are highly conscientious and self-motivated to work independently:** you always use your own initiative to develop new ideas; you are flexible and adaptable in your approach when asked to solve problems.
- **You are always considerate to others and actively support team members in lessons:** you always show respect through appreciating different points of view; you provide constructive support and feedback to others through collaborating with teachers and fellow pupils.

BfL 2

You are a motivated student who takes a keen interest in your learning and is determined to achieve.

Typically you will demonstrate the following behaviours:

- **Personal organisation is of a high standard:** you are always punctual to lessons and arrive properly equipped; you show a commitment to fully completing tasks and handing in your work.
- **You display a commitment to class learning and are engaged in lessons:** you show interest and enthusiasm when asking and answering questions; you readily share your ideas when participating in group work and class discussions.
- **You are a conscientious student who takes a keen interest in working independently:** you show interest in your learning by taking an active role when solving problems and developing new ideas.
- **You show consideration to others and offer your support to team members in lessons:** you show respect by listening to teachers and fellow pupils; you provide useful feedback to others by appreciating different points of view.

BfL 3

You are a conscientious student who takes an interest in your learning and tries to achieve.

Typically you will demonstrate the following behaviours:

- **Personal organisation is of a good standard:** you are punctual to lessons and properly equipped; tasks are completed to a good standard and work is usually handed in on time.
- **You make a contribution to class learning and remain focussed throughout lessons:** you show interest in your work and make contributions in class; when prompted you share ideas by participating in group work and class discussions.
- **You are motivated to work independently:** you listen when new ideas are presented and use this information in your own work; with guidance you show the ability to solve problems and develop new ideas.
- **You show consideration to others:** you show respect through sharing equipment and resources; you listen to different points of view.

BfL 4

You have the potential to achieve but you do not always take full responsibility for your learning.

Typically you will demonstrate the following behaviours:

- **Personal organisation is inconsistent:** you are punctual to lessons but sometimes not properly equipped; classwork and homework tasks are usually completed but do not always reflect your ability and on occasions deadlines are missed.
- **You make some contribution to your learning but at times lack focus in lessons:** although you show some interest in your work, you need to make more effort to ask and answer questions in class; with encouragement you are able to share ideas but you need to participate more actively in group work and class discussions without being distracted.
- **You are developing as an independent learner:** although you have the ability to work independently, you need to be more consistent in taking responsibility for your own learning.
- **You show some consideration for others:** although you share equipment and resources, you need to be prompted to communicate ideas and listen to different points of view.

BfL 5

You lack motivation and rarely make use of opportunities to develop your learning.

Typically you will demonstrate the following behaviours:

- **Personal organisation needs improvement:** you may not always be punctual to lessons and often arrive improperly equipped; you may lack the focus necessary to successfully complete class and homework tasks and deadlines are missed.
- **You lack focus in your work and need to make more contributions in class:** you are often inattentive and easily distracted; you may only make contributions when asked; you rarely make use of the opportunities presented to you to develop your learning.
- **You show little evidence of independent work and often rely on teacher direction:** although you have the ability to work independently, you lack the motivation to complete tasks on your own and need to take more responsibility for your own learning.
- **You show little consideration for others:** you need to make more effort to listen to teachers and to support pupils by listening to their difference points of view.

BfL 6

You are unprepared to learn and your poor attitude affects your own learning and that of others.

Typically you will demonstrate the following behaviours:

- **Personal organisation is poor:** you may not always be punctual to lessons and usually arrive improperly equipped; class and homework tasks are frequently incomplete and deadlines are rarely met.
- **Your lack of focus in lessons is having a negative effect on your learning:** your unwillingness to participate in activities and lack of motivation means that you have not acquired the skills to develop your learning.
- **You show no interest in working independently:** you are unwilling to complete tasks on your own and rely heavily on direction from others.
- **You lack consideration for others:** through your unwillingness to listen in class and to support team members.

Isolation

The Isolation Room is an alternative setting for pupil learning following an incident during which a pupil has failed to adhere to school procedures regarding the rights of other pupils and teachers to work in a safe and disciplined environment. The aim of the Isolation Room is to deescalate negative pupil behaviour and to be used as a means of re-establishing acceptable standards of behaviour.

Isolation Room – Internal Exclusions

Aims:

To provide an area of isolation as punishment for extremes of inappropriate behaviour.

To ensure that excluded pupils continue to receive equality of education.

To reduce the number of external exclusions.

Procedures

Before any pupil can be referred to the isolation room a member of staff must have followed all procedures within the school Behaviour for Learning Policy. Formal referral to the isolation room is by members of the Senior Leadership Team only. Progress Leaders will be consulted and, where possible, involved in the process.

The majority of referrals are for the period of one day. However members of the Senior Leadership Team may, in consultation with other staff can increase or reduce this time. Some pupils with recognised additional needs may not be successful with a full day in isolation, and time may be spread over two days, or reduced if, for example, a pupil is on a part time timetable.

Pupils are placed in isolation for the following breaches of whole school rules;

- A pupil has been involved in an incident which is not serious enough to require a fixed term exclusion, but too serious to warrant a detention.
- Failure to complete Senior Leadership Detention
- For breaches of contract targets as specified
- Several incidents of unacceptable behaviour reported in one day.

While in isolation pupils will be expected to fully comply with the rules of the isolation code; failure to do so will result in exclusion, an extension or a repeat of the sanction.

When a pupil is referred to the isolation room parents must be contacted and informed of the duration and reason why. The time spent in the isolation must be logged onto IRIS.

A pupil who is absent and does not produce a medical note will repeat the full period of isolation on their return to school.

A pupil must complete their isolation satisfactorily before they can return to classes. A record of the period they spent in isolation will be kept.

A regular analysis of students placed in isolation will be produced and distributed to SLT and the Progress Leaders.

As a further strategy to enable a student to reflect on their behaviour it may be seen as necessary to place a student in an isolation room at another school. This will be carried out in consultation with parents / carer.

Appendix 2: Confiscation of items including mobile phones.

The rights of staff to confiscate items:

At St Matthew's the headteacher has delegated to all teaching staff the authority to confiscate items from pupils as a lawful disciplinary penalty. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned, and by whom. Often an item will be confiscated by the class teacher who will return the item at the end of the school day. The confiscation of mobile phones will follow a separate set of protocols (see below).

The secure storage of confiscated items:

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Staff should take confiscated items of obvious value to the school office, for storage in the school safe. All items will be signed in on the record sheets provided. All items collected from the office will also be signed for on their return.

Instances when the school chooses not to return an item to the pupil:

Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.

Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

There may be some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child — staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.

Recording the confiscation:

Staff should keep records of items they confiscate and the grounds for the action on IRIS. Reasons for confiscation may include:

An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff; an item poses a threat to good order for learning: for example, a pupil uses a personal musicplayer in class; An item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom.

Mobile Phones

Mobile phones will be confiscated if used inappropriately: this includes use in examinations (where the paper may be declared void, and further regulations set by the examination boards themselves may apply); phones being switched on in lessons or assemblies; the use of the camera function on a phone and the use of phones during a conversation with a member of staff. The word 'use' in this context includes receiving calls, texts

and data, as well as using functions on the phone such as music player software. It is unacceptable for pupils to use phones or other technological equipment to humiliate or bully other members of the school community (e.g. sending abusive text messages, cyber bullying, using camera-phones, and the recording and transmitting of images of abuse).

Staff should note that, while confiscation of a mobile phone is legitimate, searching through a phone or accessing text messages without the pupil's permission is not. In some circumstances it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether cyber bullying has occurred, for instance, but if the pupil refuses then the member of staff should not enforce the instruction. The staff member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction.

Where mobile phones are confiscated, staff will give the phone to the finance office for safe keeping, and fill in the appropriate paperwork. The office staff will only return the phone to a parent / carer. The school has considered the safety of pupils, the majority of whom travel by car, train or school coach: Where a parent believes that safety is a concern, he/she may come to school in order to collect the phone from the office staff as soon as is convenient – the usual period of confiscation will not apply.

Appendix 3: Power to search

There are occasions when it might be necessary to determine whether or not a student is in possession of a substance or object which might be harmful to themselves or others, illegal, which has been obtained in an unlawful manner or is deemed as a prohibited article and banned by the school. In such circumstances this search policy may be applied.

This policy has been developed to support the schools Behaviour Management Policy. It has been introduced primarily to safeguard students, but also to protect staff and others within the community.

The policy is based on advice and guidance on powers available to head teachers and their staff conferred by several pieces of legislation, including the Education Act 2011, the Violent Crime Reduction Act 2006 and the Criminal Justice Act 1988.

At St Matthew's RC High School screening and searches are carried out by the head teacher, or other senior members of staff who have been authorised by the head teacher to do so. There will always be at least two members of staff present, with at least one being of the same sex as the student.

When a student is screened or searched their parents or carer shall be informed as soon as possible afterwards. A log of all screenings and searches is kept on IRIS. Being found in possession of an illegal, or banned object could mean fixed period or permanent exclusion from school. In some circumstances the police might also be contacted.

No-contact or Low-contact Screening

The school can require students to undergo random screening for weapons without suspicion and without consent. For this purpose the school uses a hand-held metal detector (wand) which is a "no-contact" or "low contact" (minimal contact of the wand with the student's clothes). The school might use occasional screening or randomly selected students while on the premises, for example, a class or year group.

Where a student refuses to be screened, the school may refuse to have the student on the premises or on an off-site educational visit. Although the school will not have excluded the student, the absence will be treated as unauthorised. Any refusal to attend school shall be investigated and taken through attendance escalation procedures in the same way as any other unauthorised absence.

Without-consent Search

The statutory power to search applies where there are reasonable grounds for suspecting that a student has in their possessions any of the following:

- A knife - any article which has a blade or is sharply pointed.
- An offensive weapon - any article made or adapted to injure a person, or any article which is intended by the person carrying the article for such use by their self or by another person.
- Alcohol, illegal drugs, stolen items, other prohibited items

(Section 139 of the Criminal Justice Act 1988)

The power includes a power to search where there are reasonable grounds to suspect that a student is in innocent possession of a weapon. The power to search extends to personal belongings e.g. bags, lockers. Only a personal search, involving removal of outer clothing and searching of pockets can be carried out. An intimate search can only be carried out by a person with more extensive powers, such as a police officer. The power to search shall only be used where staff judge that it is safe to do so. In particular, if members of staff believe that a student is likely to resist a search physically, they should call the police rather than try to overcome the student.

Appendix 4: Guidance on use of reasonable force

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- Annex A: The Use of Force to Control or Restrain Students: Incident Record **Introduction**

This guidance is an appendix to the school behaviour policy and reflects current legislation and guidance which enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing or continuing to do any of the following:

- a. committing any offence (or for a student under the age of criminal responsibility, what would be an offence for an older student);
- b. causing personal injury to, or damage to the property of, any person (including the student himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are :

- a. any staff member who works at the school, and
- b. any person whom the head has authorised to have control or charge of students. This includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.

The power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit)

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

The statutory power, conferred in the Education Act 2011 is in addition to the common law power of any citizen in an emergency to use reasonable force in self defence, to prevent another person from being injured or committing a criminal offence. On preventing injury or damage to property, the statutory power is similar in scope to the common law power, except that it is only available to people authorised to have control or charge over students. The guidance and legislation makes it clear that authorised staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

Reasonable force may also be used in exercising the statutory power, introduced under Section 45 of the Violent Crime Reduction Act 2006, to search students without their consent, in line with appendix 3, power to search.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by Section 548 of the Education Act 1996.

Objectives

To provide all staff with guidance on:

- The need to provide a calm orderly and supportive school environment
- The maintenance of good order both in class and around the school premises
- Effective good practice in the use of reasonable force in relation to circumstances for use and justification of its use.

Minimising the need to use force

Although preventative measures will not always work, there are a number of steps which schools can take to help reduce the likelihood of situations arising where the power to use force may need to be exercised:

- a. Creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind.
- b. Avoid escalating a situation i.e. do not block a student's way by use of body or arm if there is no immediate serious disorder, potential for injury or damage.
- c. Developing effective relationships between students and staff that are central to good order.
- d. Making use of Restorative Resolution Practice.
- e. Taking a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also to support each other during and after an incident.
- f. Recognising that challenging behaviours are often foreseeable
- g. Effectively managing individual incidents. It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring the students can see a way out of the situation. Strategies might include, for example going with the staff member to a quiet room, away from bystanders or other students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the student.
- h. Wherever practicable, warning a student that force may have to be used before using it.

Staff authorised to use force policy

Those exercising the power to use force must also take proper account of any particular special educational need (SEN) and/or disability that a student might have. Under the Disability Discrimination Act 1995 schools have 2 key duties:

- a. not to treat a disabled students less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification ; and
- b. to take reasonable steps to avoid putting disabled students at a substantial disadvantage to students who are not disabled (know as the reasonable adjustments duty)

Deciding whether to use force

Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about

- a. the seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified.
- b. The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified; and,
- c. The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

Examples of situations

Examples of situations that particularly call for judgements of this kind include:

- a. a students attacks a member of staff or another student
- b. students are fighting, causing risk of injury to themselves or others
- c. a student is committing, or on the verge of committing, deliberate damage to property.
- d. A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- e. A student absconds from a class or tries to leave school other than at an authorised time.
Refusal of a student to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a student to leave would:
 - i) entail serious risks to the student's safety (taking into account, age and understanding), to the safety of other students or staff or of damage to property; or
 - ii) lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
- f. a student persistently refuses to follow an instruction to leave a classroom;
- g. a student is behaving in a way that seriously disrupts a lesson; or
- h. a student is behaving in a way that seriously disrupts a school sporting event or visit. In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means. Wherever possible these judgements should take account of the particular characteristics of the student, including his or her age, understanding and any SEN or disability that he or she may have. This would include the outcome of any risk assessment and, as appropriate, any specific strategies and techniques set out in the student's positive handling plan.

Using force

Before using force staff should, wherever practicable, tell the student to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a student, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of force used could include:

- a) Passive physical contact resulting from standing between students or blocking a student's path;
- b). Active physical contact such as:
 - i) leading a student by the hand or arm
 - ii) ushering a student away by placing a hand in the centre of the back

Where there is a high and immediate risk of death or serious injury any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a student running off the pavement onto a busy road or preventing a student from hitting someone with a dangerous object such as a glass bottle or hammer.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a student.

Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate conduct.

Staff Training

A whole school approach to developing social and emotional skills in our students is in place throughout the school. Training for staff in relation to Restorative conference is underway. Staff may well identify further training they feel would be relevant within their department or Year Group. Staff should inform their Head of Department or Year who will in turn inform SLT Line Managers. Training will be facilitated at the earliest opportunity.

Recording and reporting incidents

Schools will keep systematic records of every significant incident in which force has been used, in accordance with school policy and procedures on the use of force and its child protection requirements. The purpose of recording is to ensure policy guidelines are followed, to inform parents, to inform future planning as part of school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

Schools may find the following questions helpful in deciding whether an incident is significant and requires a written record:

- a. Did the incident cause injury or distress to a student or member of staff?
- b. Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right to require a written record? Any use of restrictive holds would, for example fall into this category.
- c. Is a written record needed to be able to justify the use of force? This is particularly relevant where the judgement was very finely balanced,
- d. Is a record needed to help identify and analyse patterns of student behaviour or staff training needs?
- e. Were other agencies involved, such as the police?

If the answer to any of these questions is "yes" it would be strongly advisable to make a written record. Such records can provide evidence of defensible decision making in case of a subsequent complaint or investigation.

A member of staff involved in an incident is usually best placed to compile the record (Staff may find it helpful to seek the advice a senior colleague or a representative of their professional association when compiling a report.)

Differing accounts given of the same incident should all be recorded. It is not always advisable as a matter of course to give parents a copy of the incident record, but parents should be told when and where the incident took place, which members of staff were directly involved (anonymised where necessary), why they decided that force had to be used, what force was used, whether there were any injuries and what follow up action (support and/or disciplinary) was being taken in relation to their child. It is advisable that the school's policy on making a record following such incidents is contained within its policy on the use of force and drawn to the attention of members of staff, parents and students, if these persons are not otherwise notified of the policy.

This is likely to form part of the student's educational record as it is a record of information which is processed (obtained, recorded and held) by or on behalf of the governing body of the school (or teacher at the school, other than for personal use), relates to the student, and originated from or was supplied by a teacher employed by the governing body or the local authority.

Even if a copy of the incident report is not provided by the school as mentioned above the parent is entitled to see the education record free of charge, within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record this must be provided also within 15 school days of that request being received.

After any recordable incident parents will be informed. Parents will be given a copy of the school's policy on the use of force and information on post incident support.

All injuries should be recorded in accordance with school procedures. The school should take action to report relevant injuries to staff or students to the Health and Safety Executive's Incident Contact Centre www.hse.gov.uk/riddor/index.htm

Members of staff who have been assaulted will wish to consider reporting that to the police. Please see Annex A Incident Form.

Post incident support

Serious incidents that require use of force can be upsetting to all concerned and may result in injuries to the student or to staff. Immediate action will be taken to provide first aid for any injuries and to access medical help for any injuries that go beyond first aid.

The letter to parents informing them about the use of force can also be used to engage them in discussing the incident and for setting out subsequent actions and support. It is good practice for parents to be involved in agreeing appropriate support arrangements. For parents of students whose behaviour is associated with SEN and /or disabilities, it is advisable to agree an individual behaviour plan. Such plans would include strategies to prevent and deal with any recurrence of behaviour that could lead to the use of force.

Schools are advised to:

- a. decide whether multi-agency partners need to be involved and, if so, which partners. This could include local authority children's services, Child and Adolescent Mental Health Services or the

- Youth Offending Team (if the student is already under their supervision or has been identified by the YOT as being at risk of becoming engaged in criminal or anti social behaviour);
- b. where a student is responsible, hold the student to account so that he or she recognises and repairs the harm caused or which might have been caused. In addition to punishing the student, this may involve giving them the opportunity to repair the relationships with staff and students affected by the incident and/or to develop their social and emotional skills. In some cases, an incident might lead to a decision to exclude a student.
 - c. help the student and staff develop strategies to avoid such crisis points in future and inform relevant staff about these strategies and their roles;
 - d. ensure that staff and students affected by an incident have continuing support for as long as necessary in respect of:
 - i) Physical consequences
 - ii) Support to deal with any emotional stress or loss of confidence;
 - iii) Opportunity to analyse, reflect and learn from the incident.

Dealing with complaints and allegations

Parents and students have a right to complain about actions taken by school staff. This might include the use of force. Schools need to make that clear. If a specific allegation of abuse is made against a member of staff then the school needs to follow the guidance set out in, *Safeguarding Children and Safer Recruitment in Education*.

In such circumstances it would be for the Headteacher to respond to the complaint in the light of school policy and procedure. Parents may choose to appeal against the Head teacher's response. At this point a panel of governors may be convened.

The full involvement of those with parental responsibility following the incident should minimise the chances of a complaint about use of force but it will not prevent all complaints or allegations. Allegations can be made from a variety of sources not just from the parents or children involved.

A dispute might lead to an allegation against a member of staff, made to the school, other agencies or even the police. These should be dealt with in accordance with agreed policy and procedure for handling allegations against staff.

The school policy and the degree to which it had been followed will be at the core of any investigation. Such complaints may also be investigated under the schools disciplinary procedure

Physical contact with students in other circumstances

There are occasions when physical contact with a student may be proper or necessary other than those covered by the Education Act 2011. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching or CDT, or if a member of staff has to give first aid. Young children and those with SEN may need staff to provide physical prompts or help. Touching may also be appropriate where a student is being congratulated or praised, or where the student is in distress and needs comforting. Teachers will use their own professional judgement when they feel a student needs this kind of support.

There are some students for whom touching is particularly unwelcome. For example, some students may be particularly sensitive to physical contact because of their cultural background or because they have been abused. It is important that staff who may come into contact with these students or groups of students have the relevant information and that the school has a system for informing them. In addition, the school will need to develop clear common practice towards particular groups of students and events. There should be a common approach where staff are of different sexes. Physical contact with students becomes increasingly open to question as students reach and go through adolescence, and staff should also bear in mind that even innocent and well intentioned physical contact can sometimes be misconstrued.

Annex A: Use of Force to control or restrain pupils: incident record

Details of student or students on whom force was used by a member of staff (name and class)
Date: Time: Location of Incident:
Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force may be used. IRIS Report as follows –
Reason for using force and description of force used.
Any injury suffered by staff or students and any first aid and / or medical attention required.
Reasons for making a record of the incident.
Follow up, including post incident support and any disciplinary action against students.

Any information about the incident shared with staff not involved in it and external agencies.

When and how those with parental responsibility were informed about the incident and any views they have expressed.

Has any complaint been lodged (details should not be recorded here)?

Report compiled by:

Name and role:

Signature:

Date:

Report countersigned by:

Name and role:

Signature:

Date: