



# KING HENRY VIII SCHOOL

## BEHAVIOUR POLICY & SCHOOL PROCEDURES

**2023/2024**

Name of policy	Date reviewed	By whom	Next review	Responsibility
Behaviour Policy	July 2023	Dr M Cuthbert Deputy Head	Annually July 2024	Dr M Cuthbert

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## **Introduction**

At King Henry VIII School, we are very proud of our pastoral care and behaviour record. We encourage students to adopt the highest standards of behaviour and moral principles and to respect the values and ethos of the school. We believe that positive relationships, excellent manners, and a safe and secure learning environment all play a crucial part in developing students who want to learn to succeed and develop intellectual characters such as perseverance, organisation, and collaboration.

## ***School Community***

Our School is an inclusive community. As a community we uphold and expect the following values to encourage excellence in all we do:

### **RESPECT   LEARNING   WELLBEING**

We treat everyone as individuals and with equal **respect**, in order that they develop their potential to the full. The whole school community, which includes governors, staff, parents and students, work as a partnership, and adhere to a positive school ethos. The overarching reason for our community is **learning**. Our staff are committed to excellence in all areas of school life and aim to develop good lines of communication, trust, and collaboration. We expect the highest standards of behaviour inside and outside of the classroom and in any verbal, written or electronic communication concerning the school. Maintaining these high standards improves the **wellbeing** of our whole community.

## ***Aims of the Behaviour Policy***

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;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all pupils;
- Define what we consider to be unacceptable behaviour, including misbehaviour and Child-on-Child abuse.

## ***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 [here](#).

## ***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 - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

## **Roles and Responsibilities**

### ***Governors***

The Governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### ***Headmaster and Deputy Head Pastoral (DSL)***

The Headmaster and Deputy Head Pastoral are responsible for:

- Reviewing and approving this behaviour policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing 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;
- Offering 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;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- 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.

### ***Teachers and Support Staff***

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 the school systems.
- Challenging pupils to meet the school's expectations

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

### ***Parents and Carers***

Parents and carers, where possible, 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 Form Tutor or Head of Year 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;
- 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.

### ***Pupils***

Pupils will be made aware of the following during their induction into the behaviour culture at the start of every year or when they join the school:

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow Henry's Values and the Behaviour Policy;
- The school's key procedures and routines;
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard;
- 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 provided with restoration intervention if they have been sanctioned at a higher level.

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.

## SCHOOL EXPECTATIONS AND PROCEDURES

The following **SCHOOL EXPECTATIONS AND PROCEDURES** relate to all pupils and are printed for pupil reference in the Homework Diary.

**Access to Form Rooms:** Pupils in Years 7-11 have access to their OWN Form Rooms ONLY, before the start of morning school from **8.00 am**. No pupil may be in a classroom for Break or the WHOLE of lunch EXCEPT if attending a club or subject clinic with a member of staff, if attending Homework Club in IT4 or if a member of staff declares a WET BREAK or LUNCH. Access to Form Rooms depends entirely upon the behaviour of pupils, which will be closely monitored by Duty Staff and Prefects. In the event of wet weather, the duty staff will decide whether or not to designate a 'wet break'. This will be signified by a sign on the oak door from the playground to Reception and indicates to pupils that they may have access to their form rooms at BREAK or LUNCH.

**Appointments:** As far as possible, pupils/students should arrange for appointments with the doctor, dentist, optician, etc. to be held outside school time. In the event that an appointment has to be held during school time, parents should inform the school by either emailing the school at [info.khviii@bkhs.org.uk](mailto:info.khviii@bkhs.org.uk) or writing a letter to be handed in at reception. The pupil/student **must** report to Reception before leaving the premises. Pupils/students must also sign back in at reception if they return to school before 4.00 pm.

**Chewing gum:** Chewing gum is banned in school. This rule also applies to all school visits and trips. Contravening this rule is awarded with a School Service *or Room 101*.

**Dining Room:** Pupils/students can purchase food from the Dining Room during Break and Lunch. All purchases will be made with the **student ID card**. Any student without an ID card will be sent to the back of the queue. **ALL FOOD purchased at Break MUST be eaten in the Dining Room. ALL HOT FOOD must be consumed at a table in the Dining Room at Lunch. NO HOT FOOD may be taken out of the Dining Room.**

**Drinks:** Pupils/students may only consume water from a clear, plastic bottle during lessons. Energy drinks and hot drinks should not be brought into school (Y7 – Y11). Sixth formers purchasing food/drinks outside school should always use a lid on hot drinks and only consume their purchases in the Sixth Form Common Room.

**Emergency Evacuation:** Pupils/students should familiarise themselves with emergency evacuation procedures and the specific instructions relating to each room in the school in which they are taught which are posted in each room. On the continuous ringing of the school bell, pupils/students should evacuate the building **in silence** and assemble on the school field in form groups. The sounding of a klaxon or siren indicates to pupils that they must immediately cease all outdoor activities and move indoors – this would apply, for example, during a thunderstorm.

**Games - Pupils/Students unable to participate:** Pupils/students concerned should take a letter from parents to the School Nurse in the Medical Room at the **start of morning break** on the day of the games activity. The letter should indicate the nature of the injury/illness along with an assessment as to whether any modified activity might be possible; an indication of the length of time during which the pupil/student will be unable to participate in normal activities would be helpful. Our aim is participation if at all possible, even as a helper or from the side-lines, so kit should always be brought to school. Pupils/students should report to games staff at registration to explain their circumstances, before those who are too ill to participate return to the library.

**Games Kit:** Pupils may only come into school in games kit on the day of their afternoon games. Kit to be used can be stored in lockers. No pupil is to borrow kit from another pupil without permission.



**Greeting All Staff:** All staff MUST be greeted by either using their **correct title and surname** or **Sir** for male staff and **Ma'am or Miss** for female staff.

**Homework:** The homework set should be carefully recorded in the Homework Diary. From time to time the Homework Diary will be inspected by parents and staff. The Homework Diary is a useful means by which teachers and parents can communicate.

**House Points:** House points (Year 7 – Year 11), will be awarded to pupils/students who have excelled in some way in attainment, progress or behaviour.

**Illness and injury:** Any pupil/student injured during the course of the day should report to Reception - the Reception staff will contact the School Nurse. **Under no circumstances should pupils/students contact parents directly.** No student can go home ill unless they have been seen by the School Nurse or a member of the Senior Leadership Team.

**Lanyards:** Pupils/students should all wear their identity badge on a lanyard around their neck at all times as a safeguarding measure, unless they are participating in a sporting activity, or if a teacher asks them to remove the lanyard due to safety concerns.

**Lateness:** Pupils/students who arrive after 8.35 am but before 9.00 am must **sign in at RECEPTION.** students should then go directly to their Form Room, Year Assembly, appropriate House or School Assembly. Pupils who attend music lessons over Form Period should register in reception **before their music lesson.**

Pupils/students who arrive at school after 9.00 am **must** report to Reception. ***It is the responsibility of each pupil/student to ensure that his/her attendance is recorded.***

**Lockers (Year 7 – 11):** Pupils'/students' belongings should be stored within the lockers provided. For safety reasons, no items should be placed on top of the lockers. Pupils who leave their locker key at home should report to their **Head of Year.** All Heads of Year carry a master key and will unlock lockers when needed by pupils. No Kit or bags are allowed to be left in the big outside lockers overnight.

**Lost Property:** Please attend Reception to access Loss Property. Please ensure that all items of clothing, and other belongings, are clearly named. Lost items will be listed in the pupil bulletin.

**One Way System:** The main school building stairs will keep the one-way system for all pupils/students:

**UP the Central stairway** (Reception) and **DOWN the stairways on the ends of the main building** (Classics and English).

**Registration:** Registration will start promptly at 8.35 am in your Form Room and 2.05 pm in your Lesson 5. The bells rings 2.00 pm and is the signal to move to classrooms after lunch. Teaching Staff will take the register in every lesson and lateness will be logged.

**Valuables:** Valuable items and large sums of money should not, under normal circumstances, be brought to school. All belongings should be stored securely in the lockers provided. During games activities, items such as watches should be handed to a member of staff for safekeeping. **No responsibility can be accepted by the school for any lost items.**

**Visitors:** All official visitors to the school should be wearing a school identity badge on a pink lanyard. If pupils/students encounter anyone on site who is not so identified, the matter should be reported to the nearest member of staff, or to Reception. Pupils/students should not plan to meet friends at the school gates at any time in the school day.

# Henry's Values



- Be proud of Henry's and be a good ambassador.
- Respect all the members of our community equally.
- Respect the property and equipment of the school and others.
- Be proud of your school uniform and wear it correctly.
- Keep Henry's clean and tidy.

RESPECT

- Respect the right of others to learn by being punctual, behaving well, being kind to others, engaging in lessons and concentrating well.
- Carry out reasonable instructions and complete your work efficiently and to the best of your ability.
- Be organised and communicate in a timely manner.

LEARNING

- Ensure you know who to approach when you are struggling or worried and speak to them.
- Live a healthy and balanced life with respect to work, exercise, sleep, online activities and eating.
- Get involved with some of the extra opportunities the school provides for you.

WELLBEING

## REWARDS for POSITIVE PROGRESS

At King Henry VIII School, we recognise that an integral part of developing the potential of our young people is by giving encouragement, praise and recognition. Praise is a key component of good teaching and good staff/student relationships. Staff at King Henry VIII School actively look for all opportunities to praise and reward pupils both within and beyond lessons. Rewards are applied by school staff but are triggered by pupils. Rewards are given in as many areas of school life as possible (so they are accessible for all pupils) in line with our Henry's Values and form a continuous process throughout the school year. The great majority of our students behave well: they take a pride in their work and they try hard in a range of activities.

King Henry VIII School aims to motivate its students and create a culture of excellence and an appropriate environment for inspirational teaching and effective learning by taking every opportunity to recognize effort, attainment and positive behaviour. Instant recognition is achieved with appreciative gestures and spoken expressions of approval, gratitude, commendation and admiration, both in the classroom and elsewhere around the School. More formal opportunities, include:

- Verbal praise given for improved or excellent pieces of classwork/homework, contributions towards the life of the school. Staff will proactively recognise and praise improvements made by students in all aspects of school life;
- Supportive comments noted on written work as part of the marking process;
- Acknowledgement of excellent and improving academic and behavioural progress through House Points (Years 7 –11) and Coffee Credits (Sixth Form). Attached to House Points are stickers, badges and certificates and we will soon be looking to implement a system to exchange house points for items from our Rewards Shop such as branded stationery, air flow balls or a “fast pass” for the dining room queue. Those who have accumulated House Points will be entered into a prize draw at the end of each term for each year group. Those who have reached House Point milestones will also have their efforts acknowledged in the school newsletter and on the digital signage screen in school.
- Emails and postcards are sent home by staff as they see fit to reward and encourage students. Staff will proactively recognise evidence of adhering to Henry's Values of Respect, Learning and Wellbeing.
- Each week Heads of Department or Heads of Year will nominate a pupil who has excelled either in their subject area or year group, together with a reason, for a Headmaster's Award. The Headmaster will then select a winner, call home to let parents know and send a certificate and a letter, inviting the pupil to an afternoon tea at the end of the year.
- Sixth Form students are allowed off site during certain periods at the discretion of the Head of Sixth Form for consistent and excellent progress;
- A range of certificates and colours awards handed out at various functions and assemblies throughout the year by Heads of Year and Heads of Department for consistent and excellent achievements.
- For exceptional successes in all areas of school life, including form progress and subject prizes are recognised at our annual Prizegiving ceremony by the Headmaster, Principal, Chair of Governors and all staff.

Praise and rewards may be given to an individual student, a group of students within a tutor group, class or house group, a whole class or house or even the entire school. In particular, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

### ***Procedure for the award of House Points***

#### ***House Points in Years 7 - 11***

Teachers will notify students that they have been awarded a house point by giving them a House Point Sticker for their HW diary or by signing their HW diary. Totals will be recorded weekly with the Form Tutor and milestones acknowledged as below. These points will all go towards the Band Trophy. By the end of the academic year 23/24, we hope to have an event for the winning house at the end of each year.

Thresholds for Bronze, Silver, Gold and Platinum awards are:

<b>Award</b>	<b>Y7, Y8, Y9 House Points</b>	<b>Y10, Y11 House Points</b>	<b>Description</b>
<b>Bronze</b>	<b>50</b>	<b>30</b>	<b>Certificate and letter from the HoY</b>
<b>Silver</b>	<b>100</b>	<b>60</b>	<b>Certificate and letter from the DH</b>
<b>Gold</b>	<b>150</b>	<b>90</b>	<b>Certificate and letter from the Head Invitation to Afternoon Tea</b>
<b>Platinum</b>	<b>200</b>	<b>120</b>	<b>Certificate and letter from the Principal Award at Prizegiving</b>

#### ***House Points (or Coffee Credits) in the Sixth Form***

House Points, also known as Coffee Credits, are awarded to Sixth Form students for work which is exceptionally commendable or for service to the school. **House points are normally awarded singly on each occasion.** When 5 House Points have been collected it can be exchanged for a 'special coffee' in the Sixth Form canteen. For non coffee-lovers we are hoping to extend this to a coffee **or** cookie in the coming months.

The Head of Sixth Form, Assistant Head of Sixth Form and the Supported Study Supervisor work on a one-to-one basis with each Sixth Form Student. They help the students with their organisation by supporting them to create a detailed study plan. Students who make consistent and positive progress in their studies may be awarded by being allowed off site during certain periods, at the discretion of the Head of Sixth Form.

We also recognise that our Sixth Form students thrive on praise and encouragement from their teachers, coaches, form tutors and parents. We will endeavour to proactively praise our Sixth Form students through verbal and written communication with them and/or their parents.

## SANCTIONS

Our expectation for all students at King Henry VIII School is that they will exert a great deal of self-discipline, collective responsibility and follow the Student Code of Conduct (Henry's Values). As a community we uphold and expect the following values from all our students:

### RESPECT LEARNING WELLBEING

When problems arise, a clear distinction will be made between breaches of the Student's Code of Conduct and difficulties associated with behaviour in lessons, deficiencies in work or personal and pastoral issues. The staff have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

Use of disciplinary sanctions must be reasonable and proportionate to the circumstances of the case, and teaching staff should apply them consistently and fairly. Account may need to be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.

The application of sanctions is more likely to promote positive behaviour if pupils view the process as being fair. Teaching staff are advised to:

- Make it clear during any clarification that it is always in a student's best interests to tell the truth, and that the student's candour will be reflected in any sanction that is eventually applied;
- Avoid early escalation towards severe sanctions, reserving them for the most serious such as persistent misbehaviour or child-on-child abuse;
- Avoid sanctions becoming cumulative and automatic, by considering a student's individual needs, extenuating circumstances, age and understanding;
- Wherever possible, avoid whole-group sanctions that sanction the innocent as well as the guilty;
- Use sanctions to help the student and others to learn from mistakes, and recognise how they can improve their behaviour;
- When appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- Apply sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent, such that students should know that a sanction, when mentioned, will be used;
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour;
- Take into consideration advice provided by individual Strategy Sheets for pupils on the SEND register, with respect to underlying issues such as adverse situations that involve the support of external agencies, special educational needs or mental ill health issues, which may be the cause for misbehaviour. Teachers should seek support from the SENCo, Head of Department, Heads of Year, School Nurse, Designated Safeguarding Lead and SLT in such situations;
- Be prepared to make reasonable adjustments to the Behaviour Policy as directed by the SENCo, Heads of Year, School Nurse, Designated Safeguarding Lead and SLT;
- **In all circumstances, consider and reflect on the possibility that observed poor behaviour is often the consequence of circumstances beyond the control of the student. By only sanctioning observable poor behaviours, and not dealing with the causes of poor behaviour, there is the potential for the poor behaviours to escalate. Please see the Behaviour Iceberg on the next page.**

## **Sanctions Summary**

### **Level 1: Praise, Encouragement and Modifying Low-level Misbehaviour**

*Behaviour in School/Classroom Management/Academic Performance.*

### **Level 2: Positive Conversations with contact home, if repeated for Poor Behaviour in Class.**

*This process details how repeated misdemeanours are dealt with by Teaching Staff, Heads of Department, Heads of Year, and communication with parents.*

### **Level 3: School Service: Staff and award a School Service for Poor Behaviour out of Class and 6th Form Prefects run the School Service**

*Monday to Friday lunchtimes between 1.30 and 2.00 pm, administered by Heads of Year and School Prefects.*

### **Level 4: Tuesday Afternoon Detention (HOY Detention) or Room 101 for Sixth Form**

*Tuesday Detention (Year 7 – 11): Tuesday after school at 4.10 pm in M5, administered by Heads of Year.*

### **Level 5: Headmaster's Detention**

*Headmaster's Detention (Year 7 – 13): Friday, usually between 4.00 pm and 6.00 pm by the Deputy Head's offices, awarded by and administered by the Headmaster and Deputy Heads.*

### **Level 6: Fixed Term Exclusion**

*Awarded and administered by the Headmaster or members of the SLT, in his absence (one to five days)*

### **Level 7: Permanent Exclusion**

*Awarded and administered by the Headmaster*

## **Level 1: Praise, Encouragement and Modifying Low-level Misbehaviour**

**Behaviour in School/Classroom Management/Academic Performance:** Teachers will engage in high quality and inclusive teaching. All pupils adhere to the Code of Conduct (Henry's Values). All staff and pupils prioritise our school's values of **RESPECT, LEARNING and WELLBING**.

Form Tutors and Pastoral Staff will proactively encourage pupils to be proud of King Henry VIII School and recognise that we all have a part to play in our **DIVERSE & INCLUSIVE COMMUNITY**.

**All positive behaviour will be  
RECOGNISED, REWARDED and ENCOURAGED.**

**All staff will be firm, fair, consistent and remain calm in challenging situations. Staff will regularly ensure that school and classroom routines and expectations are clear. When pupils push the boundaries of the Code of Conduct (Henry's Values), staff will:**

- Communicate empathy and understanding;
- Seek an understanding of how students are feeling and why they are displaying the behaviour;
- Hold a one-to-one conversation with a student outside the classroom and/or when the rest of the class are on task;
- Encourage students to reflect on their poor behaviour but also use these conversations as an opportunity to build the relationship;
- Remain calm and give a choice to students.

**Low Level misbehaviour:** There will be times when students do not behave as expected. In these instances, staff will take time to speak to pupils and attempt to modify their behaviour by correcting their actions or encouragement.

**Examples include but not limited to:**

- Going past a no entry sign, or not following a silence sign instruction;
- Placing a school bag in an incorrect place that is a Health and Safety risk;
- Inconsiderate behaviour in playground or corridors, running when not sensible etc.;
- Eating in corridors or classrooms;
- Dropping litter around the school;
- Poor behaviour in the dining room such as leaving a mess on the dining tables, not using a tray and pushing into the queue;
- Taking hot food out of the dining room;
- Being found unsupervised in a classroom at break or lunch when it is not a wet break.

### ***Level 2: Positive Conversations with contact home, if repeated for Poor Behaviour in Class***

**This process details how repeated misdemeanours are dealt with by Teaching Staff, Heads of Department, Heads of Year, and communication with parents. A log of repeated misdemeanours and contact home will be monitored through the awarding of a CONCERN POINT and then a Level 4 Sanction (Tuesday Detention) upon the 3<sup>rd</sup> instance. Please see the detail of how we decrease classroom disruption and improve RESPECT, LEARNING and WELLBEING in our classrooms (See page 16).**

**Classroom Disruption:**

- Lateness/Punctuality;
- Poor Organisation (books, equipment, homework diary);
- Repeated lack of homework or insufficient homework (when necessary, a teacher may support a pupil to complete their homework with a directed Homework Detention);
- Off task/Insufficient work completed in class/Not focussing on work/Not following instructions;
- Disruption of learning.

Classroom Concern Points Table – Staff Guidance

Positive relationships with pupils are fundamental and underpin the suggest actions below.

Take into consideration advice provided by individual Strategy Sheets with respect to underlying issues such as adverse situations that involve the support of external agencies, special educational needs, or mental ill health issues, which may be the cause for misbehaviour. Teachers should seek support from the SENDCo, Head of Department, Heads of Year, School Nurse, Designated Safeguarding Lead and SLT in such situations.

All emails home must also BCC [Filing.khviiii@bkhs.org.uk](mailto:Filing.khviiii@bkhs.org.uk)

Issue	1 <sup>st</sup> Action	2 <sup>nd</sup> Action (next lesson)	3 <sup>rd</sup> Action (repeated in subsequent lesson)
Lateness/Punctuality Always Record in ISAMs (+#mins late)	Record Reason on iSAMS	Record Reason on iSAMS Concern Point (iSAMS)	Persistent Lateness Teacher contacts home and issues a Tuesday Detention, cc FT/HoD/HoY
Organisation - No book - No appropriate Equipment - No homework diary	Verbal Warning <i>Personal record in markbook/HW diary</i>	Concern Point (iSAMS) <i>Personal record in markbook/HW diary</i>	Persistent Disorganisation Teacher contacts home and issues a Tuesday Detention, cc FT/HoD/HoY
No homework or poor/insufficient homework. The three actions can pertain to the <b>same</b> piece of homework or a <b>repeat</b> of HW not being handed in.	Note in Homework Diary Work to be completed at home or Homework Club (p1-4). New due date provided.	Concern Point (iSAMS) Note in Homework Diary Work to be completed at home or Homework Club (p1-4). New due date provided	Teacher contacts home and issues a Tuesday Detention. HW to be completed in the Tuesday Detention, cc FT/HoD/HoY

Issue	1 <sup>st</sup> Action	2 <sup>nd</sup> Action (repeated in lesson)	3 <sup>rd</sup> Action (repeated in subsequent lessons)
Off task/Not focusing on work/Not following instructions. Insufficient Work completed in class.	Verbal Warning + <i>appropriate behavioural management strategies to support improving behaviour</i>	Concern Point (iSAMS)	Teacher contacts home and issues a Tuesday Detention, cc FT/HoD/HoY
Disruption of learning	Verbal Warning + <i>appropriate behavioural management strategies to support improving behaviour</i>	Concern Point (iSAMS)	Where possible, further persistent disruption by the same pupil should result in their removal from the lesson by HoD Teacher contacts home and issues a Tuesday Detention. cc FT/HoD/HoY

Please use the PUPIL SANCTION button on the Intranet to assign a Tuesday Detention after contact home (3<sup>rd</sup> Action). Issues that continue beyond the third action will be monitored by the Form Tutor/Head of Year with appropriate interventions in place according to the individual pupil and issues surrounding the behaviour for example:

Referral to Learning Support	LSA Assigned to support in lesson	Teacher/HoD or Tutor/HoY Meeting with Parents
Target Card (Academic or Pastoral)	Tuesday Detention	HoY to refer to Pupil Wellbeing Mentor

For any pupils on the Learning Support SEN register, please cc Mrs Brindley ([CEB@bkhs.org.uk](mailto:CEB@bkhs.org.uk)) into all communication.



### ***Level 3: School Service: Staff and award a School Service for Poor Behaviour out of Class and 6<sup>th</sup> Form Prefects run the School Service***

**School Service: Monday to Friday lunchtimes between 1.30 and 2.00 pm, administered by Heads of Year and School Prefects. Students who have been given a School Service must report to reception at 1.25 pm where a Head of Year/School Prefect will meet them. They will either help tidy the dining room, or classrooms or the school site.** Students will be informed of the School Service through a note from their Head of Year. Failure to attend a School Service without a valid reason will incur a Level 4 sanction.

#### **Examples include but not limited to:**

- Not wearing the school identity badge on a lanyard;
- Chewing gum. Chewing gum must not be brought into, or consumed in school;
- Second uniform infringement for Form Tutors and first for members of staff where the infringement can be fixed immediately:
  - Rolled up skirts/kilts, too many earrings, the wrong earrings, visible piercings;
  - Incorrect games kit to PE and games lessons;
  - Not wearing a blazer to school;
  - Untucked shirts/blouses, loose ties, lack of a blazer;
  - Wearing a coat not suggested on the Uniform Policy such as a non-black coat or a puffer jacket.
- Unruly and disruptive behaviour around the school.

**Uniform: All staff can approach a student on issues of uniform or Sixth Form dress. Uniform will be checked as a matter of routine by all Form Tutors and teaching staff. Pupils who are not wearing the uniform correctly will be challenged and asked to rectify the breach there and then.** For breaches that cannot be rectified immediately (see guidance below), HOYs will email home and request the change by the following Monday. If the uniform breach has not been fixed by the assigned date, then this will be reported to a Deputy Head who will call parents to collect their child and get the uniform infringement fixed by the next school day.

#### **Examples include but not limited to:**

- Tailored/too small kilts/skirts or trousers or wearing the incorrect uniform or games kit;
- Nail polish, gelled nails;
- Hair infringements such as unnatural colours or bizarre haircuts.

#### **Sixth Form students receive a Sixth Form School Service for the following as well:**

- Significant underperformance;
- Missing Prefect duties.

#### **Level 4: Tuesday Afternoon Detention (HOY Detention) or Room 101 for Sixth Form**

**Tuesday Detention (Year 7 – 11): Tuesday after school at 4.10 pm in M5, administered by Heads of Year**

Each Tuesday Detention awarded within a term, increases in severity and length. **Students start with a clean slate each term.** If a pupil misses a Tuesday detention without a valid reason then they will have to sit the next detention up in the following week. E.g. if they miss a detention 1 one week then they will need to sit a detention 2 the following week.

**1st Detention (40 Minutes: 4.10 – 4.50 pm)**

**2nd Detention (1hour: 4.10 – 5.10 pm)**

**3rd Detention (1hour 20 min: 4.10 – 5.30 pm)**

**4th Detention (2 hours on a Friday Evening)** Pupils will be set a series of self-reflecting exercises. The Deputy Head will call home as is customary practice with a Headmaster's detention, and a letter will also be sent home.

**5th Detention** Parents will be invited into school for a meeting with the Headmaster. The outcome of the meeting may incur a Level 6 sanction, or a suitable sanction deemed appropriate by the Headmaster.

#### **Examples include but not limited to:**

- Repeating the same misdemeanour multiple times where the student has not amended their behaviour, despite intervention. At the discretion of the HOY. See Level 2 and 3 of the Behaviour Policy;
- Having a mobile phone/smartwatch **visible or using** a mobile phone/smartwatch between entering the school gate in the morning and within the school building after 4.00pm;
- Rudeness towards a member of staff. Examples: answering back, inappropriate language, prejudiced or discriminatory behaviour, ignoring instructions or refusing to engage in a conversation;
- Deception of a member of staff, such as lying;
- Child-on-Child incident with limited impact. These include minor incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and physical altercations;
- Causing minor damage to property such as graffiti;
- Failure to attend a School Service or Subject Department intervention.

**Room 101 (Year 12 - 13): Friday Lunch between 1.10 and 1.40 pm in the Sixth Form Centre, administered by the Head of Sixth Form**

#### **Examples include but not limited to:**

- Not signing 'IN or OUT' of Sixth Form Centre or reception. Going offsite without permission from Heads of Sixth Form or SLT;
- Any misdemeanours listed above for the Tuesday Detention.

**All Tuesday Detentions will be immediately shared with the HoYs, SENCo and DSL so that all are aware of the incident. This will enable Pastoral Leaders and the SENCo to moderate Tuesday Detentions and identify patterns of poor behaviour early to act on them by dealing with the cause of the poor behaviour, if needed.**

### ***Level 5: Headmaster's Detention***

**Headmaster's Detention (Year 7 – 13): Friday, usually between 4.00 pm and 6.00 pm by the Deputy Head's offices, awarded by and administered by the Headmaster and Deputy Heads.**

Once awarded, this detention takes priority over all other activities. The two final suggested incidents will be subject to a Serious Misconduct Investigation (SMI), led by a Head of Year. Parents will be informed before the investigation starts. Restoration work with the pupil is undertaken at the detention or in some cases afterwards.

**Examples include but not limited to:**

- The fourth Tuesday Detention awarded in a term. If a second Tuesday Detention or the fourth Room 101 awarded in a term for Sixth Form Students;
- Truancing a lesson, PSHE, assembly, sport's fixture or off sight activity;
- Plagiarism;
- Bringing a dangerous item into school, including a laser pen.
- Inappropriate comments about or to a teacher. E.g. Disrespectful, belittling (SMI);
- Child-on-child incident with a moderate impact (see page 21 for a detailed list). These include incidents of bullying, including cyberbullying, prejudice-based and discriminatory bullying and physical altercations (SMI):
  - Inappropriate use of technology such as cyber bullying or taking photos/video on a mobile within school, with the intent of causing harm or bullying;
  - Offensive behaviour towards another student face to face or online such as body shaming, using racist, sexist or homophobic language;

### ***Level 6: Fixed Term Exclusion***

**Awarded and administered by the Headmaster or members of the SLT, in his absence**

The exclusion can take place over 1 – 5 days depending on the nature of the incident. Please see the School's Exclusion Policy on the website.

All alleged incidents that may lead to a fixed term exclusion will be subject to a serious misconduct investigation, led by a Deputy Head. Parents will be informed before the investigation starts and the alleged perpetrator could be asked to stay at home, until the investigation is completed. The Headmaster will meet with parents to finalise the sanction.

Once the pupil completes the sanction restorative work will be undertaken with the pupil.

**Examples include but not limited to:**

- Incidents of Child-on-Child abuse with significant impact (see page 21 for a detailed list);
- Inappropriate use of technology such as taking photos or a video on a mobile within school;
- Theft; Criminal Damage; Possession of Class A or B drugs
- Inappropriate comments, such as sexualised comments, about or to a member of staff;
- Vaping, smoking or consuming any nicotine products on the school site or when in school uniform off the school site, bringing the school's name into disrepute;
- Selling/supplying items with the exchange of money or other goods at school;
- A repeat of a Level 5 sanction.

### ***Level 7: Permanent Exclusion***

**Awarded and administered by the Headmaster.**

Please see the School's Exclusion Policy on the website.

This is where the pupil permanently removed from the school and the contract between the school and parents in relation to the excluded pupil is terminated. The decision should only be taken where the pupil has committed a serious breach or persistent breaches of the school behaviour policy; and/or allowing him/her to remain in the school seriously harms the learning or welfare of the pupils or others in the school; and/or parents have breached their contractual obligations with the school, including with regard to non-payment of fees.

For breach of school discipline by a pupil, in most cases, this will be after a wide range of alternative strategies have been tried without success. However, there will be exceptional circumstances where, in the Head's professional judgement, it might be appropriate to permanently exclude a child for a single serious breach (one-off or first offence).

## Child-on-Child Abuse

For the purposes of this Behaviour Policy, unless otherwise specified, for consistency, we use the same terminology as the DfE in KCSIE 2022, as follows:

**'Child', 'children'**: means a person/persons under the age of 18.

**'Boy(s),' 'girl(s)'**: means a child/children whose biological sex is male and female respectively, as well as trans boys and trans girls, whose gender identity will be different from their biological sex. It is acknowledged that there will also be some children who identify as non-binary or gender fluid and who will not recognise the term boy or girl in respect to themselves.

**'Victim' and 'alleged perpetrator'**: the DfE states that, with respect to:

- **'victim'**: "It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We are conscious of this when managing any incident are prepared to use any term with which the individual child is most comfortable; and
- **'alleged perpetrator(s)'** and, where appropriate, **'perpetrator(s)'**: "These are widely used and recognised terms and the most appropriate aid to effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis."

**'Child-on-child abuse'**: the DfE states that: "All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online." Child-on-child abuse is the term chosen by the DfE and, by definition, it applies to abuse by one child of another child – regardless of the age, of stage of development, or any age differential between them.

**'Zero tolerance'**: in using this term, we adopt the following principles from the UN Women's definition of zero tolerance with respect to harassment, as follows:

In short, zero-tolerance means taking a proportionate and appropriate response to every alleged incident. It does not necessarily mean the use of sanctions in all cases, and where sanctions may be considered, we will ensure that we do not disproportionately impact racially minoritised children or young people, those with disabilities and those already known to local authority children's social care.

### ***What is Child-on-Child Abuse?***

Child-on-child abuse can take various forms, including (but not limited to):

**Bullying** – including cyberbullying, prejudice-based and discriminatory bullying.

**Hate incidents and hate crimes** – which may also include an online element.

**Abuse in intimate personal relationships between children** (sometimes known as 'teenage relationship abuse') – which may also include an online element.

**Physical abuse** – such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).

**Racism** – occurs when a person is treated less favourably because of their skin colour, nationality, ethnicity, or cultural group. Racist behaviour can include verbal abuse, physical attacks, exclusion from activities or opportunities and microaggressions, which can be conscious and unconscious. It can occur in person or online.

**Initiation/hazing type violence and rituals** – this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

**Harmful sexual behaviour (HSB)** – is developmentally inappropriate sexual behaviour which is displayed by children and young people which is harmful or abusive. HSB can occur online and/or face to face, and can also occur simultaneously between the two – and includes, for example:

- **Sexual violence** such as:
  - Rape;
  - Assault by penetration;
  - Sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence). 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.
- **Sexual harassment** which is ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college – can include (but is not limited to):
  - Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names, intrusive questions about a person’s sex life, and spreading sexual rumours;
  - Sexual “jokes” or taunting;
  - Suggestive looks, staring or leering;
  - Sexual gestures;
  - Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence. It is important to talk to and consider the experience of the victim);
  - Displaying pictures, photos or drawings of a sexual nature;
  - Upskirting – which is a criminal offence, and 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.
- **Online sexual harassment** – this may be stand-alone or part of a wider pattern of sexual violence and/or harassment. It may include:
  - non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
  - sharing of unwanted explicit content;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including on social media;
  - sexual exploitation, coercion and threats; and
  - coercing others into sharing images of themselves or performing acts they are not comfortable with online.

## Mobile Phones and electronic devices with Internet access, including Smart Watches:

If a mobile phone/smartwatch is required for added safety or security in journeying to and from school, they must, **on arrival at school**, be turned off and either

- Kept in the pupil's/student's school bag;
- Or placed in the pupil's/student's locker.

Pupils/students should not use mobile phones, smartwatches, headphones and airpods, during the course of the school day, after entering the school site and at any time during the school day. **No responsibility for the loss/damage of a mobile phone or electronic device will be accepted by the School.**

Pupils should assume that mobile phones/smartwatches are **NOT** allowed on school trips and visits, unless a specific instruction to the contrary has been issued.

*Sixth Form students may carry their phone/smartwatch with them but it must be switched off and not visible on the main site. Sixth Form students may only use their phone or electronic devices in the social area of the Sixth Form Centre.*

If a mobile phone or smartwatch is seen **out** (rather than seen in bag or pocket), it may be confiscated and handed to Reception to be collected at 4pm. **Having a mobile phone or smartwatch visible, whether a student is using one or not, results in a Tuesday detention.** Mobile Phones and smartwatches may not be used between when a pupil/student enters the school site in the morning and 4pm. Please note that **they should only be used outside school buildings after 4pm**, if needed to check travel arrangements home.

## Responding to misbehaviour from pupils with SEND

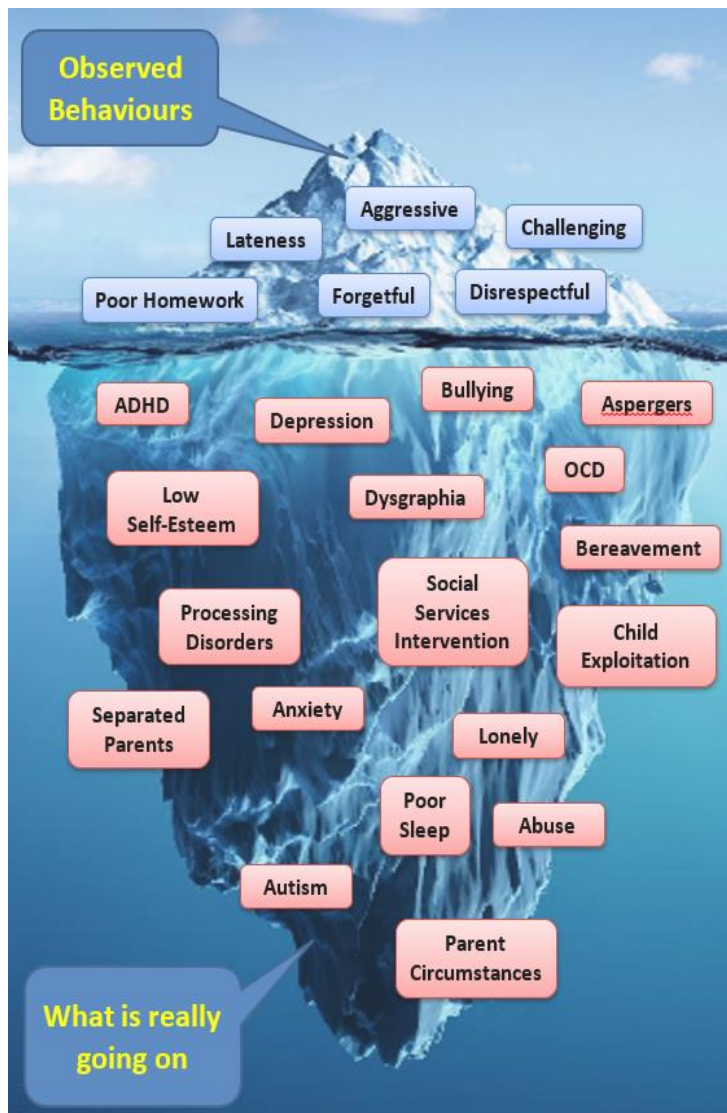
### ***Recognising the impact of SEND on behaviour***

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](#));
- 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 co-operate 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.

Our approach to anticipating and removing triggers of misbehaviour may include examples such as:

- Adjustments to the pupil's Strategy Sheet such as: 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;
- Use of separation spaces such as Learning Support or the Medical Room, where pupils can regulate their emotions during a moment of sensory overload.

### ***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?
- 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.



## ***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.

## ***Pupils with an education, health and care (EHC) plan***

The provisions set out in the EHC plan must be secured and the school will co-operate 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.

## **Managing Behaviour**

### ***Off-Site Misbehaviour***

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;
- 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;
- Could adversely affect the reputation of the school.

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

## ***Online Misbehaviour***

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;
- The pupil is identifiable as a member of the school.

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

## ***Suspected Criminal Behaviour***

If a pupil is suspected of criminal behaviour, including some types of sexual harassment and all types of sexual violence, 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 Designated Safeguarding Lead 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 will make a tandem report to Children's Social Care, if appropriate.

## ***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;
- Allow the disruptive pupil to regain calm in a safe space.

Pupils could be asked to leave a classroom for a short period by their teacher in order to diffuse a situation and to allow the teacher to speak to the pupil about their behaviour outside the classroom. In most cases, the pupil will return to the classroom immediately. If it is deemed that returning the pupil to the classroom is not the ideal course of action, then the teacher will email reception to get a member of the Senior Leadership Team or Head of Year to collect the pupil.

Pupils may be removed from the classroom by a Head of Year or a Senior Leader if they are part of a Serious Misconduct Investigation.

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

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal and add the record to our Safeguarding software.

## Managing Extreme Situations

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Causing personal injury to themselves or another;
- Causing damage to property belonging to them or another, including the school;
- Any behaviour prejudicing the maintenance of good order and discipline in the school.

### ***Schools Can Use Reasonable Force***

Examples of where the use of force might be reasonable are listed below:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting, causing a risk of injury to themselves or others;
- A pupil is committing, or on the verge of committing, deliberate damage to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- A pupil absconds from a class (or detention) or tries to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would only be justifiable where allowing a pupil to leave would:
  - Entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or
  - Lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
  - A pupil persistently refuses to follow an instruction to leave a classroom;
  - A pupil is behaving in a way that seriously disrupts a lesson; or
  - A pupil is behaving in a way that seriously disrupts a school sporting event or school visit

In these examples use of force is likely to be construed as reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

### ***Using Force***

Before using force, staff should – where practicable – tell the pupil to stop misbehaving. Care should be taken to avoid giving the impression that the member of staff is angry or frustrated or are acting to punish the child. It should be clear with calm language that as soon as the need for force ceases, it will stop.

Appropriate use of force will range from physical passive presence in between pupils, to blocking a pupil's path, ushering them by placing a hand in the centre of the back, leading/guiding them by the hand or arm, to in more extreme circumstances using appropriate restraining holds.

Particular attention will be given to individuals' needs which arise from statements of SEN or disability.

Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances, it is recognised that it may not be always possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

## ***Keeping Records***

When force has been used the Headteacher and DSL should be informed immediately. A record of each significant incident of the use of force to control and restrain will include the following details:

- Name of member of staff;
- Date of the incident;
- Names of pupils involved;
- Witnesses;
- Where the incident took place;
- Description of the incident:
- Any steps taken to calm the situation before force was considered necessary;
- Reason why the use of force was necessary;
- Nature of the force used;
- The pupil's response;
- The outcome;
- Details of any injury suffered or damage to property.

A copy of the incident form can be found at the end of the school's 'Reasonable Force Policy', entitled, 'Record of an Incident Requiring Physical Intervention/Restraint'.

The purpose of recording is to ensure that policy guidelines are followed, to inform parents/carers, to inform future planning as part of the school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry. Parents/carers will be informed of the incident.

## ***Post Incident Support***

After each physical restraint the pupil needs to be assessed by the School Nurse and recorded on the Physical Intervention Form found at the end of this policy.

If injuries result from the application of reasonable force, medical attention should be sought immediately. It is also important to ensure that staff are given emotional support. As soon as possible after the incident, parents/carers should be informed. When assessing the incident, consideration may be given to involving multi-agency partners to offer support or advice.

Where a pupil is responsible for injury to another, as well as holding him/her to account and issuing appropriate sanctions, the pupil will be given the opportunity to repair the relationships with pupils and staff affected by the incident. The pupil will be offered appropriate support to help develop strategies for avoiding such crisis points in future.

## ***Other Physical Contact with Pupils***

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during a PE lesson or coaching session;
- To administer first aid.

## Confiscation and Searches

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

### ***Confiscation***

Any prohibited items such as:

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Vapes or any Nicotine products;
- Fireworks;
- Pornographic images;
- 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) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### ***Searching a pupil***

Searches will only be carried out by a member of staff who has been authorised to do so by the Headmaster, or by the Headmaster himself.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headmaster, Designated Safeguarding Lead (or deputy) or pastoral member

of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search;
- Assess whether not doing the search would put other pupils or staff at risk;
- Consider whether the search would pose a safeguarding risk to the pupil;
- Explain to the pupil why they are being searched;
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf;
- Explain how and where the search will be carried out;
- Give the pupil the opportunity to ask questions;
- Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact Either the DSL or a member of SLT, in their absence, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt);
- Hats, scarves, gloves, shoes, boots.

### ***Searching pupils' possessions***

Possessions means any items that the pupil has or appears to have control of, including:

- Desks;
- Lockers;
- Bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### ***Informing the Designated Safeguarding Lead (DSL)***

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item;
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

### ***Informing parents***

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened;
- What was found, if anything;
- What has been confiscated, if anything;
- What action the school has taken, including any sanctions that have been applied to their child.

### ***Support after a search***

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.