



# THE KING'S SCHOOL GRANTHAM

## Behaviour for Learning Policy

### PART A - BEHAVIOUR

#### 1. Aims

- To create a climate in the school which allows effective learning and teaching to take place. To create the appropriate support structures which allow all members of the school community to feel valued and confident and able to achieve their potential.
- To reduce incidents of bad behaviour.

#### *Objectives*

- To provide a challenging and relevant curriculum which promotes links between learning and behaviour and fosters positive self-esteem.
- To create a stimulating learning environment and encourage motivation.
- To adopt a school-wide approach to behaviour both in and out of the classroom.
- To make all staff and students aware of their role in ensuring good behaviour and in setting a good example.
- To encourage adherence to school expectations through proactive means and through reward.
- To determine and manage interventions for those students who disregard the agreed code.

#### *Code of Conduct and Expectations*

It is important that parents and students are fully aware of the school's high expectations of student conduct. It is expected that parents will fully support the school rules. Expectations are built around the five school rules identified by students as essential for the smooth running of the school as an establishment of teaching and learning.

#### *The five rules are:*

- Follow instructions
- Respect yourself and others
- Respect and look after property
- Share high standards
- Take responsibility

All students are expected to abide by the school rules.

No student should engage in conduct prejudicial to the good name of the school, either on the school premises or in the local community. The school will deal most severely with any student or group of students engaged in sustained bullying, racial or sexual harassment, violence, organised acts of theft or the possession and supply of illegal substances (whether for financial gain or not). It would be the usual course of action for a permanent exclusion to be recommended by the Head Master to the Governing Body in such cases of gross misbehaviour. A Deputy Headteacher may recommend such a course of action where he/she is acting in the Head Master's absence. It would also be usual for the police to be informed of instances relating to theft or illegal substances and some cases of violence.

*Students can expect staff and prefects:*

- To be courteous, consistent and fair.
- To listen, at appropriate times, to students' explanations for their behaviour.
- To recognise good behaviour.
- To deal with bad behaviour.
- To apply rewards and sanctions appropriately.

*In addition, students can expect staff:*

- To prepare and mark work and give advice on how to improve. in line with the Marking and Assessment Policy
- To be punctual.
- To recognise good work.

## 2. Implementation

It is the responsibility of every member of staff to implement the school's Behaviour for Learning Policy. A consistent and corporate approach is essential to raising the ethos and standards of behaviour.

The policy will be implemented in the following ways:

- When necessary Year Groups will discuss the Code and explore what appropriate behaviour actually is and what it means for each individual.
- School assemblies will, when appropriate, focus on behaviour and corporate responsibility.
- Students who break the Code of Conduct will be encouraged to reflect on their actions to explore an alternative response.
- A system of rewards and sanctions exists to encourage appropriate behaviour and deter undesirable behaviour.
- Early contact with parents or a carer is paramount to securing improvements in behaviour.
- Students causing concern will be discussed as a standing item at all Subject and Pastoral meetings.

## 3. Roles and Responsibilities

The Deputy Headteacher/Assistant Headteacher working with the Head Master:

- Chairs the Heads of Year meetings.
- Monitors the effectiveness of the policy.
- Supports Subject Leaders in implementing effective behaviour management strategies.
- Monitors the quality of learning and teaching and behaviour management through regular lesson observations.
- Keeps abreast of new initiatives, disseminates developments and suggests amendments to the school policy where appropriate.
- Monitors behaviour management and behaviour in school, evaluating and suggesting changes where appropriate.
- Recommends priorities for the school, in consultation with the Senior Leadership Team (SLT).
- Raises the ethos through regular assemblies.
- Implements and monitors the school's systems for monitoring and recording behavioural incidents.
- Ensures that the school's system of rewards and sanctions is being used appropriately.
- Collates and disseminates information about students and keeps staff informed.
- Ensures that there is prompt contact with parents when the situation demands.
- Manages the referral system.

The Heads of Year with responsibility for raising the ethos, improving behaviour and leading pastoral support within their year groups:

- Lead their teams and the students in their care.

- Lead a weekly Form Tutor briefing.
- Monitor the attendance, academic progress, event logs, uniform, attitudes of each Year group, and provide guidance and pastoral support to those in their care.
- Deal promptly with issues as they arise and ensure that their Form Tutors are implementing the school's system of rewards and sanctions.
- Instigate a Head of Year daily report for those students referred by a Form Tutor, Subject Leader or member of SLT and communicate concerns and praise effectively with parents by telephone, email and letter.
- Liaise effectively with the SLT.
- Collate and disseminate information about students and keep staff informed.
- Attend Heads of Year and other relevant meetings.
- Raise the ethos through regular assemblies.

Subject Leaders with responsibility for monitoring the standards of behaviour in their departments:

- Take the lead role in setting clear expectations for behaviour.
- Provide support to all colleagues in their department.
- Encourage staff to give a number of rewards that outweighs sanctions.
- Communicate with parents where there are concerns or where praise is due.
- Ensure that department colleagues are employing a range of behaviour management strategies.
- Monitor the behaviour of classes within their department through regular departmental lesson observations.
- Discuss students' progress at Subject meetings and refer any concerns to the Head of Year.

All teaching staff have responsibility for the conduct, behaviour and safety of the students within their own room or subject teaching area. In addition all staff including support staff have a responsibility to deal with incidents as and when they arise around school and to foster positive attitudes, including being positive role models for the students.

- Staff must set clear expectations of appropriate behaviour and apply the classroom management strategies outlined in this policy.
- Seek the assistance of a Subject Leader, Head of Year or member of the SLT when these strategies do not appear to be working.
- Implement appropriate rewards and sanctions in line with the school Behaviour for Learning Policy.

#### 4. Monitoring and Evaluation

The SLT regularly review the implementation of the policy. The purposes of the review are:

- To ensure that the system of rewards and sanctions is being implemented consistently and by all staff.
- To ensure that the operation systems for recording and monitoring behaviour are being used effectively.
- To ensure that all staff employ a range of behaviour management strategies.
- To identify strengths and weaknesses amongst staff with regard to behaviour management and to target professional development accordingly.
- To analyse the data available on students in relation to detentions, Pastoral Support Programmes and exclusions and be able to determine progress in improving behaviour.

Senior Leaders and Subject Leaders observe the teaching of each department regularly. Prompt feedback is given and any issues are dealt with as appropriate. Behaviour management is one focus of the observation. These observations are in addition to those carried out in other contexts e.g. Performance Management, Newly Qualified Teacher Induction, and Graduate Teacher Scheme.

Heads of Year monitor the behaviour within their Year Teams, providing weekly reports to the designated member of the SLT.

## 5. Support and Intervention Strategies

From time to time, students may need direct support to maintain positive behaviour or to overcome difficulties in this area. Support can be provided through:

- Subject staff, Form Tutors, Heads of Year, Subject Leaders and SLT.
- Counselling and mentoring by staff and Sixth Form mentors/buddies.
- Personal report cards where individual targets for improved behaviour are stated.
- External support if deemed necessary by the SENDCo.
- Individual Educational Plans (IEP) which diagnose the nature of the student's problems, identify situations in which the greatest success is likely to be achieved, outline a small number of targets for the students and set a date by which all the student's teaching staff, his Form Tutor and Head of Year will review his progress in improving his behaviour.
- A Pastoral Support Programme (PSP) if a student is in danger of permanent exclusion.

## 6. Use of External Agencies:

The school has links with a range of external agencies to support individual students. These include (in no particular order):

- Parents – the Home School Agreement emphasises the key role played by parents.
- Educational Welfare Service (EWO) – accessible to follow up poor attendance and other aspects of individual student welfare.
- Careers Advisor.
- Educational Psychology Service – the SENDCo can obtain support from this service, if deemed appropriate.
- Social Services – where students are experiencing particular problems or are thought to be 'at risk', Social Services are informed in line with Child Protection Policy. The Designated Safeguarding Lead (DSL) maintains a confidential file.
- Police – the School maintains a close link with the local police and will use that link if deemed necessary. Students must understand that they are not immune from the processes of law.
- General Practitioner.
- Child and Adolescent Mental Health Service (CAMHS) and Healthy Minds.
- Early Support Care Co-ordination (ESCO) (for children with a disability and medical conditions).
- Team Around the Child (children in need of additional support from different agencies).
- Pupil Reintegration Team (support for children at risk of exclusion).
- Virtual School (support for Looked after Children at risk of exclusion).
- Behaviour Outreach and Support Services (one to one support for children with behavioural issues who may be permanently excluded).
- Lincolnshire County Council Grief, Loss and Bereavement.
- Anger Management Counselling.
- In addition, the school will involve any other appropriate external agencies; eg local churches, School Nurse etc.

## 7. Sanctions

Sanctions are necessary to demonstrate clear disapproval of unacceptable behaviour. It is important that the reason for any sanctions is always made clear to the student. Every member of staff who observes student misbehaviour should address the issue there and then. A personal word or reprimand, followed by the student taking appropriate action to correct the problem, is the most effective way of dealing with a difficulty. Staff are expected to follow the school guidelines on classroom routine and to be vigilant in undertaking duties in order to minimise the potential for students to misbehave.

It is important that the school has as much written information on students as possible in order to deal with persistent offenders, allowing others to learn in an environment in which it is conducive to do so.

#### Advice on sanctions

Praise or rewards to reprimands or sanctions should be in the ratio of 5:1 (minimum) and preferably much more.

Staff must be perceived as firm but fair in their dealings with students. In addition, staff must be seen as consistent in the application of the school's policy on Behaviour and Discipline.

When sanctioning students it is advisable that:

- Criticism of an individual should be dealt with quietly, firmly and, if possible, privately with the student to avoid the build-up of resentment.
- Teachers can deal with disruption in a calm and quiet manner and treat students with respect at all times. With some students it is likely that they will sometimes behave aggressively when confronted by a belligerent approach. It is the actions and behaviour that are to be criticised and not the individual student.
- Explanation and discussion should inform the student why the behaviour is inappropriate. Teachers should make the effort and take time to rebuild the relationship with the student.
- Unnecessary confrontation, sarcasm and 'putting down' is unacceptable.
- Shouting should not be used other than as a warning of danger.
- Verbal reprimands are used as warnings aimed at avoiding the need for sanctions. However, constant warnings will become ineffective unless backed up by sanctions.
- Punishments should be appropriate to the misdemeanour and hierarchical in nature. Reference should be made to the hierarchical order of sanctions.
- Once the reprimand/sanction has been carried out, it is essential for the teacher to reintegrate the student back into the class/school community.

#### The use of sanctions to discourage inappropriate behaviour

Students who do not follow the schools' rules can be subject to a hierarchy of sanctions. Some offences, such as racial or sexual harassment, bullying or assaulting a member of staff, will bypass the hierarchy of sanctions. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

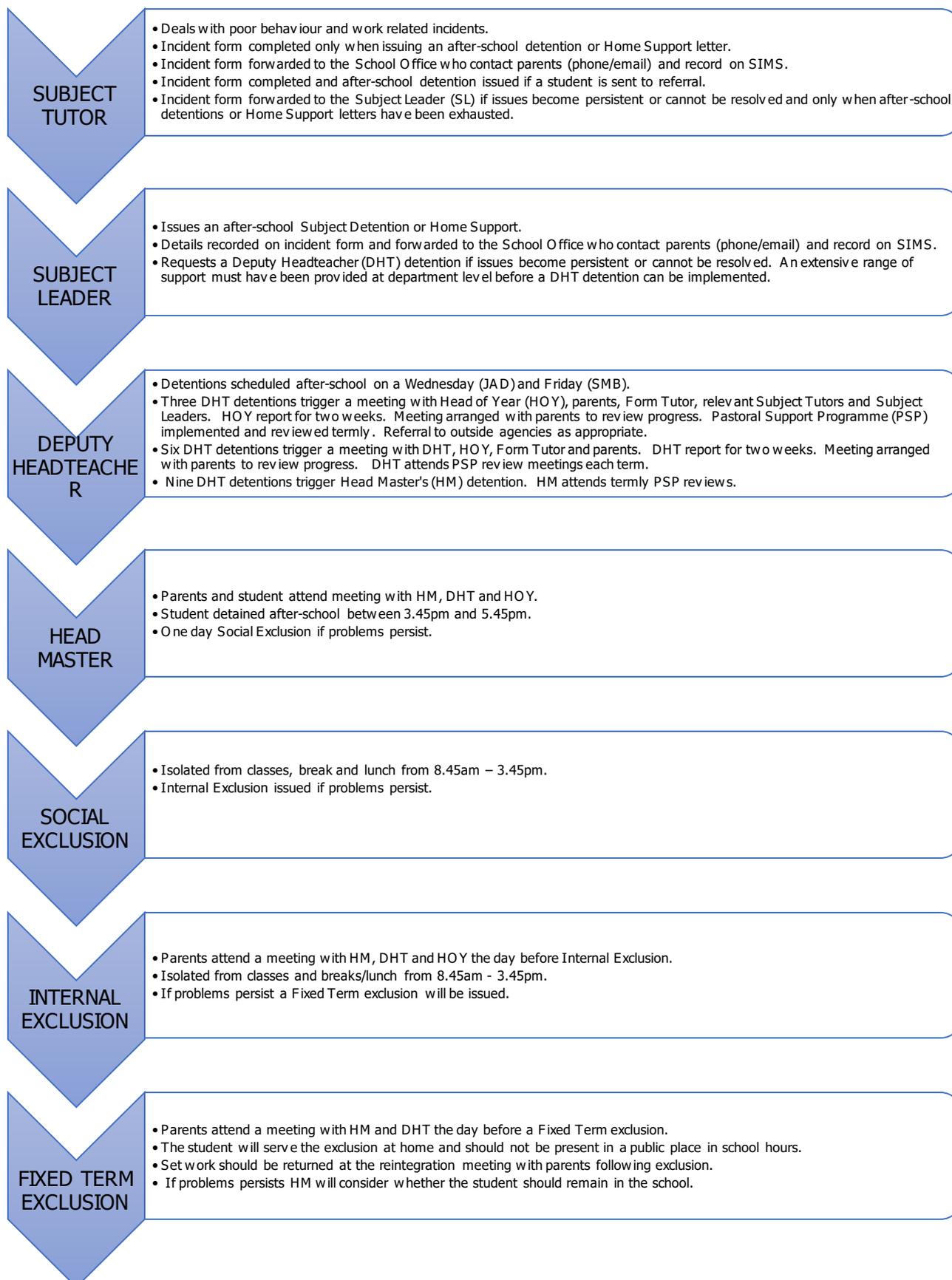
Adherence to School rules can be encouraged by:

- Giving an individual an instruction and making sure that the student understands what they should be doing.
- Issuing a warning to the student.
- Isolating the student for a short period of 'cooling off' time if they continue to misbehave (with appropriate support from the Subject Leader).
- Isolating the student for a longer period if they continue to misbehave (following the procedure for using the referral room).
- Keeping the student 'in detention' during break, lunchtime and after school.
- Informing the student's parents.
- Sending the student to the appropriate person in line with the hierarchical order of sanctions.
- Holding a meeting in school with the student's parents to discuss the misbehaviour.

## 8. The Process

### BEHAVIOUR AND WORK RELATED INCIDENTS IN LESSONS

#### THE SANCTIONS WILL BE CUMULATIVE DURING EACH ACADEMIC YEAR



## INCIDENTS OUTSIDE LESSONS

### THE SANCTIONS WILL BE CUMULATIVE DURING EACH ACADEMIC YEAR



## 9. Referral Room

It is preferable that students remain in lessons to ensure continuity of education, but it has to be recognised that this sometimes cannot be possible as it detracts from the learning of others. If a student is sent out of a lesson for disrupting a lesson, they should be sent to the Referral Room (Sixth Form Student Support Centre), where a member of staff will deal with the issue. It may be that the student, in consultation with the member of staff, is returned to the classroom. Before a student is sent to the Referral Room, the process that should normally be followed is:

- The student receives a warning about his behaviour.
- If the student persists in the behaviour a further warning should be issued before sending him out of the room for a 'cooling off' period.
- Should the student continue to disrupt and the teacher wishes to remove a student from his/her lesson, support from the Subject Leader should always be sought first. **Referral should be seen as a last resort and for very serious incidents.**
- Should the student be sent to the Referral Room a member of the admin team should be notified via email with a brief summary of what has happened. The email address is 'Referral Staff'. **An email to all staff should not be sent.** The reason for referral should also be recorded on an incident form and forwarded to the School Office at the end of the day. When a student arrives at the Referral Room the member of staff on duty will record the name of the student on the referral register. This will be monitored by Heads of Year and SLT. The member of staff on duty will send an email to the relevant Head of Year and Deputy Headteacher. The student will only remain in referral for the lesson from which he was sent.
- Sometimes an incident may be so serious (eg swearing at a teacher, violence towards another student) that the process is circumvented and the student is sent straight to the Referral Room.

A student who is sent to the Referral Room will be placed in an after school detention with a Deputy Headteacher.

Students should NOT be sent out of a classroom for failing to complete or hand in work. Staff must be consistent and fair in their application of the above guidelines.

## 10. Detentions

It is good practice to notify parents of any detention, but this is not statutory other than for after-school detentions. For detentions after-school parents must be given at least 24 hours notice either by letter, telephone or e-mail. An incident form must be completed and handed to the School Office who will then contact parents (phone/email) and record on SIMS.

No whole class detentions may be given.

## 11. Mobile Telephones and Personal Electronic Devices

Students must adhere to the school's policy on the use of mobile phones, which is a separate document. The policy can be summarised as follows:

Students may have mobile telephones in school, but they must be switched off during the school day. If they are used in lessons, or ring, they should be confiscated and handed to the Head Master's PA with a note as to whose telephone it is.

## 12. Uniform and Appearance

The school expects students to present themselves as they would in a professional, 'uniformed' organisation. Top buttons must be done up, with the tie covering the top button. Shirts must be tucked in, and personal stereo/CD headphones must not be visible. Hair must be clean and well groomed, with no extremes of length, style or colour. Students must be clean-shaven, with no beards or moustaches, unless there is a recognised religious or cultural reason.

All students must wear a blazer with a badge, a white formal shirt, school tie, black shoes (not suede) and dark grey or black trousers (not jeans or cords).

Students wear a plain grey V-neck jumper. No jewellery may be worn. Sixth Formers may wear a plain grey or plain black cardigan instead of a V-neck jumper, provided the cardigan remains buttoned up and is worn under the blazer.

Students cannot wear piercings, hoodies, trainers, overcoat/jacket/fleece/jumper or cardigan in lieu of blazer.

Students may not smoke, neither in school nor on the way to or from school or whilst on a school activity.

### 13. Rewards

#### Aims of the Reward System

Students of all ages thrive in an environment where achievement is recognised, praised and rewarded. The use of praise is an important tool in making students feel valued and appreciated; it improves their self-esteem and feeling of self-worth. The school therefore rewards students for academic and non-academic achievement, for effort and for all aspects of good work and behaviour.

The aims of the Rewards System are:

- To develop a consistent pattern of rewards, which are known and understood by all.
- To help students to develop a sense of pride in their work and achievements.
- To recognise good attendance.
- To recognise the student's contribution to the school and the wider community.
- To recognise effort and achievement in a wide range of curricular and extra-curricular activities.

The Rewards System should be used by all staff to motivate and praise individual students in all year groups. Rewards are a very powerful tool for teachers to use. The general practice of classroom management involves many rewards being given on a daily basis. These may include:

- Verbal praise.
- Positive comments written in books.
- Housepoint system.
- Sending students to the Subject Leader or Head of Year for praise.
- Displays of students' work around the school.
- Praise in assemblies.
- Badges for roles of responsibility.
- Positive phone calls home/letters home.
- Positive conversations with or e-mails to a student's Form Tutor, Head of Year, SLT or HM.
- Reports and Progress Evenings which are also seen as a vehicle for constructive criticism and praise.
- Annual Speech Night.

#### Rewards

The system is a cumulative one designed to run through a student's school life. **Merit awards will convert into House Points.** The system consists of 6 categories of awards:

- Merit Awards.
- Interim Assessment Award.
- Attendance Awards.
- Annual Form and Merit prize.
- End of Year Awards.
- School Colours.

## Merit awards

All staff should praise and reward those students whose behaviour, effort and achievement are of a high standard. In order for the system to be fair, staff must use it generously but appropriately.

Merits should also be given to those who demonstrate commitment and responsibility in extra-curricular activities such as: Open Evenings, Duke of Edinburgh, Drama Productions, Music Concerts, Library, Sports Teams, Clubs or Services in the wider community on behalf of the school (e.g. Sixth Formers working regularly in other communities), but also for any other willing help.

Merits will be recorded in the Student Planner and at the end of each half-term each student will calculate the number of merits awarded and the Form Tutor will transfer this onto a template in SIMS. This information will then transfer to a student's individual Progress File. At the end of the year the merit pages will be collected by the Form Tutor and a copy will be kept in each student's Progress File.

In addition:

- Staff should not award more than one merit at a time.
- The subject, reason, staff initials and date should all be recorded on the merit page in the planner.
- Merits should be given for a good unit of work, several minor pieces, good oral contributions or an increase in effort.

## Structure of the merits system

- i) A student who achieves 35 merits will receive a praise/merit postcard.
- ii) 75 merits will initiate a letter home to parents from the Head of Year; the success will be recognised in a Year Assembly and a Bronze certificate and badge will be presented.
- iii) 150 merits will initiate a letter home to parents from the Head of Year; the success will be recognised in a Year Assembly and a Silver certificate and badge will be presented by the Assistant Headteacher (Student Progress and Support).
- iv) 225 merits will initiate a letter home to parents from the Head Master; the success will be recognised in a Year Assembly and a Gold certificate, badge and £10 lunch voucher will be presented in a Year Assembly by the Head Master.
- v) 450 merits will initiate a letter home to parents from the Head Master; the success will be recognised in an End of Term Assembly with a certificate and £25 lunch voucher presented by the Head Master.
- vi) A copy of all the certificates will be kept on the student's Progress File.

## Interim Assessment Award

Following Interim Assessments at the end of each full term students will receive merits to recognise achievement. Students will receive one merit for every excellent effort mark. The relevant Pastoral administrator will record points on SIMS. **Interim Assessment awards will convert into House Points.**

## Attendance awards

Regular attendance and punctuality are expected of all students, as outlined in the School Attendance Policy. Individual students will be rewarded for good attendance in Years 7 – 11. Pastoral administrators will send letters home at the end of each full term, praising students with 100% attendance. Pastoral administrators will also identify tutor groups with the best attendance figures.

## Annual Form and merit prizes

Following summer examinations and reports, students from each form will be selected for the Form Prize and Merit Prize. Prizes will be awarded at the annual Speech Night which will be attended by parents, staff and students.

## End of Year awards

Awards will be given in each year group to students who have:

- Brought credit to themselves and to the school.
- Been particularly supportive and helpful to other students.
- Given good service to the school in a particular office or role of responsibility.
- Given service to the local community.

Students will be nominated by the relevant Head of Year and rewarded with letters home to parents from the Head Master.

## School Colours

School Colours will be awarded at the end of each academic year and staff in charge of activities will be asked to nominate students at the start of term 6. Students in Years 7 - 9 will receive a rectangular badge with the name of the activity, students in Years 10-11 a badge in the shape of a crown, and in Years 12 and 13 students will receive a tie. The colours of the badges will be as follows:

Year 7	Yellow
Year 8	Green
Year 9	Blue
Year 10	Red
Year 11	Blue

All badges should be worn on a student's blazer to recognise their achievement. Staff responsible for activities will ensure students are aware of the criteria to achieve School Colours (several examples are given below). The criteria for sporting activities will be:

- 80% participation in fixtures.
- 100% commitment to training (unavoidable absences excused ahead of time).
- Excellent attitude and appreciation of team spirit, fair play and the ethos of King's School sport.

The criteria for musical activities will be:

100% participation in concerts and performances in school and the wider community

- 100% commitment to rehearsals (unavoidable absences excused ahead of time)
- Excellent attitude and has a good musical ability for his year group.

The criteria for Drama will be:

- Year 7-9 – 100% attendance at Drama Club or 100% attendance at School Production rehearsals.
- Year 10-13 – 100% commitment to School Production and all rehearsals (unavoidable absences excused ahead of time)
- Excellent attitude whether on stage or backstage, reliability and appreciation of being part of a team.

## 13. Students' conduct outside the school gates

Teachers have a statutory power to discipline students for misbehaving outside of the School premises. Section 89(5) of the Education and Inspections Act 2006 and the DfE Guidance on Behaviour and Discipline in Schools (2016) gives Schools a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Teachers will discipline students if misbehaviour arises, and the student can be identified as a King's student, examples may include:

- Taking part in any school organised or school related activity.

- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a King's student.

In all cases of misbehaviour teachers can only discipline students on school premises or elsewhere when the student is under the lawful control of the staff member. Appropriate sanctions will be applied as for similar incidents on the School site and when required the police will be informed and/or the incident will be referred to appropriate authorities.

#### 14. Malicious Allegations Against Staff

The School recognises that there may be occasions which are justified when student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the School will give due regard to the most appropriate disciplinary sanction to be taken which may include fixed term or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The School will also take seriously inappropriate use of technologies including mobile and social networking sites which are directed at members of staff.

#### 15. Prohibited Items

There are a broad range of prohibited items which should not be brought into a school setting by a student. These items could compromise the health and safety of the individual student or other members of the school community including students, staff or visitors to the school.

The Governing Body has a duty requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The DfE's 'Searching, Screening and Confiscation Advice' is the foundation for this policy and it identifies prohibited items as:

- Knives or weapons (see definition below);
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco products;
- 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, or damage to the property of, any person (including the pupil).

For the purpose of this policy, the definition of 'knife' in this document includes any bladed article including: craft knife, Stanley knife, Swiss army knife, fishing knife, razors, kitchen knives etc. or any bladed item.

The term 'weapon' refers to any gun, including air rifles, BB gun, toy guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item intended for the purpose of assault or defence.

The above is not an exhaustive list and could include other bladed items or weapons not specified above. The policy is not constrained by the criminal definition of an offensive weapon but refers to any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

#### 16. Unauthorised items

In addition to the prohibited items identified there are a number of other items which could cause harm, distress or injury to pupils or persons or 'adversely affect good order and discipline of the school community'.

The School consider that the following items are inappropriate and should not be brought into school:

- Chains;
- Catapults;
- Lighters, matches;
- Tools (scissors, screwdriver, hammer, nails etc.);
- Pepper sprays and gas canisters;
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass;
- Laser pens;
- Dangerous chemicals (acids, hair dyes, bleachers, nail varnish remover etc.);
- Aerosol (including deodorant and hair spray);
- E-cigarettes;
- Stink bombs;
- Solvents;
- Chewing gum;
- Energy drinks;
- Super Glue;
- Needles (syringes if required for medical grounds should be kept in accordance with the pupils own care plan and the school medical policy);
- Offensive material – pornographic, racist, homophobic, extremist material (in any medium);
- Rope, cable ties.

This is not an exhaustive list and the Head Master may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

## PART B - EXCLUSIONS

Exclusions are the most serious sanction available. There are four levels of exclusion:

- Social Exclusion
- Internal Exclusion.
- Short, fixed term, usually between 1 and 5 days.
- Fixed term but longer, up to 45 days in a school year.
- Permanent exclusion.

School policy is compliant with DfE guidance, 'Exclusion from schools, academies and pupil referral units in England'.

### Social Exclusion

The decision to issue a Social Exclusion will be made by the Deputy Headteacher. Students will be isolated from lessons, breaks and lunch from 8.45am – 3.45pm. Students will be informed of the decision to exclude by the Head of Year or Deputy Headteacher and parents will receive a letter informing them of the decision. A copy is kept on the student's file and the incident is recorded on SIMS.

### Internal Exclusion

The decision to internally exclude will be made by the Head of Year in consultation with the Deputy Headteacher. Parents attend a meeting with the Head Master, Deputy Headteacher and Head of Year the day before the Internal Exclusion. They will also receive a formal letter notifying them of the exclusion. A copy is kept on the student's file, the incident is recorded on SIMS and an email sent to the Head Master's PA. The Head Master's PA will keep a hard copy of all Internal Exclusions.

Any decision to give a fixed or permanent exclusion must:

- Be lawful, reasonable and fair.
- Not discriminate on the basis of protected characteristics as set out in the Equality Act.

### Fixed Term Exclusions

This is used in instances of gross misbehaviour (e.g. sustained bullying, racial or sexual harassment, violence, organised acts of theft or the possession and supply of illegal substances) or persistent misbehaviour

The decision to exclude can only be taken by the Head Master (or the Deputy Headmaster deputising in his absence). No student should be sent home during the day unless parents have been contacted. Parents attend a meeting with the Head Master and Deputy Headteacher the day before the Fixed Term Exclusion. They will also receive a formal letter notifying them of the exclusion. A copy is kept on the student's file and the incident recorded on SIMS. The Head Master's PA keeps a hard copy of all Fixed Term exclusions.

While there is no statutory obligation to provide work for students excluded for less than one day the school will endeavour to set work when the student leaves the premises if possible.

If the exclusion is for more than a day, work will be set and arrangements for setting more made clear in the letter to parents. For exclusions of 6 days or more the school will seek alternative educational provision.

Re-admission to school is a formal process. Parents and student are asked to attend a reintegration meeting with a senior member of staff.

Parents can make representations to the Governors over any exclusion.

## Permanent Exclusion

Permanent exclusion should only be used as a last resort.

The decision to permanently exclude a student will be taken:

- In response to serious or persistent breaches of school behaviour policy, and
- Allowing the student to remain would seriously harm the education or welfare of other students or others.

When the Head Master has made the decision to permanently exclude a student, parents have the right of review by an Independent Review Panel (IRP). The School has responsibility for arranging an IRP hearing. The letter telling parents about the permanent exclusion should make it clear how the parents can make representation and the time scale for the review.

The Head Master must inform the Governors and the Local Authority.

## **GOVERNING BODY REVIEW PANEL**

The Governors should meet to consider re-instatement within 15 days. The Governing Body can either:

- Uphold the exclusion; or
- Direct reinstatement of the student.

## Preparing for the consideration of an exclusion

The Governing Body is legally required to consider the Head Master's decision to exclude. They should:

- Not discuss the exclusion with any party outside the meeting.
- Ask for any written evidence in advance of the meeting and circulate it to all parties at least 5 school days in advance of the meeting.
- Allow parents to be accompanied by a friend or representative.
- Have regard to their duty to make reasonable adjustments for people who use the school and consider what reasonable adjustments should be made to support the attendance and contribution of parties at the meeting.
- Consider the interests and circumstances of the excluded student, including the circumstances in which the student was excluded, and have regard for the interests of other students and people working at the school.
- Apply the civil standard of proof – 'on the balance of probabilities'.
- Ensure clear minutes are taken of the meeting as a record of evidence that was considered by the Governing Body. The minutes should be made available to all parties on request.

## Consideration of an exclusion decision

- Governors will ask all parties to withdraw before making a decision.
- Governors should consider whether the decision to exclude a student was lawful, reasonable and procedurally fair, taking account of the Head Master's legal duties.

## Notification of the decision

The Governing Body must notify parents, the Head Master and the Local Authority of their decision, and the reasons for their decision, in writing and without delay.

Where the student resides in a different authority from Lincolnshire, the Governing Body must also inform the student's 'home' authority.

Where the decision is to uphold the permanent exclusion, the notification must inform the parents:

- That the exclusion is permanent
- Of the reasons for their decision in sufficient detail to enable all parties to understand why the decision was made.

- Of their right to ask for the decision to be reviewed by an independent review panel and include the following information:
  - The date by which an application for a review must be made – 15 school days from the date information about the decision was given to parents.
  - The name and address to whom an application for a review (and any written evidence) should be submitted.
  - That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how the student's special educational needs are considered to be relevant to the exclusion.
  - That regardless of whether the excluded student has recognised special educational needs, parents have a right to require the Academy Trust to appoint an SEN expert to attend the review.
  - Details of the role of the SEN expert – using the National Exclusion Guidance.
  - That parents may, at their own expense, appoint someone to make written and/or oral representation to the panel.
  - Parents may bring a friend to the review.

### A claim of discrimination

In addition to the right to apply for an Independent Review Panel, if parents believe that the exclusion has occurred as a result of discrimination then they may make a claim under the Equality Act to the First-tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination, or the County Court, in the case of other forms of discrimination.

A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place, e.g. the day on which the governors upheld the decision to exclude the student.

### Powers of the Independent Review Panel

The Independent Review Panel has the power to:

- Uphold the exclusion decision.
- Recommend that the Governing Body reconsiders its decision.
- Quash the decision and direct that the Governing Body considers the exclusion again.

The Independent Review Panel has no power to order the re-instatement of a student.

## **PART C – USE OF REASONABLE FORCE TO RESTRAIN OR CONTROL STUDENTS**

The King's School recognises its dual responsibility:

- To ensure the welfare and safety of its students; and
- To promote and secure good behaviour and discipline on the part of the students.

This policy and procedures have been formulated following full consideration of, and in line with, guidance provided by the Department for Education which enables a member of staff to use, in relation to any student at the school such force as is reasonable to prevent a student from:

- Committing an offence.
- Causing personal injury to, or damage to the property of any person (including the student himself).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its students whether during a teaching session or otherwise.

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it, and the degree of force employed must be in proportion to the seriousness of the behaviour or the consequences it is intended to prevent.

It should not be used as a form of discipline but rather when other behaviour management strategies have failed.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Master has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

The need to use reasonable force to restrain or control a student should be rare. However, it is emphasised that corporal punishment remains unlawful and that this policy in no way authorises teachers or others to use any degree of physical contact which is deliberately intended to cause pain or injury or humiliation.

The judgement on whether to use force should not only depend on the circumstances of the case but also on an understanding of the student involved. Reasonable adjustments should be made for disabled children and those with Special Educational Needs (SEN).

### **Where can reasonable force be used?**

The right of a teacher or supervisory adults to use reasonable force applies where the student concerned is on the School premises or when the teacher has been authorised to have lawful control or charge of the student concerned elsewhere e.g. supervision of students in bus queues, on an authorised out of School activity such as an educational visit.

### **When might it be appropriate to use reasonable force?**

The circumstances fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury to another student or person including the student himself.
- Where there is a developing risk of injury to another student or person including the student himself, or significant damage to property.
- Where a student is behaving in a way that is compromising good order and discipline.

Examples that fall into one of the first two categories are:

- A student attacks a member of staff or another student.
- Students are fighting.
- A student is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects.

- A student is running in a corridor or on a stairway, or is physically over-active within the classroom in a way in which he might cause an accident or is likely to injure himself or others.
- A student absconds from a class or tries to leave the School (Note: this will only apply if a student could be at risk if not kept in the classroom or at the School).

Examples of situations that fall into the third category are:

- A student persistently refuses to obey an order to leave a classroom.
- A student is behaving in a way that is seriously disrupting a lesson.

#### Power to search students without consent

In addition to the general power to use reasonable force described above, staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

In situations where other behavioural strategies have failed, the following procedures should be followed:

- Tell the student to stop misbehaving and warn that physical intervention will take place.
- During the incident, repeatedly tell him that physical contact will stop as soon as misbehaviour stops.
- If the teacher or supervisory assistant feels at risk, e.g. from a larger or older student or group of students, send for the nearest staff support.
- If a student refuses to obey an order to leave a classroom, ring the School Office to ask for a member of the SLT and thus avoid a major confrontation.
- If an individual student is identified as being likely to behave in a disruptive way that may require the use of reasonable force, a member of the SLT will draw up an individual plan for action and inform relevant staff.

#### What might be regarded as using reasonable force?

Physical intervention can take a number of forms. It might involve staff:

- Using voice and body language.
- Physically interposing between students.
- Blocking a student's path.
- Holding – by wrist, or put hand under elbow.
- Pushing – using both hand(s) on top of shoulders or waist level at back. It is best to have two teachers.
- Leading a pupil by the arm, at the elbow.
- Shepherding a student away by placing a hand in the centre of the back.

Staff should never act in a way that might reasonably be expected to cause injury, e.g.

- Holding a student round the neck, or by the collar, or in any other way that might restrict the student's ability to breathe.
- Slapping, punching, kicking or using any implement on a student.
- Throwing any object at a student.

- Twisting or forcing limbs against a joint.
- Tripping up a student.
- Holding or pulling a pupil by the hair or ear.
- Holding a student face down on the ground.

Staff should also avoid touching or holding a student in any way that might be considered indecent.

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

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.
- The 'double basket-hold' which involves holding a person's arms across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

### Recording

Immediately after an incident, the Head Master should be informed. A detailed, written report of an occasion (except minor or trivial incidents) where reasonable force is used should be made by the teacher or supervisory adult involved and forwarded to the Head Master.

The teacher or supervisory adult may seek advice from the Head Master or Union Representative. An incident book will be kept by the Head Master's PA to include:

- Name(s) of student(s) involved.
- Witnesses.
- Where the incident took place.
- Reason that force was necessary.
- The management of the incident by staff member and the strategies employed.
- Student response and outcome of the incident.
- Details of any injury or damage.
- Advice sought.
- Outcome.

At least annually, the Chair of the Board of Governors and the Head Master will review the entries in the incident book.

### Contacting Parents

If reasonable force has been used parents will be informed and given the opportunity to discuss the incident with the Head Master. Any complaint from a parent will be dealt with in line with the Complaints Procedure relating to their child's safety as set out in the policy.

### What happens if a student complains when force is used on them?

- All complaints about the use of force should be thoroughly, quickly and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. The Head Master should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (DFE) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

#### What about other physical contact with students?

- It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.
- Examples of where touching a student might be proper or necessary:
  - When comforting a distressed student
  - When a student is being congratulated or praised
  - To demonstrate how to use a musical instrument
  - To demonstrate exercises or techniques during PE lessons or sports coaching; and to give first aid.

## REPORT OF USE OF REASONABLE FORCE TO RESTRAIN OR CONTROL A STUDENT

Name of adult involved in the incident: [making the report]:  Post held:
Date:
Time and Location:
Name (s) of the student (s) involved on whom force was used:  Tutor group (s): Any SEN, disability or other vulnerability:
Name of witnesses:  <b>Statements taken</b> Yes/No [If 'Yes', the documents should be attached to this form]
Events leading to this incident: How did the incident begin?
Describe the incident Were any attempts to de-escalate the situation or warnings given that force might be used? What behaviour was the student presenting that warranted physical restraint or control?  Was there any damage to property?  Was there an assault on a student or member of staff during the incident?  Description of the force used.  In what way was the student physically restrained or controlled? For how long? By how many staff members? Were they all members of King's staff? If not, please state – parent/external agency worker.

<p>Injuries sustained</p> <p>Was anyone injured? If yes give details of the injury and any first aid/medical attention given</p> <p>Was this recorded in the accident book? Yes/No</p> <p>Was the student (s) checked for injuries by a member of staff who was not involved in the incident? Yes/No. If yes by whom?</p> <p>Implications for future planning</p> <p>What do you believe this behaviour was about e.g. attention seeking, task avoidance, lack of anger management skills?</p> <p>What if anything, would you do differently next time to avoid the need for physical intervention?</p>
<p>Follow up action</p>
<p>Parent/carer informed of incident: Yes/No</p> <p>If yes</p> <p>Date and time parent/carer informed [telephone/personally/letter (with student)/letter (by post)]</p> <p>Response of parent/carer</p> <p><b>If no</b>, the case should be discussed with the Designated Person for Child Protection – a decision will then be made as to whether a report should be made to any external agencies</p>
<p>External agencies involved [state which]</p> <p>Sanction applied [if appropriate]</p>

**Further actions to be taken** [including training, policy review]

This report should be discussed with the Head Master to determine any further action. Any witness statements should be attached to this report. This incident must be logged in SIMS as a 'serious incident' and this record placed in the student's central file.

Signature: ..... (Head Master)      Date: .....

Please note: The names of students should be removed before the completed form is sent to parents and the names of members of staff and/or adults included with their consent.

# Appendix 1



## THE KING'S SCHOOL GRANTHAM

### SCHOOL RULES

Follow Instructions

Respect yourself and others

Respect and look after property

Share high standards

Take responsibility

### WE EXPECT THAT ALL STUDENTS

- Wear the King's School uniform with pride both in school and on the journey to and from school.
- Do not drink in lessons. Drink bottles should be kept in school bags not blazer pockets.
- Place litter in a bin.
- Move around the school in an orderly manner and 'keep left' in the corridors and on the stairs.
- Respect the school buildings, property and each other.
- Speak calmly and politely to all members of the school community.
- Only eat food in designated areas. Students should not walk around the school eating food.
- Mobile phones may not be used at anytime during the school day. They may only be used in class if the Subject Tutor has given permission.