

Behaviour & Discipline Policy

(Including Acceptable Use)

2023-2024

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

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1. Policy Statement

This policy takes as its starting point the Aims of the School and Mission Statement*.

More House School aims to establish an environment where pupils and staff are valued and supported as individuals and where their rights and dignity are maintained.

We are a community of faith and learning which has high standards of behaviour. We endeavour to encourage good habits of work and behaviour from the moment a child enters the School. All staff are expected to promote self-discipline amongst pupils and to model acceptable behaviour at all times.

Our community should work together to establish a well ordered, stimulating and secure learning environment. As a community of faith and learning we must ensure that the unique nature, worth and development of the individual is respected. We should challenge and support each other to achieve our full potential and act with integrity at all times.

*published on the School website.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment and protected from disruption;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school which are commonly understood by staff and pupils and applied consistently and fairly;
- Promote, among pupils, self discipline and proper regard for authority;
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all pupils;
- Define what the School considers to be unacceptable behaviour, including bullying and discrimination, and
- Ensure the leadership team visibly and consistently supports staff in managing behaviour through following the Behaviour and Discipline Policy and agreed routines.

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

The policy pays due regard to: [Special Educational Needs and Disability \(SEND\) Code of Practice](#). In addition, it is based on Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#), including paragraph 7, which outlines a school's duty to safeguard and promote the welfare of children, paragraph 9, which requires the school to have a written behaviour policy and paragraph 10 which requires the school to have an anti-bullying strategy.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude (including failure to follow school rules);
- Incorrect uniform, and
- Chewing-gum.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;
- Any form of bullying (including cyber-bullying);
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour;
- Actions outside of School that harms the reputation of the School;
- Possession or supply of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco, cigarette papers, e-cigarettes (also known as Vapes) and/or associated paraphernalia;
 - Lighters/matches;
 - Fireworks;
 - Pornographic images, and
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

5. Bullying

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

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time, and
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying strategy.

6. Responsibilities

6.1 The Governing Board

The Governing Board is responsible for monitoring this Behaviour policy's effectiveness and holding the Head to account for its implementation.

6.2 The Head

The role of the Head is to determine the detail of the standard of behaviour acceptable to the School. The Head has the day-to-day responsibility for maintaining discipline in the School, which will include making rules and provision for enforcing them.

The Head is responsible for:

- Reviewing and approving this behaviour policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour, and
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils;

6.3 Deputy Head Pastoral (DSL) and Senior Teacher (PSHE and Pastoral)

The Deputy Head Pastoral and Senior Teacher (PSHE and Pastoral) will be the first port of call if it is thought that a transgression warrants the intervention of senior management. The Deputy Head Pastoral/DSL and DDSL will keep the Head informed of the progress of the investigation and of any sanctions that have been awarded and also keep a written record of the incident and any intervention or correspondence. In some cases, it may be decided that the Head will deal with the matter directly.

The Deputy Head Pastoral is responsible for:

- Providing regular updates to staff on pupils of concern by way of staff briefings, pastoral meetings and emails;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them; and
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 15.1).

6.4 Head of Key Stage (including Head of Sixth Form)

The Head of Key Stages will work closely with Form Tutors to manage concerns that the Tutor is unable to address and/or remedy themselves. The Head of Key Stages will provide regular updates to the Deputy Head Pastoral and should the issue require further intervention, will escalate it to the Deputy Head Pastoral/DSL as appropriate.

6.5 Form Tutors

Form Tutors are responsible for maintaining an oversight of the behaviour of the members of their form. They will manage concerns relating to their form in the first instance and keep the appropriate Head of Key Stage informed. Should any issues need to be escalated, the Head of Key Stage and Form Tutor will refer to the DHP (or DSL if a safeguarding concern) or the Senior Teacher (Pastoral and PSHE). The Form Tutors are the main point of contact for pastoral care in the School. Matters of personal appearance (uniform, jewellery etc.) are also dealt with by Form Tutors. They will also liaise closely with the parents of their tutees.

6.6 Teachers and Staff

All teachers and staff are expected to encourage and model good behaviour and respect for others including amongst pupils and in keeping with the Anti-Bullying policy.

All staff and classroom teachers will apply rewards and sanctions fairly and consistently with regards to pupils' behaviours and attitudes. There are many issues where all staff need to be informed, especially where family circumstances and other such factors play a part.

At full staff meetings, weekly briefings and pastoral meetings *Pupils of Concern* is a regular agenda item.

Staff are responsible for:

- Creating a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly using CPOMS; and
- Challenging pupils to meet the school's expectations.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

6.7 Parents

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing Deputy Head Pastoral and/or the Head.

Parents are also encouraged to support good behaviour and positive habits in their children in line with the School's 'Home-School Agreement', the BYOD initiative, at Parents' Evenings and through their positive support of all aspects of School life.

Parents should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate;
- Support their child in adhering to the school's behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school; and
- Take part in the life of the school and its culture.

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

6.8 Pupils

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views. The Government's Circular

10/99 also suggests that pupils can help to reinforce behaviour policies by contributing to them.

The School Council is involved in reviewing the School's anti-bullying policies and procedures and in the School's programmes to reinforce self-discipline and positive work and behaviour patterns. The School Officers are consulted on all relevant policies. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the behaviour policy;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standard, and
- The pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School Behaviour Curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils to learn;
- Move quietly around the school;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Accept sanctions when given; and
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

8. Mobile phones/Smart devices (including Smart Watches)

Pupils may bring mobile phones/smart devices to School, but do so at their own risk. The School will not accept responsibility for loss or damage to such devices.

Years 7-11: Must hand Mobile phones/Smart devices in at the start of the School day and collect them at the end of the School day. Mobile phones/Smart devices must be switched off during the school day.

Sixth Form: Mobile phones/Smart devices may be brought to School but must only be used in the common room.

There may be exceptions to the rules for medical or personal reasons. This will be discussed with parents and the Deputy Head Pastoral.

Sanctions relating to the use of devices:

- If the laptop is forgotten at home, a debit is awarded in lesson one after the student has collected a loan device from IT support.
- A Debit will be issued if a student is using their device in a lesson but not for the task set.

Using technology inappropriately is a serious offence and any of the following will warrant the issuing of a Level 2 Detention.

- Using a device before School, at break time, during lunch and after School outside of the library for students in Years 7-11;
- Using a personal hotspot to access the Internet or accessing any online content without logging on through the School Wi-Fi;
- Using a device to access any streaming service at School unless this forms part of a specific lesson;
- Copying and pasting information from any website straight into a document that is being used for Schoolwork or passing off work produced by AI as their own work;
- Sharing passwords with others or logging in using another's password;
- Year 7-11 using their mobile phone during the school day;
- Year 7-11 failure to hand in mobile phone at the start of the day.

Any safeguarding issues relating to the inappropriate use of devices (including, but not limited to: accessing and/or sharing inappropriate content; messaging others on any platform during lessons; and any form of cyber bullying) will be referred to the DSL and procedures followed in line with our published policies.

9. Responding to pupil behaviour

9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Apply the behaviour curriculum consistently;
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption, and

- Using positive reinforcement.

9.2 Safeguarding

The School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Any matters that relate to safeguarding or child protection, including any allegations made by one pupil about another pupil, should be referred to the DSL (Designated Safeguarding Lead) or a DDSL (Deputy Designated Safeguard Lead). The matter will be dealt with according to the procedure outlined in the Safeguarding and Child Protection Policy and associated policies.

9.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- The awarding of Credits;
- The awarding of House Bronze, Silver, Gold or Platinum badges for achieving multiple credits;
- Showing selected work to the Head (Head to Head invitations);
- Commendation to parents via postcard;
- Presentation of work throughout the School;
- Mention in the weekly School Newsletter or other social media;
- Prizes at the annual Prize Giving;
- Pupil of the week;
- Pupil of the term; and
- Form of the term.

9.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The sanctions may use one or more of the following sanctions in response to unacceptable behaviour:

- Debit;
- Level 1 detention - 20 minute after School Friday detention;
- Level 2 detention - 1 hour after School Friday detention;
- Level 3 - Saturday Detention with a member of the SLT;
- Support Card which contains targets to encourage improvement and is presented to the subject staff at the end of each lesson for evaluation of those targets;
- Report Card. If there is a consistency of inadequate effort across various subjects pupils are put “on report” where a comment is given by subject teachers at the end of every lesson. Pupils can be “on report” for homework or behaviour or for a combination of factors;
- Removal from the group/class or particular lesson and sent to the Deputy Head Pastoral;
- Withdrawal of break or lunchtime privileges;
- Withholding participation in educational visits or sports events which are not essential to the curriculum;
- Fixed exclusions (internal or external), and
- Permanent exclusion, in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.5 High Expectations of Behaviour for Learning

Teachers should follow the Behaviour for learning to award rewards and sanctions fairly and consistently. (Appendix 5)

9.6 Lateness to School

If pupils are late to School (ie after 0825) the following sanctions will be issued;

- One late in a week - Pastoral Support Officer (PSO) reminder about punctuality;
- Late on more than one occasion in a week (two lates in a week results in a Level 1 detention, three or more lates in a week results in a Level 2 detention); (*all detentions will be issued on the week of the lates*), and
- Five or more lates in a half term will result in a meeting between parents and the PSO to discuss further support and actions.

9.7 Reasonable force

In accordance with the law there is no corporal punishment at More House School. However, as a last resort physical contact with pupils may be necessary. See Appendix 9 - Use of force to restrain/control pupils and physical contact with pupils policy for further information.

9.8 Searching, Screening and Confiscation

Any prohibited items (listed in Section 4) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

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

9.9 Off-site Behaviour

We always look to reward good behaviour, however sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any School-organised or school-related activity (e.g. school trips);
- Travelling to or from School;
- Wearing school uniform, or
- In any other way identifiable as a pupil of our school.

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

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil, or
- Could adversely affect the reputation of the school.

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

Further information on behaviour expectations offsite can be found in the pupil code of conduct for trips, found in the essential information pack.

9.10 Online Behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

Sanctions will only be given out on School premises or elsewhere when the pupil is under the lawful control of a staff member.

9.11 Suspected Criminal Behaviour

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

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

If a decision is made to report the matter to the police, the Head (or in their absence, a member of the senior leadership team) will make the report.

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

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

9.12 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The School's response will be:

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

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

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

Please refer to our safeguarding and child protection policy and policy on sexual violence and sexual harassment for more information.

9.13 Malicious Allegations

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

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

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

The School will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

10. Serious Sanctions

10.1 Detention

Pupils can be issued with detentions during break, at lunch, after School or on a Saturday during term time.

The School will decide whether it is necessary to inform the pupil's parents. Parents will always be informed if a child receives a Level 2 or Level 3 detention with 48 hours notice.

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

- Compromise the pupil's safety;
- Conflict with a medical appointment;
- Prevent the pupil from getting home safely; or
- Interrupt the pupil's caring responsibilities.

10.2 Removal from classrooms

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

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

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive;
- Maintain the safety of all pupils;
- Allow the disruptive pupil to continue their learning in a managed environment; and
- Allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by a member of the pastoral team, and will be removed initially for the duration of the lesson.

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

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

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

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

- Support from the SENCO or other member of the SEND department
- Use of teaching assistants;
- Short term behaviour report cards;
- Long term behaviour plans;
- Restorative meeting between staff member and pupil;
- Reinforcement of positive behaviour through signposting to leadership roles;
- Social services referral ; and
- Multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil CPOMS.

10.3 Fixed Term and Permanent Exclusions

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

Exclusion may be internal or, more commonly, external. Recommendations for exclusion can only be made by the SLT. Pupils may be excluded for one or more fixed periods or permanently.

Please refer to Appendix 10 for our exclusions appeals policy.

A decision to exclude a pupil (fixed term or permanently) will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g.:

- violence, actual or threatened, against a pupil or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

10.4 Drug-related Exclusions

Any decision to exclude in a drug-related case will be based on the criteria in the School's drug policy.

10.5 Parental Cooperation

Parental cooperation forms part of the contract between the School and all parents of pupils at the School. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

10.6 Appeals

Parents are entitled to appeal to the Governing Body against any exclusion. The full procedure can be found on Appendix 10 of this policy.

11. Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on Behaviour

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

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

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

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

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

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

Examples of approaches used to anticipate and remove triggers of misbehaviour include:

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

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the School will take into account:

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

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

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

All additional needs are recorded on ISAMs and available to teaching staff. The SENCO supports staff in producing strategies to deal with specific behaviour.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

11.4 Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the School will cooperate with the local authority and other bodies.

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

Contact details for the LSCB can be found in our Safeguarding and child protection policy.

12. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. These measures will be recorded on CPOMS.

This could include measures like but not limited to:

- Restorative meetings;
- Daily contact with the pastoral lead, or
- A report card containing personalised behaviour goals.

13. Pupil transition

13.1 Inducting incoming pupils

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

13.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold information evenings for all year groups at the start of each academic year.

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

14. Training

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

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

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every term by the Pastoral Team.

The data will be analysed from a variety of perspectives which may include:

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

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

15.2 Monitoring this policy

This behaviour policy will be reviewed by the Deputy Head Pastoral, the Head and Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 15.1). At each review, the policy will be approved by the Governing Board.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Governing Board annually.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy;
- E-Safety policy
- Anti-Bullying Strategy
- Supervision of pupils policy
- Policy on Sexual Violence and Sexual Harassment
- Drugs policy
- Absence policy
- Equal Opportunities policy

17 Equality Statement

Some children have additional barriers with respect to behaviour. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see Section 11);
- Are young carers;
- May experience discrimination due to their race, ethnicity, religion, gender identification, culture or sexuality;
- Have English as an additional language;
- Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation;
- Are asylum seekers;
- Are at risk due to either their own or a family member's mental health needs;
- Are looked after or previously looked after;
- Are missing from education, or
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy;
- The behaviour policy is understood by pupils and staff;
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions;
- Pupils are helped to take responsibility for their actions, and
- Families are involved in the handling of behaviour incidents to foster good relationships between the School and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: School Rules and Routines

1. Do no harm
2. Behave in a way that always reflects credit upon you and is in line with the aims of the School
3. Behave in a way that does not bring you or the School into disrepute
4. Act at all times towards others as you would have them act towards you

Forbidden at School

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco, cigarette papers, e-cigarettes (also known as Vapes) and/or associated paraphernalia;
- Lighters/matches;
- Fireworks, and
- Pornographic images

Mobile phones and smart devices

- **Years 7-11:** Must hand them in at the start of the School day and collect them at the end of the School day.
- **Sixth Form:** Mobile phones and smart devices may be brought to School but must only be used in the common room.

Illness and Accidents

If you are ill or have an accident at School, tell a member of staff; they will refer you to the Pastoral Support Officer (PSO). If necessary, your parents will be contacted and asked to collect you. You must not make your own arrangements - the PSO will do it for you.

If you need to take medicine during the School day, leave it with the School office. Do not carry it around with you unless you have permission from the main School office staff.

School Routine

If pupils are late to School (ie after 0825) the following sanctions will be issued;

- One late in a week - Pastoral Support Officer (PSO) reminder about punctuality;
- Late on more than one occasion in a week - two lates in a week - Level 1 detention, three or more lates in a week - Level 2 detention; *(all detentions will be issued on the week of the lates)*, and
- Five or more lates in a half term will result in a meeting between parents and the PSO to discuss further support and actions.

Money over £10 must be handed in at the PSO office for safe keeping.

On the stairs, never block passages or stairs with bags and do not run in School. The stairs to the fourth floor on the Library side are out of bounds to pupils in for Years 7-11, unless pupils are seeing the School Counsellor or attending a music lesson.

The intercom system must **not** be used by pupils, apart from those on lunch duty.

If you wish to speak to a member of staff during break and/or lunchtime, you should approach the staff on duty. Do not knock at the Staff Room door unless there is an emergency. Wait until a member of staff is going in or out.

Before pinning up a notice or poster, you must obtain permission from a senior member of staff.

All electrical equipment, pianos, drama equipment, sports equipment and marker board pens and wipers must not be touched unless you have specific staff permission.

Snacks may be eaten in designated rooms at break only and all rubbish must be cleared away. Pupils are required to bring in a water bottle. In addition, small quantities of drink may be brought into School (e.g. cartons of juice) but glass bottles and cans are *not* allowed. **Nuts or products containing nuts should not be brought into School.**

The Science Laboratories are out of bounds to pupils unless accompanied by a member of staff.

All pupils must eat School lunch in the dining room. No food is to be taken out of the dining room. There may be exceptions to the rules for medical or personal reasons. This will be subject to agreement with parents and the Deputy Head Pastoral..

Medical appointments should not be made during the School day, unless in an emergency.

If you have to go out of School during the day, your parents must contact the School office or you must bring a note to explain the reason, sign the **Signing IN/OUT Book** in the PSO Office when leaving and sign in when you return.

Always cross Pont Street or Sloane Street at the lights and only when the green man is showing.

Appendix 3: BYOD

Online Behaviour

In accordance with the E-Safety policy, the Online User Agreement which all pupils and parent must sign, and the Anti-Bullying policy, it is the responsibility of pupils to:

- Follow the instructions of classroom teachers at all times and to use and access the online sites/materials and resources that teachers have authorised the pupils to access and use. Pupils agree to engage in age appropriate e-Safety education opportunities;
- Read and adhere to the acceptable use policies;
- Always be respectful, kind and considerate and to uphold each person's dignity both on and offline;
- Understand that any form of bullying including cyber bullying, prejudice-based, discriminatory bullying, peer on peer abuse, sexual violence and/or sexual harassment, physical abuse such as hitting or kicking, **will not be tolerated**;
- Take responsibility for keeping themselves and others safe online;
- Electronic devices of any kind that are brought onto site are the responsibility of the user. All members of the School community are advised to take steps to protect their devices from loss, theft or damage; we accept no responsibility for the loss, theft or damage of such items on our premises.
- Only allowed to use their BYOD during lessons. The only exception to this rule is if pupils wish to work in the **library during break and/or lunchtime. Members of staff will be on duty during break and lunchtime to monitor this rule.** Pupils must ensure their personal devices and/or School devices are either in lockers or in their School bags during break and lunch.
- Pupils are encouraged to report any concerns that they may have relating to online activity. Any such concerns will be taken seriously and acted upon by staff in a timely manner.

Expectations regarding the use of devices

Students will be expected to follow a strict code of conduct for the privilege of using their devices in classes.

1. Students will arrive at School each morning with their devices fully charged.
2. Students agree to have a set of School-approved apps downloaded onto their devices.
3. Students agree to ensure that their devices and apps are up-to-date at least once a week.
4. Students will ensure that they are signed into Google Chrome whenever they are using their devices at School. All School work completed off site must also be accessed through Google Chrome. They should not use any other browser whilst on School property or to complete their homework.
5. Students will ensure that they sign in to websites using Google wherever possible
6. Students will not share their passwords or login information with anyone else.
7. Students will turn on and log into their devices at the start of each lesson and will then wait, with their screens half closed - or closed in the case of MacBooks - for instructions to use the device from their teachers.
8. Whenever students are not actively completing work on their devices - on instruction from their teachers - they will keep their devices half-closed - or closed in the case of MacBooks - to ensure that their full attention is on the explanations, instructions and teaching that their teachers are providing at that time.
9. Students may not message each other on any platform during lessons unless given permission by their teachers for the purposes of collaboration directly related to the lesson.
10. Students may only use their devices before school, at break time, during lunch and after School in the School library and only for the purposes of completing schoolwork.
11. Students may not use their devices to access any streaming services at School, even when making use of their own hotspots, during School hours unless this forms part of a specific lesson.
12. Students will not copy and paste information from any website straight into a document that is being used for schoolwork. They will ensure that they summarise, paraphrase and then reference any information that they use from any online source. Students will not submit work produced by AI as their own material.
13. Students will make use of the Chrome extension 'citethisforme' to reference any information they use from other websites.
14. Students will ensure that work with a due date is handed in through Google Classroom. If work is not handed in using the Hand in work button in Google Classroom, it will not be considered complete and a debit will be given.
15. Students will make use of acceptable email etiquette when emailing their teachers. This includes an appropriate salutation, use of correct grammar, appropriate register and a suitable sign off.
16. Students will not access any websites that may be deemed inappropriate, including pornography, age-restricted content or any content that encourages extremist views or goes against the British democratic values.

Sanctions relating to the use of devices:

- If a laptop is forgotten at home, this may make it difficult to access the learning and complete tasks (just as forgetting an exercise book or workbook at home would do). In this case, a debit is awarded in lesson 1 and a loan device may be available, but this is not always possible.

Using technology inappropriately is a serious offence and any of the following will warrant the issuing of a **Level 2 Friday Detention**.

- Using a device before School, at break time, during lunch and after school outside of the library.
- Using a personal hotspot to access the Internet or accessing any online content without logging on through the School wi-fi.
- Using a device to access any streaming at School unless this forms part of a specific lesson.
- Copying and pasting information from any website straight into a document that is being used for schoolwork including passing of work produced by AI as their own.
- Sharing passwords with others or logging in using another's password.
- This list is not exhaustive.

Any safeguarding issues relating to the inappropriate use of devices (including, but not limited to: accessing and/or sharing inappropriate content; messaging others on any platform during lessons; and any form of cyber bullying) will be referred to the DSL and procedures followed in line with our published policies.

Appendix 4: Uniform Rules

All uniform clothes must be marked clearly with the owner's name

Years 7-11

Dress:

- The School skirt must be an appropriate length (just above the knee or longer). If it is too short, a new one should be bought. In the interim, School trousers will be issued. Skirts may not be rolled down from the waistband. School trousers may equally be worn to School;
- Shoes must be black, leather and flat;
- Tights or socks must only be navy blue or black. Socks should not be rolled down;
- Hair can be worn up or down with plain accessories;
- The outdoor coat must be plain black or navy;
- No T-shirt should be visible under School shirt;
- Only the regulation School sweater may be worn, and
- Blazer (Key Stage 3).

PE Kit

- This must be purchased as a standard pack*, showing the School logo. No variation on the More House PE kit will be accepted. (*This includes: tracksuit (waterproof top and bottoms, shorts or skirt, polo shirt and hooded top.);
- Girls should wear an athletic sports trainer (NB: Converse, Vans and other canvas type fashion shoes are not acceptable and do not provide the necessary support during physical activity);
- Socks should be white athletic socks. Coloured socks are not acceptable;
- Additionally; a winter base layer and leggings, showing the School logo, may be purchased. (NB: these are supplementary and are not to be purchased in place of the standard pack);
- PE kit and trainers should be worn on the day of Physical Education lessons and after School clubs only, and
- When representing the School in fixtures, pupils must wear the More House tracksuit in addition to other playing kit.

Jewellery

- No rings, anklets or bracelets (including numerous hair bands, friendship bands and charity bands worn around the wrist);
- If ears are pierced, only one small stud earring may be worn in the lobe of each ear; earrings in other parts of the ear cannot be worn, even if under a plaster;
- No face piercings;
- A necklace may only be worn if it holds a *small* religious icon. It should be tucked into the shirt.
- ***Infringements of these rules will result in the confiscation of the jewellery for half a term.***

Miscellaneous:

- No make-up
- No nail varnish
- No false nails or tips
- No hair dyes

Sixth Form Dress

Sixth Form may wear their own clothes provided they are smart and appropriate for School. There is an expectation that no midriffs are exposed. Blazers must be worn for morning assembly and for duties. No facial piercings or tattoos are allowed. Students must be dressed appropriately for physical activity of days with Core PE lessons.

Sanctions

- Inappropriate uniform will result in a Debit in the first instance
- Any student inappropriately dressed may be sent home to change. More than one infringement in a half term will result in a letter being sent home by the Pastoral Team or the Head of Sixth Form.

Appendix 5: Further guidance on Credits and Debits

Credit

- High standard of work
- Positive contribution to School life
- Positive and inspiring behaviour
- Responsible and innovative use of technology
- Self-improvement
- Effort

Debits

- Inappropriate behaviour
- Homework not done
- Unsatisfactory work
- Lack of equipment
- Off task on device
- Incorrect uniform

Credits and Debits will be entered onto ISAMS directly by members of staff.

All pastoral and academic matters will be investigated and monitored by the Form Tutors and Heads of Key stage initially. The Senior Teacher (PSHE and pupil wellbeing), Deputy Head Pastoral and the Deputy Head Academic will support where necessary.

Appendix 6: Further guidance on Detentions

Academic Catch-Up in School hours

- This detention is managed by the subject Head of Department;
- Pupils may be detained for twenty minutes at lunchtime by subject Head of Department;
- This detention is given to a pupil who does not hand in late homework the day after it was due, and (after a debit has already been issued the previous day).

Procedure:

- Head of Department will send a message to the student through the form teacher of the day and date of the academic catch up, and
- Non attendance will result in a Level 2 detention.

Level 1- (Friday) Detention after School

- This detention is managed by the Senior Teacher (PSHE and pupil wellbeing) and the Pastoral Support Officer (PSO).
- Pupils may be detained for twenty minutes after School on a Friday without prior notification as stated in the Home School Agreement;
- Pupils who accumulate 3 debits in a half-term will be placed on this detention on Friday, or
- Pupils who accumulate 2 lates in a week.

Procedure:

- This detention will be used as an academic catch-up session and should be logged via iSams by the subject teacher. The work set must also be recorded on iSams.
- Pupils will be reminded of their detention on the day
- Pupils will be registered on iSams as having attended the detention
- If a pupil does not attend the detention, the teacher taking the detention must let the PSO know

Level 2 - 60 Minute Senior Friday Detention after School

- Pupils may be detained on Friday from 3.05pm - 3.55pm
- This detention may be for, but is not limited to:
- 6 debits in a half term,
- Missing an academic lunchtime detention with a HOD,
- Sanctions pertaining to the use of devices
- 3 or more lates accumulated in a week;
- Chewing gum, or
- Misbehaviour

**Parents will be notified by email 48 hours in advance that their daughter is in a level 2 detention.*

Procedure:

- These detentions are taken by Senior Teachers (members of the SLT and HODs);
- Work will be set by the Senior Teacher unless the detention is subject specific;
- Pupils in detention are listed on iSams and will be reminded of their detention on the day;
- Pupils should report to the Library at 3:05pm, and
- Girls will be registered on iSams as having attended the detention, failure to attend the detention without reasonable notice will result in a Saturday Detention.

Level 3 - Saturday Detention with a member of SLT

- This two-hour detention takes place on a Saturday between 1000 and 1200;
- Saturday detentions are given only by the SLT for more serious breaches of discipline or failure to attend Level 2 detentions.
- We will endeavour to provide parents with one week's notice if their daughter is required to attend a Saturday detention.

Appendix 7: Sixth Form rewards and sanctions

Members of the Sixth Form are eligible for all awards listed in the policy. In addition they may be awarded:

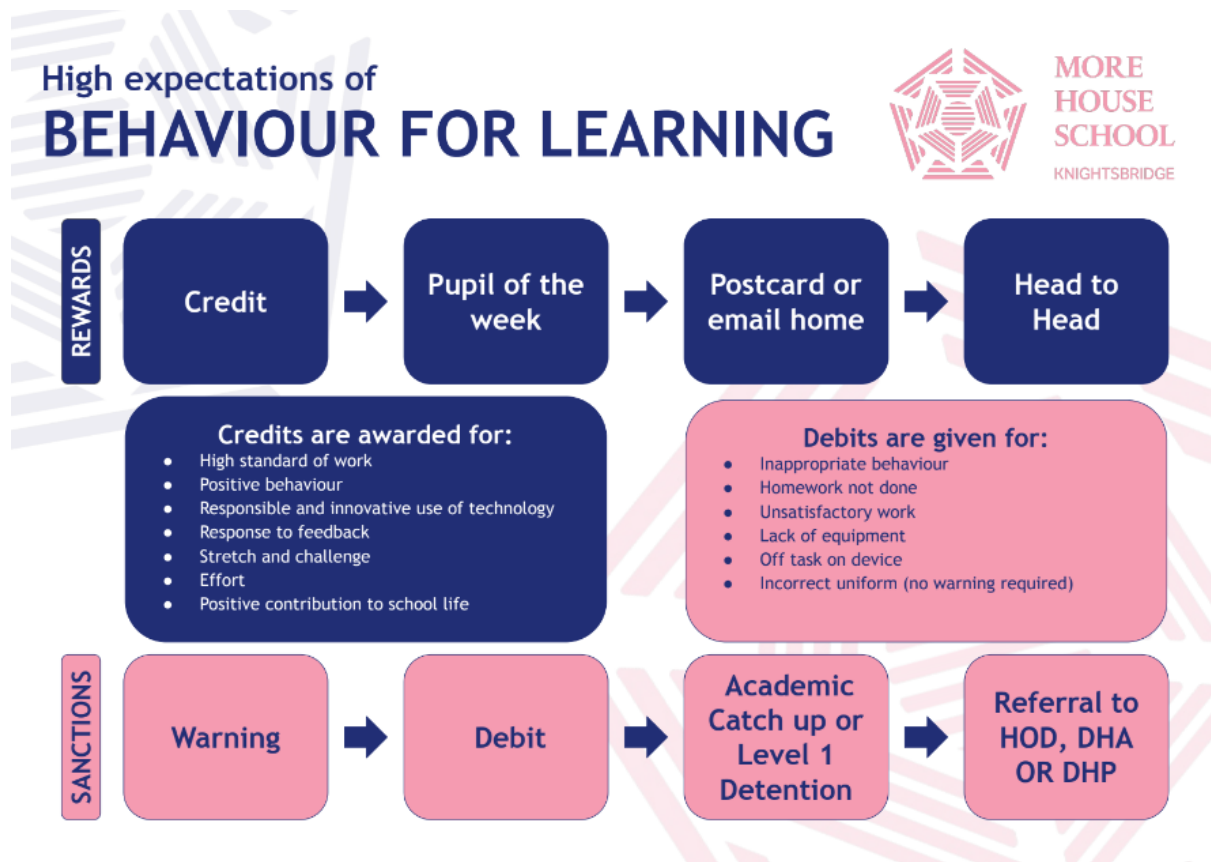
Pupil of the Half Term

Pupils of the Half Term are based on academic performance data and contribution to the life of the School.

Awards at Prize Giving

Prizes, exclusive to Sixth Form pupils, are awarded at the annual Prize Giving ceremony.

Appendix 8: High Expectations of Behaviour for Learning



Appendix 9: Use of Force to Restrain/Control Pupils and Physical Contact with Pupils Policy

Introduction

This Appendix sets out the circumstances in which reasonable force might be used, for example, to physically separate pupils found fighting or if a pupil refuses to move away from a dangerous situation.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use '*reasonable force*', in the following circumstances, to prevent a pupil from:

- Committing a criminal offence;
- Causing personal injury, injury to others or damage to property, or
- Engaging in any behaviour prejudicial to maintaining good order and discipline (causing disorder).

The School will, in line with the Equality Act 2010, follow its legal duty in making reasonable adjustments for disabled children and children with special educational needs.

As part of our planning for positive and proactive behaviour support, the school may, where necessary, draw up individual behaviour plans for more vulnerable children, agreeing them with parents/carers, in order to reduce the occurrence of challenging behaviour.

Incidents of 'reasonable force' must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment, and
- Be recorded and reported to parents/carers.

Records

Detailed and up-to-date records should also be kept of any incidents where reasonable force is used to modify behaviour. It is always advisable to inform parents of such an incident and to allow an opportunity to discuss it.

Records of incidents should include the following information:

- The name(s) of the pupil(s) involved;
- When and where the incident took place;
- Why the use of force was deemed necessary;
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used;
- The pupil's response;
- The outcome of the incident, and
- A description of any injuries suffered by the pupil and others and/or any property damaged during the incident.

This information should be added to the students file on CPOMS.

What is 'reasonable force'?

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

Unacceptable Forms of Force

Certain restraint techniques present an unacceptable risk when used on children and young people. The techniques in question are:

- The ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- The ‘double basket-hold’ which involves holding a person’s arms across their chest;
- The ‘nose distraction technique’ which involves a sharp upward jab under the nose;
- Hitting or Striking; while it is entirely possible that in the course of an intervention (eg. breaking up a fight) you may be hit yourself, you must not strike a student;
- Deliberately inflicting pain; it is not okay to twist limbs or put pressure on joints (eg. arm up a student’s back), pull or hold hair, pinch or hold a student in a pain inducing way (eg. by the ear);
- Making contact with sexually sensitive areas of the body; where at all possible contact should be restricted to arms, shoulders and the back as previously described, and
- Restricting breathing; by holding round the throat or for a prolonged period around the chest. It is also never appropriate to sit on/straddle a student or hold them face down to the floor.

Legal Implications

Teachers faced with a situation where a pupil needs to be restrained or where force is necessary are particularly vulnerable to accusations of assault by pupils or parents. Allegations may be made in the heat of the moment; as a result of misrepresentations and misunderstandings - or they may be false, malicious or misplaced.

School staff must bear in mind that it is a criminal offence to use or threaten physical force (for example by raising a fist or making a verbal threat) - unless there is a lawful excuse, or justification, for the use of force. A court that sees staff have acted within the guidelines on using force is likely to conclude that there was a lawful excuse for that force to have been used.

Similarly, it is an offence to lock an adult or child in a room without a court order (even if they are not aware that they are locked in) except in an emergency when, for example, locking someone in while seeking help would be justified.

Physical intervention may also lead to a civil negligence action if it results in injury, including psychological trauma, to the person concerned.

Appendix 10: Exclusion Appeals Procedure Policy

This policy sets out the procedure to be followed in cases where the parents of a child who is suspended on a fixed term or permanently excluded by the Head, on the grounds of unsatisfactory behaviour or serious misconduct, wish to appeal against the exclusion to the Governing Board.

Procedure

- When an appeal against a permanent exclusion is made, the Governing Board may establish an Appeal Panel of the Governing Board consisting of two Governors and one external independent member to hear the appeal. No technical irregularity informing the Appeal Committee will invalidate any hearing.
- The membership of the Appeal Panel shall not include a Governor who has had any form of prior involvement in the case or whose presence on the committee might reasonably give rise to doubt as to that Governor's impartiality.
- Notice of appeal must be made in writing to the Clerk to the Governors within 14 days of the exclusion and it must set out the grounds for the appeal.
- The Clerk to the Governors will convene a meeting of the Appeal Panel as soon as reasonably practicable. The objective will be that the appeal will be heard within 10 school days of the notice of appeal being received, but this is not a binding obligation.
- At least five school days before the hearing each side will supply the Appeal Panel (through the Clerk to the Governors) and the other party copies of any documents to be used at the hearing. At the hearing no documents may be presented which have not previously been supplied to the other side unless the Chair of the Appeal Panel decides that it is fair to allow this.
- The parents may have a friend or representative with them to present the case or help with its presentation. The parents may be legally represented, but in that case the Appeal Panel must be notified at least five days in advance of the hearing so that the School may arrange for the Head also to be legally represented. If it is not possible to do this within five days the hearing will be adjourned for such time as is necessary to enable the School to arrange for the Head to be represented.
- The meeting will be chaired by one member of the Appeal Panel and will be conducted in a suitable room and in an informal manner. The Clerk will be asked to keep a hand-written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes. The meeting will be directed by the Chair of the meeting who will conduct it so as to ensure that all those present have a reasonable opportunity of asking questions and making appropriate comments. Everyone is expected to show courtesy, restraint and good manners. The Chair may at his/her discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.
- Each of the grounds given in the parents' request for the appeal will be considered and discussed. The Panel will consider questions raised by the pupil or her parents and any documentation they wish to rely on so far as relevant to:

- whether the facts of the case were sufficiently proved when the decision was taken to expel or remove the pupil. The civil standard of proof, namely, the balance of probabilities, will normally apply; and
 - whether the sanction was warranted, that is, whether it was proportionate to the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the school's policy in that respect.
- The requirements of natural justice will apply. If for any reason the pupil or her parents are dissatisfied with any aspect of the meeting they must inform the Chair at the time and ask the Clerk to note their dissatisfaction and the reasons for it.
 - If the Head considers it necessary in the interests of an individual or of the school that the identity of any person should be withheld, the Chair may require that the name of that person and the reasons for withholding it be written down and shown to the Panel Members. The Chair at his/her discretion may direct that the person be identified, or not as the case may be.
 - Up to two members of the school staff may speak generally about the pupil's character, conduct and achievements at the school if they are willing to do so but will not be expected to express a view about the decision which is being reviewed.
 - If, having heard all parties, the Panel is minded to recommend that the Head's earlier decision should be confirmed, it is open to the Panel, with agreement of the Head, the pupil and her parents to discuss the pupil's leaving status with a view to reaching agreement.
 - When the Chair decides that all issues have been sufficiently discussed and if by then there is no consensus, he/she may adjourn the meeting; alternatively the Chair may ask those present to withdraw while the Panel considers its recommendations. The panel should make its decision without the parents or any of their representatives present. The panel's recommendations will be notified in writing, with reasons, to the Head and the parents by the Chair of the Appeals Panel or the Chair of Governors within three school days of the meeting. The Head will provide their response to those recommendations in writing within 48 hours. In the absence of a significant procedural irregularity, the Head's decision will then be final.