

# St Alban's Catholic High School



## Behaviour Policy - Students

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## **Governing Body Statement of Principles:**

The Governing Body seeks to promote a positive learning environment which enables each individual student and member of staff to fulfil his or her full potential and encourages lifelong learning for all.

### **Mission Statement:**

St Alban's Catholic High School strives to provide an excellent education for our students within a caring Christian community where all are respected, valued and supported to achieve their potential. We aim to inspire everyone with the strength and purpose to begin the journey of learning for life and to prepare our students to lead by their example in the modern world.

### **Our Strategy**

- To recognise that each individual student and member of staff is a unique creation in the image of God, and deserves to be valued equally;
- To follow Christ's example by providing a living testimony to the goodness and presence of God and so to prepare our students for a fuller participation as followers of Christ in the life of their community;
- To develop effective leadership throughout all levels of the staffing structure and to use this to create a successful teaching environment where high expectations of students, staff and governors are met;
- To provide a positive and supportive environment in which staff can maximise their skills and to support them in fulfilling their potential for the benefit of themselves and our students;
- To provide full opportunity for our students to develop their individual talents and build a strong foundation for their future;
- To enable leaders to lead, teachers to teach and learners to learn.

### **Expectation**

In setting the Behaviour Policy, the Governing Body expects that:

- All members of the school community, at all times, behave in a polite and considerate manner showing respect for themselves, each other and to the school itself;
- Students behave in a manner which supports the learning of other students and does not jeopardise the health and safety of any member of the school community;
- Students will not use offensive language, will adhere to the anti-bullying policy and will at all times promote tolerance and respect with regards to protected characteristics;
- Students who attend and behave well will be recognised through the school reward system;
- Students who do not manage to attend and behave in line with the school's expectations will be dealt with through the school system of sanctions or interventions.

## Section 1 Introduction

**1.1** Our Behaviour Policy is designed in such a way that it follows the principles set out in our Mission Statement. Whilst we aim to foster an atmosphere in which students may reach their academic potential and also develop fully as individuals, we recognise that there may be occasions when behaviour falls below the high level we are trying to achieve. Students' particular needs and difficulties are taken into account to safeguard their interests. Therefore, clear guidelines for what may happen if behaviour is unacceptable are essential. 'Learning, Respecting, Caring' is paramount in the school's mission.

**1.2** The school will not be successful if it works in isolation. We must maintain strong links with the parents of our students. The support of parents and their understanding of any sanction which may be implemented for unacceptable behaviour is crucial. The Form Tutor and Student Support Manager, working with other staff, have a responsibility on a day-to-day basis for the overall wellbeing of each student. Each student should be able to develop secure and trusting relationships with members of staff and with each other. Changes in pastoral staff responsible for any student will be kept, where possible, to a minimum.

**1.3** The scope of this Policy extends, as is recommended by DfE guidelines, to students:

- i) On the school site;
- ii) Outside school on school business (e.g. trips, visits);
- iii) Situations where the student is not on school business but where taking action aids 'maintaining good behaviour and discipline among the student body as a whole'. One example of this would be travelling to and from school.

In addition for clarity,

'The behaviour of students outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy.'  
(Exclusion from maintained schools, Academies and Student Referral Units in England; DfE 2017)

"Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school".

"Teachers' powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff".

(Behaviour and discipline in schools; DfE Jan 2016)

At St Alban's we include web-based Social Media and electronic communication within this category and will act if this has direct impact on school life.

DfE Guidance is clear that the school can discipline students to respond to behaviour which could adversely affect the reputation of the school.

**1.4** There may be times when the school's considered response to students not meeting expectations will be one of restoration. The concept of restorative justice places an emphasis on impacting on behaviour in a way that fosters understanding of the damage caused to others or to property.

## Section 2 Overview

**2.1** St. Alban's students are expected to be responsible for their own behaviour. They should have respect for themselves, respect for others and also for the environment in which they work. This is a Catholic School and students are reminded of Christ's message: *Just as I have loved you, you also must love one another* (John 13.34). This will be shown by high standards of behaviour and empathy for others, effort, punctuality, classwork, SAIL, organisation, attendance and uniform. We endeavour to acknowledge behaviour that is of a high standard and have a system of rewards for doing so.

**2.2** A high standard of behaviour is maintained by considering three aspects:

### **-Respect for Learning-**

***We believe students have a right to learn; a responsibility to learn and to help others learn.*** This is shown by a positive and active involvement in classwork and school life. Inside the classroom this means that lessons are able to progress without disruption. Each student should ensure that they arrive for all lessons with the correct books and equipment, in the right uniform and with an expectation that they will contribute in a positive way to the success of the lesson.

### **-Respect for others-**

***We believe that everyone has a right to be respected and a responsibility to respect themselves, others and the school ambitions.***

All members of the school community should be treated with respect. This is shown by the way that we speak to each other and by being courteous, well-mannered and by showing regard for the feelings of others and difficulties they face. Discrimination will not be tolerated.

### **-Respect for the caring environment –**

***We believe we have a right to feel cared for and a responsibility to care for others.***

We all benefit from working in a clean and tidy environment that is well-resourced and safe. To maintain this all members of the school community should not drop litter or use chewing gum. It is also important to respect other people's property and work displayed around the school, and to report any theft or damage to the nearest member of staff. Smoking is strictly forbidden either in school or whilst representing the school on a trip or journey; this includes e-cigarettes.

**2.3** There are many aspects of the daily life of the school that can have an effect on behaviour and student progress. These are listed in the following paragraphs with details of our expectations for each. They are followed by the rewards and sanctions that are used by the school in responding to good or bad behaviour. It is not possible in this document to cover every situation that might arise so an element of common sense and a desire to do the best for the student and the school is required in responding to something not covered here.

**2.4** To support students in school we have a strong pastoral care structure. The key person in this for an individual student is the form tutor as they have daily contact with the students. There is a Student Support Manager for each of the three Key Stages in the school. Other staff are also available as necessary, Designated Safeguarding Lead, Student Support staff, Chaplain and Head of Year retain an overview of academic performance which we believe is linked to behaviour and application in school.

**2.5** Sixth Form students. We expect our sixth form students to set a good example to younger students and we have high expectations of their behaviour and conduct. All students within the school are included within the terms of the behaviour policy, however it may be appropriate in some cases for different sanctions to be applied depending on context. Sixth Form students are not expected to wear uniform but should dress for school in what is regarded as smart casual clothing.

### **Section 3 Attendance and Punctuality**

**3.1** The school is required by law to keep a record of student attendance. It is essential that we have an accurate record of who is in school for safeguarding of students. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Punctuality and attendance are monitored by Form Tutors and the Attendance Officer and problems are followed up.

**3.2** If students are absent from school:

- parents/carers should telephone the school in the morning on the first day of absence; if this does not happen the attendance officer will usually contact the parent/carer to enquire
- any absence needs to be explained; by letter or email from parents/carer or a note in the planner, otherwise this will be deemed 'unauthorised' by the school
- parents/carers should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them

**3.3** On return to school, it is the student's responsibility to seek advice on completing any work missed.

**3.4** If a student is late to class, he/she must catch up on work missed. The subject teacher may give a break or lunchtime detention in order to ensure that this is done if the student is late without good reason.

**3.5** Serious lapses in attendance or punctuality will be referred through the Form Tutor to the Attendance Officer. In some instances, a referral will be made to the Education Welfare Officer who may take further action and may issue a Fixed Penalty Notice.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. In most cases, unless there are extenuating circumstances, this will count as an unauthorised absence.

**3.6** If a student needs to leave during the school day, a note from home will be needed to clarify their need to leave.

**3.7** It is expected that students understand they must not leave the site without good reason during the school day. Sanctions may be applied if students leave the site - this includes retrieving footballs from gardens.

### **Section 4 Independent Work (St Alban's Independent Learning- 'SAIL')**

**4.1** Students should be mindful of the deadline by which the work has to be handed in.

**4.2** All work must be completed by the due deadline. Students are encouraged to plan out their SAIL and coursework. If expectations of SAIL completion are not met, this will be addressed through the school's normal sanction and behaviour processes in the same way that expectations of classwork are addressed.

**4.3** If there are serious lapses in a student's record for completing SAIL the matter will be referred to the relevant Head of Department. The school has a SAIL Policy.

### **Section 5 Uniform and Appearance**

**5.1** All students in Years 7 to 11 are expected to wear correct school uniform as it plays an important part in establishing a community spirit and also encourages students to take a personal pride in their own appearance. Commonality of dress prevents social hierarchy created by fashion, instils a sense of belonging and helps students to develop a well-balanced attitude to conforming. They are expected to wear it on the way to and on the way from school each day. The school expects that the appearance of all students will be a credit to the individual, the family and the school itself. (Sixth form see 2.5)

**5.2** A copy of the uniform list is available separately (on the website) and includes limits on the amount of jewellery that may be worn as well as comments on hoodies, hair styles and other issues that arise from time to time; it is reviewed annually for the school prospectus. There are clear guidelines about hair style; the school does not consent to unnaturally coloured dyed hair. Equally, outrageous hairstyles are not permitted and this is at the discretion of the Headteacher. Students who fail to meet uniform expectations may receive a sanction based on the fact they have not followed a reasonable instruction. For clarity, 'spacers' or 'stretchers' are not permitted to be worn in the ear.

**5.3** Key elements of correct uniform are: that trousers are worn correctly and not low slung, shirts are tucked in, ties are the correct length and pushed up to the top, nail varnish is not worn and jewellery is limited as mentioned in 5.2.

**5.4** The school website lists the current uniform of the school, and should be interpreted as the standard at the time, as fluctuations may happen over a period of years.

**5.5** Whilst it might be argued that customised uniform does not impact on a student's ability to learn, the focus here is on conforming to a set of established principles founded in the fact that flair, expression and individuality can be expressed in the classroom through learning and not through appearance. Customisation goes against principles of uniformity.

## **Section 6 Effort**

**6.1** Students should make every effort to complete work to the best of their ability. St. Alban's has a system for commending effort as well as achievement.

**6.2** Effort is reported in a student's 'Interim Report' on a scale of Excellent, Very Good, Good, Some Concerns, Unacceptable, Support Needed.

## **Section 7 Lesson preparation and organisation**

**7.1** It helps to plan ahead and to ensure that SAIL is completed. Timetables should be checked at night to see which lessons take place the following day. The necessary equipment and books should be put in the student's bag for the next morning. Students should be ready and prepared to work from the moment they enter the classroom or teaching area.

**7.2** Lesson guidelines. Some useful guidelines to encourage a positive approach are listed in the 'Mission Statement' which is printed in the student planners and on classroom walls.

There are simple, unequivocal guidelines for our teaching areas which state that students should:

- arrive for lessons on time, enter quietly and sit down when asked to do so by the member of staff, lessons will begin with a 'Review and Build' activity to engage learners and build on prior learning;
- ensure they are fully equipped for the lesson;
- remain in their seats and not move around the classroom without the permission of the teacher (or TA);
- raise their hands before speaking and speak when invited to do so by the teacher;
- listen and follow instructions within 5 seconds;
- Talk in lessons must be focused on learning;
- Lesson will end with a 'Check and Consolidate' activity to review learning and check on difficulties that students may have had;
- leave classrooms tidy at the end of the lesson, e.g. tuck chairs in, re-arrange any furniture which has been moved, leave no litter;
- respect the furniture, building and equipment;
- move around the buildings in an orderly way, observing where one way signs apply on staircases;
- keep exercise books and files neat with no scribbling on cover
- not use aerosols in school due to medical conditions that are triggered by such chemicals;
- not chew gum.

**7.3** Behaving in a way that disrupts the lesson and the learning of others is treated as a serious offence. Students can expect a sanction if they do not meet the expectations of a member of staff.

**7.4** Water is a key element to staying well hydrated and ready to learn. High sugar and caffeine content “Energy Drinks” must not be brought onto the school site. These do not prepare students to learn and have good conduct. Students should not bring ‘fizzy’ drinks to school.

## **Section 8 Electronic Devices**

**8.1** The use of mobile telephones is not permitted in school. It is appreciated that, for safety reasons, students may require to have access to a phone on the way to or from school. However, whilst at school, they must be both turned off and kept out of sight. Staff will confiscate mobile telephones if they are seen in use in school and hand them into the school office. Students can then collect them at the end of the day. In the case of repeated confiscation, parents may be asked to discuss with the school appropriate arrangements to ensure the student does not need to have the phone in school during normal school hours. Use of a mobile phone during a lesson will be deemed a serious offence and it will be confiscated. Parents may be asked to collect mobile phones rather than them be handed back to students.

**8.2** Personal music players and other electronic devices should not be brought into school. As with mobile phones, they are not covered by any school insurance and the school would not be liable if they were lost or damaged. Any loss would be the students’ responsibility.

**8.3** Sometimes students believe that during social times use of phones is permitted. To be clear, students are not permitted to use phones or electronic devices at break or lunchtime. These times are a part of the school day and expectations remain.

**8.4** Other ‘expensive’ items should not be brought to school. Whilst the school would wish to help recover missing items, students and parents need to understand that school staff do not constitute an ‘investigative body’ and limited efforts can be made to recover items - especially those that should not be in school.

**8.5** Students should not record overtly or covertly onto an electronic device. Actions such as these can cause tension between students, between families and infringe on the desire of some parents to not have their students filmed, recorded or photographed in school for any purpose. The school respects this wish and requires students to not undermine it. Students uploading material recorded in school to social media is expressly prohibited.

**8.6** As technology evolves students should be mindful that they are responsible for their own property, and that emerging technology, including wearable technology, should not be used covertly or as any kind of recording device - this includes audio and visual. Equally as with smart phones the potential for upset exists and so they should not be used to communicate as a social device.

## **Section 9 Bullying**

**9.1** All members of the school community have the right to feel safe. Any form of bullying is treated seriously and followed up as a matter of priority. We define bullying is defined as: any physical, verbal

or indirect abuse which is deliberately hurtful and causes distress, or which an individual perceives to be bullying in nature. This includes cyber bullying.

**9.2** Bullying includes any racial, sexual, disablist or homophobic/transphobic comments, even if they are only perceived as such by the person to whom they are directed. In addition the same degree of offence can be caused to a casual observer or 'passer by' and increases the need to avoid using offensive language. A log of all such incidents is maintained.

**9.3** Students need to be aware of the expectation that they are sympathetic to others' difficulties; the ethos of the school reinforces this. At times, insensitivity is perceived as bullying and students can expect to be corrected if they behave in this way.

**9.4** Students who are found to have bullied other students in any way will receive a sanction (see later section of this policy) and may also be required to meet with their victim to hear their feelings, and to work together to ensure that the behaviour is not repeated. In this way some form of reconciliation will be sought.

**9.5** There is a separate school policy on bullying.

**9.6** With the increased use of Social media and electronic communication, the school needs to protect the community from events that then may impact in school. We will not aim to police the Internet; however, reasonable steps will be taken to protect students and their families.

## **Section 10 Serious Breaches**

**10.1** To ensure an ordered and safe environment for all who work at the school, there are some rules to which all must adhere and, if broken, will be treated as very serious matters.

**10.2** Whilst it is impractical to list all items in this category and it is not exhaustive, these may include the following:

- behaviour which places the student or others in danger;
- setting off the fire alarm other than in an emergency;
- any form of physical, or verbal abuse, including gathering in large groups intending to intimidate others. This includes acts of racism and bullying;
- inciting any kind of tension between students or their families;
- bringing into school (or transporting around school) any harmful or illegal substances, including tobacco, matches, lighters and alcohol;
- smoking on the school site (or preparing to do so), or on the way to and from school, or being with students who are smoking;
- being under the influence of drugs or alcohol in school;
- bringing onto, or carrying around, the school premises any type of weapon, including any type of knife/penknife or any type of gun, including toy guns and replicas and laser pens. This also applies to travel to and from school;
- using foul language with staff, or within the hearing of staff;
- deliberately releasing security doors;
- acts of prejudice including racism and homophobia;
- direct refusal to follow a reasonable instruction;
- vandalism of school property or that of another individual;
- knowingly placing others in danger;
- making a malicious allegation against a member of staff either verbally or in writing;

- ignoring requests from staff which then places other students in danger;
- theft of property belonging to the school, staff or students;
- sexualised behaviour and inappropriate language, gestures or actions.

**10.3** Unforeseen situations may also be included in this category. This means any act not listed above which is perceived to be against the common good and ethos of the school community. The Headteacher may make an assessment that the student is 'no longer within the school's control' and act accordingly.

**10.4** There may be times when staff confiscate items (such as mobile phones). Usually these will be returned to students after a reasonable time; sometimes parents or carers will be required to collect items. In some cases, items may be handed to the Police.

## **Section 11 Responding to behaviour**

### **11.1 Rewards**

When students successfully follow the guidelines outlined above and meet the school's expectations for good behaviour, we endeavour to recognise this. Our present rewards system includes, in no particular order:

- verbal praise, either personal or public commendation;
- House points on the student electronic record;
- subject house points and rewards;
- letters home for good progress shown in interim reports;
- positive comments in Student Planners, exercise books, and students' work;
- praise postcards;
- recognition on Presentations Evening and in assembly;
- prefect status in Year 11, peer supporter status;
- good references for students when they leave the school;
- rewards lunches.

This list is always under review as is the way in which rewards are recorded. Parents will be informed of any changes in 'Contact', our regular newsletter.

### **11.2 Sanctions**

When behaviour does not meet expectations we employ a range of strategies to address the situation. These are noted below. The school's rationale for imposing a sanction is to correct behaviour and realign students' actions within the Catholic ethos. The level of response will depend on the seriousness of the offence, whether or not it has happened before and the student's previous disciplinary record.

The school adopts a four-point Consequence System or C System. Behaviour points are categorised by C1 through to C4. C1 being the least serious offence, C4 being the most serious. C points are recorded against the student's behaviour record, and this can be viewed by both students and their parents/carers using an app.

C points are dealt with in the following way:

**C1** – minor offence: warning and class teacher will reaffirm expectations

**C2** – repeat of persistent offence: 25 minute detention given to be carried out the same day (lunchtime or after school)

**C3** – serious or persistently disruptive offence: Student moved to another classroom. Head of Department or Faculty to deal with through departmental detention and parents/carers contacted

**C4** – Serious or dangerous offence: Head of Year/Senior Leadership team to intervene. 'On Call' can be used to remove a student from a lesson and taken to a quiet study area. SLT detention after school on Friday evening

Clearly, if a student has not corrected their behaviour from a previously imposed sanction, this makes the matter more serious and a more significant sanction might apply than would otherwise have been the case. Sanctions supported by the DfE (Behaviour and Discipline in schools Jan 2016) include:

- verbal reprimand-'expectations reaffirmed';

- letter or phone call home;
- detention at break time, lunchtime or after school (see below);
- reasonable confiscation of items;
- involvement of pastoral staff;
- being placed On Report for a period of time;
- community service (weeding, tidying, removing graffiti)
- meeting with parents;
- removal of privileges;
- referral to a more senior member of staff;
- removal from lesson(s) / isolation from other students;
- fixed term exclusion (see below) ;
- permanent exclusion (see below) including referral to governors.
- On occasion elements of restorative justice may be appropriate and will be managed by a member of staff.

Sometimes asking students to put something back into the community is a good way of reinforcing expectations. "Behaviour and discipline in schools" (DfE Jan 2018) legislates for

- Community service (such as weeding, litter pick, removing graffiti etc)

When a student does not meet the expectation of a member of staff an electronic 'Behaviour Concern' is written to record the incident and an appropriate sanction is imposed. This may be passed to another member of staff to respond. The Form Tutor will monitor their behaviour across the school. A sanction may well then be imposed in direct response. An accumulation of behaviour incidents over a period will trigger student interviews with designated staff. This may be the Form Tutor in the first instance; in more serious cases, Pastoral staff and members of the School Leadership Team.

**11.3** If poor behaviour has resulted in damage to the school or property the student would be expected to remedy the situation and this may include payment for repair or replacement. A record of poor behaviour is maintained in the school's Management Information System. Any previous record is taken into account when responding to issues.

**11.4** There may be occasions where it may be perceived that inconsistency of approach is taken. The school would always acknowledge that equitable decisions are important, but also that every situation is different, history of behaviour is different and students' response to previous sanctions is different. This may equate to a different school response from one student to another.

**11.5** Detentions: Students may be detained during break or lunch times, or after school. Parents/carers will, in most cases, out of courtesy (rather than by obligation) be given twenty-four hours' notice of any after-school detention. However, in some circumstances a student may be kept in on the same day and the school will discuss this with parents if this is the case.

In the interests of safety a student's circumstances (e.g. travelling arrangements) will be taken into consideration.

**11.6** Parents' permission is not required for a teacher to detain a student. We inform parents so they can be aware that it is happening. No student will be detained beyond 4.30pm.

**11.7** Restorative Approaches. The restorative approach is one which has impact through reflection and education. It may be used where there has been conflict or misunderstanding between individuals. The concept is designed for those involved to better understand everyone's unique perspective and therefore be able to reflect upon which behaviours are appropriate, or not as the case may be. The aim is to repair harm that may have been caused and find a positive outcome, which can draw a line under the incident.

**11.8** Exclusion from school is usually reserved for serious offences or persistent misbehaviour. Exclusions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. Exclusions may be permanent, for a fixed time or an internal exclusion (isolation).

**11.9** Permanent exclusion is rare, but may be appropriate in some cases. Guidance from the DfE states “*permanent exclusion should be considered for serious breaches of the behaviour policy and where a student remaining in school would seriously harm the education or welfare of the student or others in school*”. Sometimes it will be appropriate where there is a history of misbehaviour, where other sanctions have already been applied and/or other strategies used without leading to the necessary improvement.

In some exceptional cases, permanent exclusion will be appropriate for a first or “one off” offence, which might include: -

- a) Serious actual or threatened violence or language against another student or member of staff;
- b) Sexual abuse/assault;
- c) Supplying or carrying drugs;
- d) Carrying offensive weapons;
- e) Deliberately and consciously inciting tension or violence.

**11.10** Alternatively, where there are breaches of this policy (including persistent breaches of the behaviour policy) which require a significant response, but where these are not serious enough to warrant permanent exclusion, a “fixed term” external exclusion may be applied in which case the student does not attend school and works at home. This would usually be classed as ‘fixed term’ i.e. a defined number of days.

**11.11** Where it is felt appropriate to consider a significant sanction but that an external exclusion is excessive, the school may apply an internal exclusion, in which case the student will be withdrawn from timetabled lessons to work with a designated member of staff. During this time the student is detained at break and lunchtime. The student concerned is then able to continue with their studies for the duration of their exclusion.

**11.12** In a situation where the School is considering applying an external exclusion, an investigation will be carried out (which may or may not include obtaining a written statement from the alleged offender, as this might not always be possible). An account will then be relayed to the Headteacher who will consider the matter. Parents will be contacted at some point.

The Headteacher will reach a decision as to whether or not to exclude the student or apply any other sanction, and communicate the decision accordingly to the student’s parents in writing. In some cases, any decision is automatically referred to the Governors for ratification; in others, the student or parents can ask the Governors to review the decision. At times, an admission of guilt is likely to be sufficient to avoid drawing students into a disciplinary matter where it is not necessary.

**11.13** In reaching any decision, the Headteacher must first ensure that an investigation has been carried out and then decide (on the “balance of probabilities” rather than “beyond reasonable doubt”) whether the student acted as alleged. If so, the Headteacher must decide the appropriate sanction to apply taking into account not only the seriousness of the behaviour under consideration but also the previous behaviour of, and sanctions applied to, the student.

**11.14** The Headteacher is required to not impose an exclusion “in the heat of the moment” unless there is an immediate threat to the safety of others in the school or the student concerned. In that event, unless the Headteacher feels there is enough information available to reach a decision immediately, they may exclude the student for a fixed term as a temporary measure (informing the parents that this is the case) and then reach a final decision at or before the end of that fixed term.

That fixed term might be extended in exceptional cases to allow for further investigation or consideration but only after the Headteacher has invited the student or parents to comment and within the limit set by DfE exclusions guidance.

## Section 12 Care, Control and Physical Intervention

**12.1** Physical intervention may be defined as ‘an action taken by a member of staff, or student which uses reasonable, minimal force’. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

**12.2** This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school-organised visit.

**12.3** Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. Examples (not an exhaustive list) of this would be:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight;
- restrain a student at risk of harming themselves through physical outbursts.

**12.4 Student searches.** School staff can search a student for any item if the student agrees. In addition, the Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Ref: “Searching, screening and confiscation”: DfE 2018.

Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- laser pens;
- stolen items;
- tobacco, cigarette papers (including e-cigarettes), lighters or matches;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the student).

In some situations, it may be necessary to use reasonable force to search a student for prohibited items. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

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Signed by J McCall, Chair of Governors:

Date

