



SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

GRAMMAR SCHOOL ROAD
LATCHFORD, WARRINGTON,
CHESHIRE, WA4 1JL
01925 636414
INFO@BOTELER.ORG.UK
WWW.BOTELER.ORG.UK
/THOMASBOTELER



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Author: J Leonard

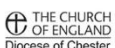
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PART OF THE CHALLENGE ACADEMY TRUST

TCAT, C/O BRIDGEWATER HIGH SCHOOL, BROOMFIELDS ROAD,
WARRINGTON, WA4 3AE • COMPANY#: 10689247 • VAT#: 296154966



• HIGH EXPECTATIONS | HIGH ASPIRATIONS | HIGH STANDARDS | YOU WILL SUCCEED

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Sir Thomas Boteler Church of England High School aims to be a school where:

- all students are READY, RESPECTFUL and SAFE
- effective teaching and learning takes place
- relationships between staff and students are based on courtesy and respect
- high standards of behaviour, order, discipline and positive attitudes to learning
- there is spiritual, moral, social and cultural development to ensure that they are prepared to be reflective about, and responsible for, their actions as good citizens
- each student receives fair and compassionate treatment in keeping with our school motto, 'Through God, we care'
- all students feel safe in reporting any behaviour towards them, no matter how small they think it is, that makes them feel uncomfortable.

The Governing Body, in consultation with the Headteacher, is responsible for this policy and its annual review.

All staff are responsible for the implementation of the behaviour, where it is a shared responsibility for ensuring students do not suffer:

- discriminatory treatment on the grounds of ethnicity, religion, gender, disability or sexual orientation
- any form of child-on-child abuse.

It should be noted that the power to discipline, in line with this policy, applies to all paid staff with responsibility for the students, for example, teaching assistants. All incidents will be investigated thoroughly, quickly and effectively, ensuring any sanctions are proportionate.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on (open the link to view the guidance):

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [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 students with medical conditions at school](#)

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

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. The school will ensure that this is communicated to students and parents and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring the policy and procedures are followed consistently and are fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in reviewing the effectiveness of the policy and supporting the Headteacher in creating a high-quality learning environment. Teachers should meet the standards related to behaviour management as stated in the 'Teachers' Standards' *DFE, July 2011* that came into force in September 2012.

If our school is to achieve the above aims, students, parents and carers, Governors and staff must work in partnership. We must all be committed to developing a positive climate for learning through the promotion of 'High Expectations, High Aspirations and High Standards'.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and high expectations to enable them to do so. Students will also be encouraged to take responsibility for their social and learning environments to make them both safe and enjoyable by reporting all undesirable behaviour.

Each member of staff shares in the responsibility for the maintenance of order, discipline and respect and the correction of unacceptable behaviour. Teachers should plan lessons to meet the needs of all students and should ensure they consistently apply the actions of the 'Staff and Student Charter' (see the school handbook) to ensure consistency of practice across the school. Students are expected to follow the requirements of the Charter.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to report any issues in order to improve the climate for learning.

Parental cooperation is fundamental to the implementation of the school's policy. By enrolling a child in our school, parents indicate agreement with the ethos and aims of our school. The Home-School Agreement can be found below.

The School Behaviour Curriculum

Positive behaviour reflects the values of the school, readiness to learn and respect for others. We work hard in school to establish a culture of 'High Expectations, High Aspirations and High Standards', where good conduct is more likely and poor conduct less likely. We strongly believe that the expected behaviour should be taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. This will be achieved by using positive reinforcement when expectations are met, and sanctions where rules are broken.

Staff are responsible to creating this positive culture of behaviour, they will:

- Arrive punctually to classrooms and greet all students at the door.
- Ensure uniform is of the appropriate standard and issue instructions regarding the first activity to engage the students.
- Take the register using the lesson monitor system and report any missing students to the main office immediately.
- Set a seating plan to meet the needs of the group.
- Teachers will not accept students calling out and will promote the desired behaviour, allowing students the opportunity to forward their views when appropriate.
- Ensure students are informed of home learning.
- Take every opportunity to encourage, praise and empower the students, whilst supporting students as they look to make progress towards their targets.
- Review student performance, rewarding students via lesson monitor and providing them with this feedback at the end of the lesson. Teachers will only dismiss students if the room is tidy and uniform is correct.
- Ensure students follow the school rules and responsibilities at all times. All staff will challenge students when the expected high standards are not met.
- Model the high standards of behaviour expected from students and promote a culture of respect for all.

By choosing to come to our school, students will:

- Arrive punctually to classrooms with a positive attitude, fully equipped for lessons and ready to start learning.
- Wear the school uniform correctly and take pride in their appearance, both in school and when out in the community.
- Answer their name when the register is taken in a polite and respectful manner, 'Here Sir/Miss'.
- Sit in their seat as directed by the teacher.
- Remain silent when the teacher is talking, listening to and concentrating on all instructions.
- Complete classwork and home learning to the best of their ability.
- Students will ensure that the room is tidy and that their uniform is correct, leaving the learning space in an orderly fashion.

- Behave safely in lessons, during movement between lessons and in their free time, following the rules and responsibilities.
- Treat all members of the school community with courtesy and respect. Respond to staff at their first request and follow all school rules, responsibilities and policies.

To achieve our school aims, we also promote and believe strongly in RESPECT, and in our school, we refer to:

Rights and Responsibilities: All individuals have the right to feel safe in school and the right to be treated fairly, with respect. Students must follow the school rules and responsibilities, including the rights of all individuals in the school community.

Ethos: Through God, we care. All of our work is underpinned by Christian Values.

Self: Students make positive contributions in lessons and to the wider life of the school, taking pride in their efforts. Individuals will have high expectations, high aspirations and high standards in all they do.

Property: There is a clear respect for other people's property and work that is displayed around the school. Students are required to report any theft or damage to the nearest member of staff.

Environment: We benefit from working in a clean and tidy environment. We belong to the same community and we must show respect for our surroundings, equipment and resources. No member of the school community should ever drop litter, use chewing gum or eat outside of the designated areas.

Culture: All members of the school community are valued. Students must be polite and courteous to each other, showing respect for the feelings and beliefs of others. Discrimination will not be accepted and we demonstrate respect and tolerance of different faith, race and ethnicity.

Teaching and Learning: Teachers have the right to teach and learners have the right to learn. This right must be respected by all.

We believe the following principles will underpin our drive for the highest possible standards and secure further improvements in behaviour:

- Having clear expectations
- The knowledge that behaviour can be taught
- Adopt simple approaches that are understood by all
- Having knowledge of our students and their influences
- Consistency is key
- Provide certainty on the consequences of unacceptable behaviour
- Forming strong relationships based on respect
- All students matter and all students can achieve

Rewards

We believe a school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. Students value praise and positive reinforcement which will enhance their self-esteem, confidence and motivation.

It is important that a culture of celebration is achieved and students need to be aware that they are respected and valued. At Sir Thomas Boteler Church of England High School, we aspire to promote and acknowledge outstanding behaviour rather than merely deter inappropriate behaviour that impacts on students' learning and feeling of safety.

We have rewards systems in place to recognise students' achievements, with the systems focusing on rewards that are earned and are equally accessible for all. All staff will aim to reward students on a daily basis by seeking every opportunity to praise students, giving positive, encouraging feedback.

Student achievements will be further reinforced in the following ways:

- Phone calls home
- Teacher praise postcards
- Praise and present awards in assemblies
- Prizes for competitions
- Lesson monitor rewards system
- Annual Awards Evenings
- Progress prizes awarded
- Certificates for attendance
- Departmental awards
- Meeting with the Headteacher
- Star of the Week
- Rewards trips
- Other

School rules

At Sir Thomas Boteler Church of England High school students must follow our school rules of being READY, RESPECTFUL and SAFE at all times. Where students do not follow our school rules, sanctions may be put in place.

Staff will discuss with students what being Ready, Respectful and Safe means to each of the settings they are working in. For example, this could mean;

- Being 'Ready': wearing the correct school uniform, being on time to lessons and having the correct equipment.
- Being 'Respectful': Using appropriate language, protecting the school environment and respecting other learners' right to learn.
- Being 'Safe': No inappropriate physical contact with other students, no throwing objects and engaging in no inappropriate behaviour when using the internet or social media.

Sanctions

In some cases, it will be necessary to discipline a student who has misbehaved and broken a school rule. To be lawful, the punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them. Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy.

The purpose of sanctions is to demonstrate that misbehaviour is not accepted and to deter other students from similar behaviour. It is necessary to establish boundaries and ensure that all students are able to learn and progress; the focus will always be on supporting the student in working to improve unacceptable standards of behaviour and attitude. Sanctions are to be applied in order to support and promote positive behaviour and learning. SIMS should always be used to record these incidents so that an accurate record exists and can be shared effectively with other staff and other agencies as appropriate. Incidents in the classroom will be recorded using the Lesson Monitor system and incidents that occur outside of lessons will be logged on SIMS behaviour management.

The Safeguarding and Child Protection Policy outlines how the school will address incidents of child-on-child abuse and discriminatory behaviour, where disciplinary action may follow as a result of an investigation. All incidents will be logged on the school reporting system, CPOMS, with details of the incident, the risk and the actions required.

The Department for Education guidance, 'Behaviour and discipline in schools', highlights a range of disciplinary measures that can be used by schools which will be considered.

Detentions

A key element of sanctions will be detentions. These may be given when there is a breach of school discipline. The member of staff must act reasonably and the punishment must be proportionate when imposing a detention, as with any disciplinary penalty. When imposing detentions, we follow the guidance from the DFE (Behaviour in schools Advice for headteachers and school staff -2022).

Detentions will be imposed when other behaviour management tools have been unsuccessful. Teachers will use detention time to conduct restorative conversations.

Parents and carers should note that:

- Teachers have a legal power to detain students
- Detentions can be held at break and lunchtime without notifying the parent/ carer
- With break and lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet
- Detentions should be supervised. Students should not be made to stand outside classrooms or the staffroom
- Parental consent is not required for detentions. Where possible, detentions will be carried out on the same day; however, parents will be contacted to confirm this arrangement and the duration of the detention.
- When deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent/carer for the student. A detention should not be sanctioned should the student's safety be compromised
- All members of staff, including support staff can impose detentions
- After school detentions should be avoided if the student is a young carer or there are other serious mitigating circumstances. In such situations the detention would be deemed unreasonable.
- All students who receive a C3 (removal from lesson), will receive a 30-minute detention on the same day. We believe detentions have more impact when they are timely, ensuring the behaviour incident is resolved before the next day.

Sanctions to address serious or persistent misbehaviour in the classroom

C System

The C system addresses disruptive behaviour in the classroom and behaviour that compromises our Ready, Respectful and Safe school rules. Students are issued with a C1, C2 and C3 if they behave in a manner that disrupts teaching and learning during a lesson. Teachers work through the system is used as follows:

C1 (Choice) - You have made a choice and behaved inappropriately during the lesson which has disturbed teaching and learning. You now have the chance to correct your behaviour.

C2 (Chance) - You have not corrected your behaviour and have further disrupted teaching and learning.

At the point of being issued with a C1 and C2, students have the opportunity to correct their behaviour, if they don't, they will be issued with a C3.

C3 (Consequence) - You have not corrected your behaviour and have chosen to significantly impact the teaching and learning of yourself and others. You will now be removed from the classroom by the Patrol member of staff. As the student has made the choice to continually disrupt teaching and learning, they will be placed on a detention after school on the same day.

C3 Room

The C3 room is a staffed consequence room (Behaviour and Engagement Lead). When a student reaches a C3 level in the classroom, they will be removed to the C3 room for the remainder of the lesson.

For more serious breaches of discipline during the lesson, persistently disruptive behaviour throughout the school day or a more serious breach of the school rules, a decision to place a student in the C3 room for a fixed period of time will be considered.

Alternative provision at a partner school

As a result of poor behaviour, a decision may be made for a student to attend a partner school for a fixed period of time. This provides the student with an opportunity to reflect on their current behaviour and to understand that we will not tolerate poor behaviour. Parents will be informed of the alternative provision by phone and letter, with confirmation of specific details and instructions. Failure to comply with this provision will result in an escalation to a more serious sanction.

Governor intervention meeting

If a student has been involved in a serious breach of the school behaviour policy or persistently disrupts teaching and learning, the student and parents will meet with a Governor and a member of the Senior Leadership Team. The students' current performance will be discussed and this intervention provides the student with another opportunity to reflect on their behaviour and respond positively.

Outside agencies and alternative provision

In order to address persistent disruptive behaviour or serious breaches of this behaviour policy, the school will consider referrals to outside agencies and alternative provision to support the modification of the behaviour presented. The Department for Education guidance on 'Alternative Provision' states 'Schools may also direct students off-site for education, to help improve their behaviour' and this is where referrals to the Student Referral Unit (Kassia Academy) will be considered.

As a Trust (TCAT) we recognise the importance of students receiving specialist support/provision in order to address their educational needs, and have therefore set up a 12-week step-out programme called Re-Route. Further information can be obtained from Mr J Leonard.

Monitoring and evaluation of behaviour and behaviour management

The Assistant Headteacher responsible for Behaviour, Attitudes and Welfare in the school will work with others to monitor and evaluate students' behaviour. The Lesson Monitor systems adopted by the school will allow for the identification of student success and also patterns in student performance; this will inform the appropriate intervention. Further to this:

- The Head of Department will monitor and address student behaviour within their department
- The Head of Year will monitor and address student behaviour within the year group
- The Assistant Headteacher will monitor student removals from lessons and any suspensions on a daily basis
- SLT will receive regular updates regarding student conduct and strategically discuss plans for students demonstrating persistently disruptive behaviour
- Governors will review statistics on suspensions and permanent exclusions in the Headteacher's report

The Assistant Headteacher (Behaviour, Attitudes and Welfare) will work with others to reward students' good behaviour and eradicate bad behaviour. Further to this, he will use a range of data and evidence to identify areas for development in the behaviour management of students.

Suspensions

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers in using suspensions as a sanction where it is warranted.

The Headteacher can decide whether to suspend a student for a fixed number of days (1-5). Anything over 6 days and the school is responsible for arranging day 6 provision for the child. The Headteacher can delegate this responsibility to other staff. Students can only be removed for up to a maximum of 45 school days in one school year. Where a student will miss more than 15 days in one term due to suspensions, the governing board must consider, within 15 school days of being told about the suspension, whether the suspended student should be reinstated. For a suspension that brings a student's total number of days to more than five but under 15 the governing board must consider reinstatement within 50 school days if the parent asks it to do this. Further information on school discipline and exclusions issued by the Department for Education can be found here [Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_student_referral_units_in_England_including_student_movement.pdf) (publishing.service.gov.uk)

All decisions to suspend students are serious and are only taken as a last resort or where there is a serious breach of school rules.

If you would like to appeal against a decision to suspend your child, you should contact the Clerk to the Governors, Mrs T Steele (tsteele@boteler.org.uk).

Managed Transfers

Warrington Local Authority continue to support managed transfers and can be considered if no improvement is made and the student persistently fails to comply with the school's Behaviour Policy, this may result in a managed transfer to another school. These are managed by the Assistant Headteacher and the appropriate Progress Leaders.

A Managed Transfer to another institution may be considered if there is support from the student, parents and the receiving institution which will enable the student to have a fresh start. In this case, the Local Authority Inclusion Officer must be notified upon agreement of both Headteachers.

Permanent Exclusions

A decision to exclude a student permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; or
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The decision on whether to exclude is for a Headteacher to take. The Headteacher will give students an opportunity to present their case before taking the decision to exclude and will consider any contributing factors. For example, bereavement or mental health issues.

There will however be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon.

Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises may also result in permanent exclusion.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The school has a responsibility to set and mark work with (the LA are responsible for arranging alternative provision for the student from day 6) until alternative arrangements can be made and to arrange a meeting of the Governing Body Student Discipline Committee within 15 school days of the parent receiving written confirmation of the exclusion (to which a representative from the Local Authority will be invited). Parents will be given the opportunity to view the student's school file and will be provided details and contact numbers of appropriate members of the Local Authority who can provide support for them as well as the Advisory Centre for Education (ACE). The ACE is an independent national advice centre for parents of children in state-maintained schools.

The school will follow the Warrington procedures for permanent exclusions issued by the Local Authority.

The implementation of the behaviour policy is in line with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

Responding to misbehaviour from students with SEND

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

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

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

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

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

Searching a student

School staff can search a student for any item under the school rules if the student agrees. There is no legal requirement for staff to receive training before undertaking a 'without consent search'.

According to the legislation, the member of staff conducting the search should be the same sex as the student. There should always be a witness (also a staff member). The exception to this is when a member of staff is of the reasonable belief that there is a risk of serious harm to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The person conducting the search can only ask for 'Outer Clothing' to be removed. Outer clothing is defined in the 'Screening, Searching and Confiscation Advice for Headteachers, Staff and Governing Bodies' as "clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves."

Headteachers and other authorised staff can search students and/or their possessions without consent where it is suspected that the students have prohibited items. The discovery of any items will result in disciplinary action. These items include (this is not an exhaustive list):

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

Weapons, knives, alcohol, illegal substances and stolen items can be seized and should be photographed and the police contacted (where appropriate). More information can be found in the DFE publication 'Screening, Searching and Confiscation Advice for schools 2022.

A student refusing to cooperate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff. In such circumstances, the school will apply an appropriate disciplinary penalty. Reasonable force can be used "to conduct a search for knives or weapons, alcohol, illegal drugs and stolen items." - Section 550ZB (5) Education Act 1996.

Mobile phones and banned items

Sir Thomas Boteler Church of England High School enforces a strict ban on chewing gum, cigarettes/e-cigarettes/vapes, aerosol cans, fizzy drinks, energy drinks and electronic devices, all of which have a detrimental effect to school discipline. Members of staff, by law, may confiscate or retain a student's property as part of a disciplinary action (such as mobile phones and non-compliant items of uniform).

Mobile phones, iPods and headphones are not allowed to be used or seen in the school building or on site during the school day.

- On entry to the school building, mobile phones, headphones or other electronic devices must be switched off and put in a school bag.
- Mobile phones and headphones should not be visible on a student. They are to remain in bags.
- Mobile phones will not be allowed to be used in lessons for research, or as a calculator or for telling the time. Students are not allowed to use mobiles as calculators in examinations and they need to have their own scientific calculator for this purpose.
- Mobile phones and headphones are not allowed to be switched on/used until students have left the school site at the end of the school day.
- In an emergency, please contact the school office and we will send a message to your child.
- Mobile phones or headphones seen in the building or outside during school time will be confiscated.
- Students will be able to collect the item at the end of the school day from the C3 room.
- Where there are on-going concerns regarding the use of such items, sanctions will need to be escalated and we may ask that parents collect any items confiscated. We appreciate that this is inconvenient and therefore require your support in ensuring that your child knows and understands the rules.

Power to use reasonable force

All members of staff have a legal power to use reasonable force according to Section 93 of the Education and Inspections Act 1996. In a school, force can only be used for two main purposes: to control students or to restrain them. It is always unlawful to use force as a punishment.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

However, additional care should be taken should it be necessary to restrain a disabled student and/or a student with special educational needs.

There is no statutory definition of reasonable force. However, in the 'Use of Reasonable Force: What is reasonable force' (DFE, July 2013), the DFE defines reasonable force in the following ways:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Parents should note that schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a 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 in the playground;
- Restrain a student at risk of harming themselves through physical outbursts.

The DFE document should be referred to should you wish more information, e.g. when schools can and cannot use reasonable force. When an incident occurs in our school the following must happen:

- Parental consent is not required to restrain a student but the law requires that each parent should be informed where force has been used on their child.
- In the event of an allegation that a member of staff has used unreasonable force or used force in inappropriate circumstances, a thorough, speedy and appropriate investigation will take place.

Discriminatory behaviour and child-on-child abuse

The school will respond quickly to reports of discriminatory behaviour and child-on-child abuse. The different forms of child-on-child abuse may include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
Consensual and non-consensual sharing of nude and semi-nude images and/or videos³⁶ (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals.

Students are encouraged to report all incidents, no matter how small they may think it may be. Following a report, the investigation and risk assessment will determine whether the case is managed internally, referred to early help, referred to children's social care or reported to the police. The school's response will always be proportionate, considered, supportive and dealt with on a case-by case basis.

Different sanctions will be appropriate for different cases. This could include:

- Verbal warnings
- Detentions
- Parental meetings
- A period of internal isolation
- Suspension or permanent exclusion (most serious incidents).

Allegations against a member of staff

The school will follow the Pan-Cheshire Safeguarding Procedures for allegations against staff and further guidance can be found in the school Safeguarding Policy. In every instance where an allegation is made, the quick resolution of that allegation will be a clear priority to the benefit of all concerned.

Students' conduct outside the school gates

In certain circumstances teachers have a statutory power to discipline students for misbehaving outside of the school premises or when they are not in the charge of a member of staff. Section 89 (5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable".

The examples of misbehaviour that can be duly punished are when the child is:

- Taking part in any school-organised or school-related activity;
- Travelling to and from school;
- Wearing school uniform;
- In some way other way identifiable as a student at the school.

Misbehaviour at any time can also be punished when:

- The behaviour could have repercussions for the orderly running of the school;
- A threat is posed to another student or member of the public;
- The behaviour could adversely affect the reputation of the school.

In the event of such behaviour occurring, a full investigation will take place with the disciplinary penalty being appropriate and proportionate to the circumstance.

Related school policies & guidance

This policy to be read in conjunction with the following school policies:

- Attendance Policy
- Anti-bullying Policy
- E-Safety Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Substance Misuse Policy
- Teaching and Learning Policy