

STROUD SCHOOL: PASTORAL CARE, BEHAVIOUR, REWARDS AND SANCTIONS POLICY

(Including use of reasonable force, power to search and exclusions)

This policy is applicable to all pupils including those in the EYFS and KS1

Philosophy and Behaviour Strategy

It is the philosophy of our school to provide a safe environment in which there is excellent behaviour and where children learn to respect themselves, other people and their environment; learn the value of honesty; and thrive in a happy school.

This policy aims to ensure:

- Teachers and pupils learn, play and cooperate in an atmosphere of mutual respect and courtesy.
- All pupils respect others' property and the environment.
- All pupils respect other races, cultures, religions, abilities and gender.
- Pupils understand and accept of the consequences of their actions.
- Pupils understand their responsibilities as members of a class and school community.
- That corporal punishment is not used or threatened, nor is any form of punishment which could have an adverse impact on a child's well being.
- Children manage their own behaviour.

These aims are best achieved when:

- All staff, pupils, parents and governors support the policy in its aims and practices.
- The school recognises its legal duties (under the Equality Act 2010) to make reasonable adjustments for pupils with special educational needs/disabilities.
- Pupils' transition is managed effectively through a clear handover system at all transition points.
- Encouragement and reward - formal and informal - are key elements in managing discipline.
- The School has an appropriate support system for pupils.
- Children experience a curriculum that is varied and stimulating.
- Teachers are aware of and respond to children's varying interests and skills.
- Parents, other agencies and the school work together in partnership.
- All staff use positive strategies for handling any conflict; helping children find solutions in age appropriate ways.
- Sanctions are directed at the misdemeanor and **not** the child.
- High self esteem is fostered in all aspects of school life.
- There is a consistent response to appropriate and inappropriate behaviour throughout the school.
- The systems in place not only promote good behavior through positive reinforcement whenever possible, but also any sanction is backed by a system to support the pupil back to appropriate behaviour.

The Head has overall responsibility for issues concerning behaviour. All staff undergo training in managing and implementing these strategies and the Head is kept up to date with legislation.

Pastoral Care and Support:

The Deputy Head Pastoral oversees pastoral care and welfare across the school. Unless it is a child protection issue, any concern regarding a pupil's welfare should always be raised with the pupil's form tutor in the first instance. When dealing with more serious matters a Form Tutor would normally discuss the problem with the Head of Department before taking action. It is essential that staff follow the School's Child Protection Policy when handling child protection issues. The Deputy Head Pastoral is the DSL. The Head of EYFS is the Deputy DSL and both the Head and Deputy Head Academic also have DSL training.

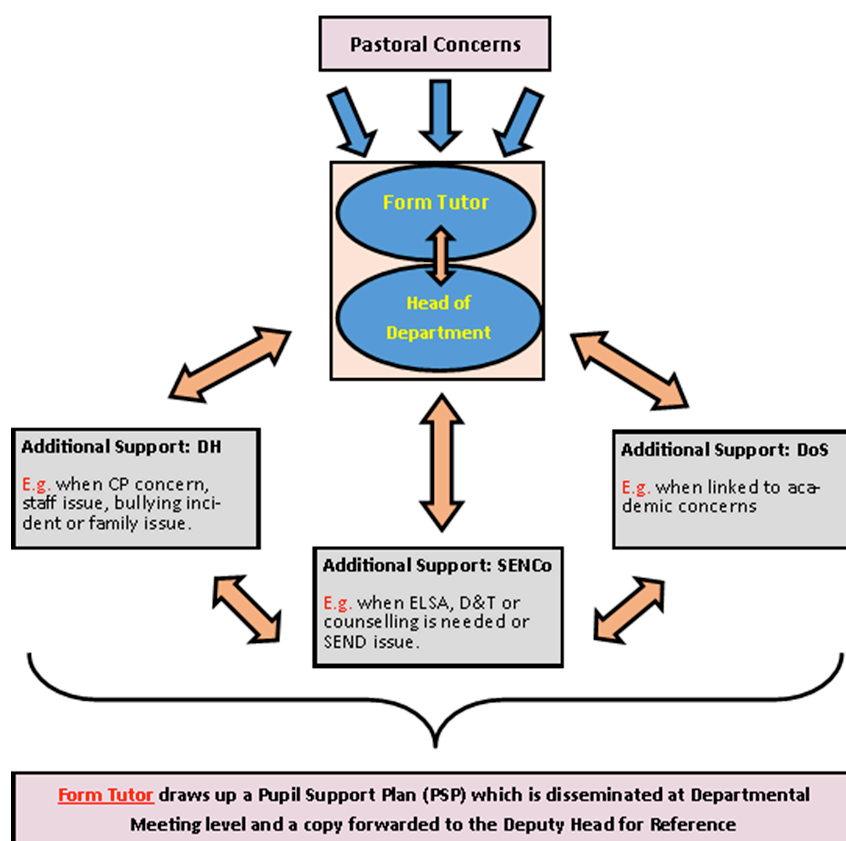
Children causing concern should be discussed with Heads of Departments and then at department meetings - reporting back to whole staff meetings if necessary. Matrons are involved in departmental meetings as they form a vital part of the pastoral welfare team.

All pastoral concerns and comments should be added to the 'Notes and Comments' section of a pupil's 'Pupil Core Profile' on iSAMS. Any green or yellow card sanctions must be recorded using the 'Give a behaviour card' option within iSAMS. The Deputy Head Pastoral produces a termly review of behaviour, bullying incidents and pastoral concerns from the information recorded on iSAMS which is disseminated to staff at INSET. In longer terms this review may be completed half termly.

There is a governor responsible for Pastoral Care and Welfare who works with the Deputy Head Pastoral to oversee the provision, the logging of sanctions, any bullying incidents and pastoral concerns; and the resulting action taken by the school.

Staff welfare is also paramount and both the Deputy Head Pastoral and the Matrons provide support for staff as necessary.

Reporting pastoral concerns:



Pastoral Support Plans:

Form tutors are responsible for completing a Pastoral Support Plan when additional support is deemed appropriate for a pupil. This ensures all relevant parties are made aware of the support needs of the pupil and that staff are aware of the action being taken, and by whom. Pastoral Support Plans must be shared with the Deputy Head Pastoral and the other relevant Department staff. When additional support is required, parents should also be invited to a meeting with relevant parties.

Promoting Positive Behaviour:

At all times the positive aspects of behaviour should be stressed. Time should be taken to explain the benefits of good social behaviour.

Positive behavior is promoted by:

- Ongoing focus on the schools core values of Honesty, Respect and Happiness through PSHEE, form time and assemblies.
- Staff acting as excellent role models
- Consistency of expectations
- Developing pupils' understanding of the rules and what is acceptable behaviour in class, assemblies, PSHEE sessions, section meetings and informally
- Providing consistent and clear boundaries
- Praise and reinforcement of positive actions and behaviour
- Developing each child's understanding of their own feelings
- Helping children to learn how to deal with difficult situations and supporting this process, with individual counselling and mentoring as appropriate including ELSA sessions
- Questioning, adapting and developing classroom practice in the best possible interests of the child.

Positive behavior is rewarded by:

- Acknowledgement of successes in assemblies (particularly Thursday Celebration Assemblies), PSHEE sessions, the Newsletter, the Head's 'Wall of Fame', the school Review and school website
- The School marking system including stickers for excellent effort in their academic work
- The 'section stars' (house points) system: including individual stars, 'Gold Stars', highest star earner award, section cups and treats
- Informal praise when pupils display good behaviour

Sanctions in the event of pupil misbehavior:

The fundamental core of any disciplinary policy is the role of the teachers who should lead by example. Children take more notice of what we do than what we say. Our expectations of behaviour should be based on common sense and consideration to others and property. Care should be taken to ensure that a child understands the reason for any disciplinary action.

Sanctions Record - The school will keep a record of the following offences which will be entered into a child's personal file on iSAMS:

- Green, Yellow and Red cards as well as any Head Teacher's Sanctions
- Parent meetings resulting from accumulation of Yellow Cards
- Alcohol abuse
- Bullying, including racist, sexist or cyber bullying
- Drug abuse
- Fraud
- Gambling
- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent disruptive behavior
- Using pornography
- Racist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English law
- Misuse of the internet and/or Social Media
- Malicious accusations against staff
- Physical assault and/or threatening behaviour

It is the policy of the School to keep pupil sanctions records on iSAMS, and a confidential record of serious misbehaviours, securely until a child leaves. At this point the records of any serious incidents will be forwarded to a pupil's new school. They will not be disclosed to any third party, unless required by statutory regulations.

For a description of the sanctions system of coloured cards and related behaviour expectations for EYFS, KS1, Middle School and Senior School please refer to **Appendix A** (new addition)

Prefect Sanctions

All prefects at Stroud hold a position of responsibility and are awarded a prefect tie. There are no 'clean sheets' for prefects and as such the number of sanctions are counted over the whole year.

In the event that any prefect is awarded a Yellow Card they will lose their prefect tie and status for 2 weeks. On this first occasion they must not incur any other Yellow Cards during that period and behave in a manner consistent with being a prefect.

If a prefect is awarded a second Yellow Card then they lose their prefect tie and status for another 2 week period, in which time they must go above and beyond in their conduct at school. They must provide examples that show how they have gone above and beyond. Their progress will be discussed in Senior School meetings.

If a prefect is awarded a third Yellow Card then they permanently lose their tie and prefect status.

If a prefect is awarded a Red Card or Head Teacher's Sanction at any time then they permanently lose their tie and prefect status.

In all cases the Head Teacher retains the right to alter any prefect sanction in exceptional circumstances.

In very rare cases it may be necessary for a member of staff to physically restrain a pupil. Please see **Appendix B** for the School's Use of Reasonable Force and the Power to Search Policy.

Exclusion Policy

The Head may suspend a child for a period of between 1 day and 1 week for very serious discipline incidents, or less serious offences where repeated punishment has proved ineffective. Examples of such behaviour are detailed in the Red Card section and Head Teacher's Sanction sections contained within **Appendix A**. On such occasions the Head will meet with the child's parents and explain the action taken and the improvement required. Confirmation of the decision will be sent in writing to the parents. If suspension is ineffective, the school may be forced to exclude the pupil. Such a decision will be reached after a meeting with the parents of the child and in consultation with the governors. In the event of permanent exclusion the parents may appeal, which then moves into the same procedure as the Complaints Procedure Stage 3 (please see Complaints Procedure).

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational needs or a disability. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs and/or his/her parents are able to present their case fully where their disability or special educational needs might hinder this.

Procedures for an internal disciplinary hearing to consider the removal or expulsion of a pupil.

Prior to the disciplinary hearing

1. The Head to inform the KES Head and Chairman of Governors of the incident as soon as possible.
2. At an initial meeting the parents or guardians to be informed of the nature of the allegations. They may also request further investigation, within reason, of any aspects of the allegations that they feel are unjustified or require further clarification.
3. Every effort will be made to ensure that the investigation is carried out in a fair and unbiased manner.
4. The pupil may be temporarily suspended at this stage so that further inquiries can be made.
5. If it is found that there is a case to answer the Disciplinary Committee will be convened at the earliest opportunity and certainly no later than 15 working days after the incident.

At the disciplinary hearing

1. The Disciplinary Committee is chaired by the Head and is composed of the Deputy Head Pastoral and other members of staff as required.
2. If the parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head or Deputy Head Pastoral so that appropriate arrangements can be made.
3. The Head will explain the purpose of the hearing to the parents and the pupil concerned. The Head will outline the School's powers.
4. The Head will outline the reasons for the possible removal or expulsion of the pupil from the School.
5. Member (s) of staff will be invited to give a resume of the actual incident and comment upon the pupil's previous disciplinary record.
6. The parents are invited to question the Head and member (s) of staff about the facts as stated.
7. The pupil is invited to make a statement.
8. The parents are invited to make a statement.
9. Committee members are invited to question the parents and pupil.
10. Following the question period the parents and pupil are asked to retire.
11. The parents and pupil will be invited back to hear the Head's decision which will be confirmed later in writing.

12. The Head will also outline the Governors' Review procedure should the parent or pupil wish to request a review of the decision made.

Governors' Review

- a) Parents may ask for a Governors' Review of a decision to expel or require the removal of a pupil from the School, but not a decision to temporarily exclude a pupil unless the temporary exclusion is for 11 School days or more, or would prevent a pupil taking a public examination. If a parent wishes to request a Governors' Review they must write to the Chairman of Governors and he will convene the Governing Body's Review Panel. The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The parents will be entitled to know the names of the Governors who make up the Review Panel. However, the Head will normally have discussed complaints with the Chairman of Governors before making a decision to expel or require the removal of a pupil and therefore the Review Panel will not include the Chairman.
- b) The role of the Panel is to consider the documentation provided by the parties and representations made and to decide whether to uphold the Head's decision or refer the decision back to him with recommendations so that he may consider the matter further.
- c) The Head will advise the parents of the procedure (current at the time) under which such a review will be conducted. The Parents will be invited to attend the review and will be informed of the independent panel member nominated by the School (such as a representative from Global Mediation). This appointment will be subject to the parents' approval, however, such approval must not be unreasonably withheld. If the parents request a Governors' Review, the pupil will be suspended from the School until the decision to expel or remove has been upheld or a reconsidered decision made. While suspended, the pupil shall remain away from the School and has no right to enter the School's premises during that time without written permission from the Head. It should be recognised that the parents may not be satisfied with the outcome of the review panel and it may only be possible to establish the facts and make recommendations that will satisfy the parents that their request for a review has been given a fair hearing.
- d) The Clerk to the Governors will set the date, time and venue of the hearing, ensuring that these are convenient to all parties and that the venue and proceedings are accessible. The meeting will take place at the School premises, normally within fifteen School days of the parents' application being received. If the parents or the pupil have any special needs or disabilities which call for additional facilities or adjustments, these should be made known to Clerk so that appropriate arrangements can be made.
- e) A Governors' Review will not normally take place during school holidays. The parents and the Head will be asked to submit any documents they wish to refer to at the meeting to the Clerk to the Governors and a single bundle will be circulated to the Panel and the parties simultaneously at least three days before the meeting. On receipt of new information not previously available to the Head before his decision was made, the Clerk should contact the Chairman of Governors who will decide whether:
- i. to include the new information in the bundle; or
 - ii. to omit the information if not relevant to the grounds for Review; or
 - iii. to make further enquiries of the parents or the pupil about the information; or
 - iv. to refer the information to the Head for his consideration as to whether the decision should be revisited.

- f) The hearing will be held in private and all those who are concerned in it are required to keep its proceedings confidential, subject to law. Every effort will be made to put individuals at their ease and to ensure that the proceedings are as welcoming as possible. Particular care will be taken if any of the pupils in the School are involved at this stage.
- g) The parents may be accompanied by a friend or relation. The meeting is not a legal proceeding and so legal representation is not necessary. The Clerk to the Governors must be given seven days' notice if the friend or relation is legally qualified and the parents should note that the Review Panel will wish to speak to them directly and this person will not be permitted to act as an advocate.
- h) The Head will provide the parents with a copy of the current Review procedure if requested. The Panel will consider each of the points raised by the pupil or his/her parents and any documentation they wish to rely on so far as relevant to:
 - i. whether the decision was fair procedurally and / or substantively - whether the facts of the case were sufficiently proved when the decision was taken to expel or remove the pupil. The civil standard of proof, namely, "the balance of probability", will apply and
 - ii. whether the sanction was proportionate - that is whether it was warranted in respect of the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the School's policy in that respect.

The requirements of natural justice will apply. If for any reason the pupil or his / her parents are dissatisfied with any aspect of the meeting they must inform the Chair of the Panel at the time and ask the Clerk to note their dissatisfaction and the reasons for it.

- i) The parents will be invited to explain the reason they have requested a Review. The Head may question both the parents and other witnesses after each has spoken. The Head will then state the School's case and the parent may question the Head and any other witnesses. The Panel may ask questions at any point. The parent and the Head will be invited to sum up at the end of the proceedings and then both parties will leave the panel to confer and to take its decision. The Clerk to the Governors will take minutes of the hearing and notify all parties of the Panel's decision and any recommendations in writing within a given period of time, normally no longer than a week.
- j) Note that the Review Panel may not introduce new reasons for any disciplinary action taken, that evidence (oral or written) can be provided by anyone directly or indirectly involved, including the pupil and any alleged victim/s, that any written statements must be signed, dated and witnessed, that the Panel cannot compel anyone to attend and that pupil witnesses appear voluntarily and with parental consent.
- k) On receipt of the Panel's decision, the Head will, if appropriate, notify all parties of his response to the Panel's decision, in writing, within 5 working days. In the absence of procedural irregularity, the Head's decision will then be final.

Other documents references:

- Complaints Procedure
- Anti-Bullying Policy

Appendix A

Behaviour Card System – Middle and Senior School

The following behaviour system and behaviour examples applies to Middle and Senior School. All prefects will have a higher expectations placed upon them as leaders of the school.

In Middle School all pupils receive a ‘clean sheet’ of Green and Yellow cards each Half Term and in Senior School this remains at 1 Term.

Sanction Name	Referral to	Examples of Behaviour	Actions
Green Card	Form Tutor	<ul style="list-style-type: none"> • Low level negative • Disruptive • Poor concentration • Moderate Rudeness • Poor organisation 	<ul style="list-style-type: none"> • Managed by Teacher in charge • Child informed that it will be logged and passed to Form tutor (if not the same teacher) • When organisation – Form Tutor to devise systems to help (checklists, buddies, etc) • Recorded on iSAMS
Yellow Card	Head of Department	<ul style="list-style-type: none"> • 3 Level 1 Behaviours • Significant rudeness • Significant disruptive/silly behaviour • Lack of respect for others/property • Refusal to carry out staff instructions • No effort to adopt organisational systems given. • Physical aggression • Intimidating, underhand or deliberately hurtful actions to peers • Swearing • Misuse of social media both inside and outside school. • iPad misuse (gaming at any time, being on it without permission, having it out during break/lunch, messaging/communicating during the day) 	<ul style="list-style-type: none"> • Logged on iSAMS by member of staff issuing • Child to be seen by Head of Department • Parents informed by whoever issues the yellow card. • Head of Department to contact parents as well at 2nd yellow. • Sanction such as letter of apology, missing of break/lunch • Behaviour log or other pastoral system to be applied • Possible loss of attendance on Section Treat • Follow up with HoD after 1 week • 1st Yellow = Loss of prefect tie for 2 weeks, 2nd Yellow = Loss of prefect tie for another 2 weeks having to go above and beyond to get it back, 3rd Yellow = permanent loss of prefect tie. Cards are tracked over the course of the year for prefects.

Red Card	Deputy Head Pastoral	<ul style="list-style-type: none"> • 3 level 2 behaviours • Defiance • Challenging member of staff • Vandalism/graffiti • Use of mobile phone in lessons • Serious misuse of social media both inside and outside school • Confirmed Bullying (according to Bullying Policy) • Deliberate or premeditated act of malicious or damaging behaviour • Repeated inappropriate use of social media • Confirmed use of discriminatory language where children are not aware of the meaning or implications 	<ul style="list-style-type: none"> • Awarded in consultation with DHP • Child to report to DHP to explain situation • Logged on iSAMS by Head of Department • Parents to be called or asked to come to school to meet and discuss issue • Letter of apology to be written • 2 days to 1 week of missing break/lunch • Stroud community work • Withdrawal from activity • Follow up with DHP once a week for the rest of that half term
	Head Teacher	<ul style="list-style-type: none"> • 2nd Level 3 behaviour • Serious physical violence • Serious or repeated bullying (according to bullying policy) • Very serious or repeated serious bullying • Very serious misuse of social media both inside and outside school • Theft • Confirmed use of discriminatory language where children are aware of the meaning and implications • Illegal activity 	<ul style="list-style-type: none"> • Head Teacher to meet with parents and pupil (can be together or separate) • Head Teacher's detention, rising to 1-5 day exclusion or permanent exclusion.

All examples of behaviours are listed to be a general guide and as such are not binding. Cases will be treated individually due to the inherent complexity of each event. As such the staff reserve the right to take other factors into account that may be contrary to the examples listed and the Head Teacher reserves the right to alter sanctions in exceptional circumstances.

Behaviour Card system KS1

The following behaviour system and behaviour examples applies to KS1.

In KS1 all pupils receive a 'clean sheet' each fortnight.

Sanction Name	Referral to	Examples of Behaviour	Actions
Green Card	Form Tutor	<ul style="list-style-type: none"> • Rudeness • Disruptive in class • Rough play • Calling out in class 	<ul style="list-style-type: none"> • Managed by Teacher in charge • Child informed that it will be logged and passed to Form tutor (if not the same teacher)
Yellow Card	Head of Department	<ul style="list-style-type: none"> • 3 Level 1 Behaviours • Significant continued rudeness • Significant disruptive/silly behaviour • Lack of respect for others/property • Physical aggression • Intimidating, underhand or deliberately hurtful actions to peers • Swearing 	<ul style="list-style-type: none"> • Logged on iSAMS by member of staff issuing • Child to be seen by Head of Department • Parents informed by Form Tutor for 1st Yellow and Head of Department for 2nd. • Sanction such as letter of apology, missing of break/lunch/ Golden Time • Behaviour chart to be applied
Red Card	Deputy Head Pastoral	<ul style="list-style-type: none"> • 3 level 2 behaviours • Defiance • Challenging member of staff • Vandalism • Confirmed Bullying (according to Bullying Policy) • Significant wilful hurting of others 	<ul style="list-style-type: none"> • Awarded in consultation with DHP • Child to report to DHP to explain situation • Logged on iSAMS by Head of Department • Parents to be called or asked to come to school to meet and discuss issue with DHP • Letter of apology to be written • 2 days to 1 week of missing break/lunch • Stroud community work • Withdrawal from activity • Follow up with DHP once a week for the rest of that half term
White Card	Head Teacher	<ul style="list-style-type: none"> • 2 Level 3 behaviour • Serious physical violence • Serious or repeated bullying (according to bullying policy) • Theft • Racial Abuse 	<ul style="list-style-type: none"> • Head Teacher to meet with parents and pupil (can be together or separate) • Head Teacher's detention or 1-5 day exclusion or permanent exclusion

All examples of behaviours are listed to be a general guide and as such are not binding. Cases will be treated individually due to the inherent complexity of each event. As such the staff reserve the right to take other factors into account that may be contrary to the examples listed and the Head Teacher reserves the right to alter sanctions in exceptional circumstances.

Behaviour Card system – Early Years

Sanction Name	Referral to	Examples of Behaviour	Actions
Green Card	Form Tutor	<ul style="list-style-type: none"> • Saying unkind words • Not sharing • Shouting at others • Physical behaviour e.g. pushing • Moderate rudeness • Disruptive behaviour • Refusal to carry out an instruction given by a member of staff • Lack of respect for others/property 	<ul style="list-style-type: none"> • Managed by Teacher in charge • An informal chat with parents at pick up.
Yellow Card	Head of Department	<ul style="list-style-type: none"> • Repetitive poor behaviour • Physical/aggressive behaviour where another child/member of staff has been hurt. • Significant rudeness. • Significant disruptive/silly behaviour • Ongoing underhand or deliberately hurtful actions to peers 	<ul style="list-style-type: none"> • Logged on iSAMS by member of staff issuing • Child to be seen by Head of Department • Parents informed by Form Tutor • Agenda item at staff meeting so all staff are aware

Anything more significant than listed above will be dealt with by the Head, Deputy Head Pastoral and Head of Department as required.

All examples of behaviours are listed to be a general guide and as such are not binding. Cases will be treated individually due to the inherent complexity of each event. As such the staff reserve the right to take other factors into account that may be contrary to the examples listed.

If staff have concerns about a child's behaviour they may wish to discuss this with colleagues and/or the Head of Department. If unacceptable behaviour persists or it involves another child the class teacher should ask to see the child in question's parents. If it is a minor misdemeanour this should be able to be resolved between the class teacher and the parents, or for more significant problems the Head of Early Years/ KS1 would join the meeting.

If a child continues to give cause for concern the EYFS and KS1 SENCo should be informed and the Head of Department would inform the Deputy Head Pastoral or Head Teacher. If after consultation with the EYFS and KS1 SENCo it was considered there was a need for more support, outside agencies may be contacted. This would only be undertaken with the full support of parents.

Appendix B

Use of Reasonable Force and the Power to Search Policy

- a. The School does not operate a no-touching policy as this may obstruct the School's duty of care towards a pupil but staff must ensure that any form of physical contact with a pupil is appropriate for the circumstances. Through the Parent Contract, parents give their consent to such physical contact as may accord with good practice and be appropriate and proper for teaching and instruction and for providing comfort to a pupil in distress or to maintain safety and good order, or in connection with the pupil's health and welfare.
- b. Any form of physical punishment or coercion of pupils (cuffing, smacking, punching, striking, arm-locking, kicking and the like) is absolutely unacceptable. It is not merely a direct contravention of School policy, but is illegal; it would render anyone who did it liable to prosecution for assault. Force should therefore not be used except in the circumstances described below.
- c. The Education and Inspections Act 2006 introduced a statutory right for school staff to use such force as is reasonable in the circumstances to prevent a pupil from:
 - committing an offence or engaging in conduct that could be an offence
 - causing injury to themselves or others
 - damaging property
 - prejudicing good order and discipline at the school or among pupils receiving education at the school

The power applies where the pupil (including a pupil from another school) is on school premises or any other place where s/he is in the lawful control or charge of the school staff member. This means that the power extends to school trips.

The power is to use such force as is reasonable in the circumstances, which means using no more force than is needed.

- d. **Members of the teaching staff have a duty and power to act** when there is a need on School premises or elsewhere when he or she has charge of the pupil(s) concerned. The same power applies to any other person who, with the Head's consent, has charge of pupils. Students do not have this power.

If a member of staff does act, he or she should write a short report explaining what they did and why they did it and this should be passed to the Head immediately. Parents will be informed of all incidents involving restraint. If physical restraint has been used on a pupil (including those in Early Years) parents will be informed on the same day or as soon as is reasonably practicable.

- e. **The decision to use force**
There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force would need to be in proportion to the consequences it is intended to prevent. Even with the guidance, it will always be difficult to judge when force is necessary. The School also acknowledges the legal duty to make reasonable adjustments for disabled children and children with SEN.

Wherever possible the teacher or staff member should try to avoid using force. This may mean talking to the pupil in a calm way, making clear to him or her that if s/he does not stop what s/he is doing force will be used. It should be made clear that force is not being used as a punishment and that the use of force will stop as soon as the situation has been resolved.

Force is usually used either to control or restrain and is likely to be required in a wide variety of situations. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold

back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Where the situation allows, the staff member should weigh up the risks arising from the behaviour against the risk that force may cause distress or injury to the pupil, staff member or other pupils.

f. ***When force may be necessary***

Situations include:

- where a pupil attacks a member of staff or another pupil
- a pupil is damaging property or is about to do so
- a pupil's behaviour is likely to cause an accident with injury or damage
- where a pupil attempts to leave a classroom or the school. Situations justifying force to prevent a child from leaving are those where allowing the pupil to leave would create a risk to that pupil's or others' safety, or where allowing the pupil to leave would disrupt other classes in the school
- where a pupil has been asked to leave the classroom for disciplinary reasons and refuses to do so
- where a pupil is seriously disrupting a lesson
- a pupil is seriously disrupting a school event or visit

Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force* (July 2013).

g. **The power to search**

Searching with consent

Under common law powers, schools are able to search lockers/ bags/ trays for any item provided the pupil agrees. Any member of staff may search pupils with their consent for any banned item. In this situation the teacher can ask the pupil to turn out his or her pockets or ask to look in the pupil's bag or locker.

Searching without consent

The School can undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil). The search may be a personal search or may be a search of the pupil's bag (or locker if a pupil has one). The pupil must be present during the search.

Electronic devices, including mobile phones, can be searched and their data/files can be searched/erased if there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break school rules. If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required.

Only the Head and staff authorised by the Head may carry out a search without consent. The following members of staff are authorised by the Head to search with appropriate and reasonable force:

- Deputy Head and Director of Studies
- Heads of Department (EY, KS1, Middle School and Senior School)
- Head of ICT

Searches without consent can only be carried out on the School premises or where the member of staff has lawful control or charge of the pupil. It should be noted that the powers only apply in England.

Any search must, if at all possible, be made in a suitable room with appropriate regard for privacy.

The searcher must be of the same gender as the person being searched. There must also be a witness (also a member of staff) and, if at all possible, the witness should be the same gender as the pupil being searched. There is a limited exception to this rule. A search can be carried out by a person of the opposite gender and without a witness present but only when it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

Only outer clothing may be removed. Essentially this excludes shirts, blouses, trousers and skirts. Only reasonable force may be used and then only on reasonable suspicion.

Members of staff should not put themselves at risk and if resistance to the search is met, or suspected to be likely, then the school should call the police.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to School discipline. Any item that has been seized will be passed to the Deputy Head to be dealt with appropriately.

Searching and confiscation will be carried out in accordance with the DfE's guidance Searching, Screening and Confiscation (February 2014).