



St Bernard's Catholic High School

Behaviour Policy & Procedures 2026/2027

Policy Name	Behaviour Policy
Policy Approved By	Matt Cush - Chair of Governors
Date Policy Produced	September 2026
Date of Next Review	September 2027
Named Persons in this policy	D Vince: Headteacher

Contents

POLICY STATEMENT	5
Definitions.....	5
Introduction	5
Ethos	7
Mission Statement.....	8
Aims	8
Communication	9
PROCEDURES	1
Responsibilities	1
What pupils can expect from staff.....	1
What staff can expect from pupils Staff may expect pupils to:.....	2
What staff can expect from their colleagues.....	2
Staff may expect colleagues and other adults in the school to:.....	2
What staff can expect from parents.....	3
What parents can expect from staff and other adults in the school.....	4
The school behaviour curriculum	4
Celebrating success.....	4
Rewards	5
Responding to misbehaviour	5
Behaviour.....	6
C1 Behaviours	6
C2 Behaviours	7
C3 Behaviours	7
C4 Behaviours	8
C5 Behaviours	9
Restorative justice/Reflection on actions.....	10
Sanctions and disciplinary action.....	10
Searching, screening and Confiscation	11
Authority to Search.....	11
Use of Screening (Handheld Wand).....	11
Reasonable Force.....	13
Training and Safeguarding	13
Items seized or found on searching.....	14
Electronic devices/Mobile Phones	15
Removal from class.....	16
Relationship to Internal Suspension	16

Logging behaviours	17
Detention	17
Other examples of sanctions	18
Suspension, permanent exclusion and off-site directions/managed moves	18
Internal Suspensions.....	18
External Suspensions	18
Reintegration Following Suspension	19
Permanent Exclusion	20
Managed Moves	20
Statutory Guidance.....	20
Suspension and Permanent Exclusion Hearings.....	21
When a hearing is required:	21
Who must attend:.....	21
Remote hearings:.....	21
The hearing process:.....	21
Notification of decision:.....	22
If a suspension or permanent exclusion is overturned:	22
Responding to the behaviour of pupils with SEND or other health conditions	22
Pupil support.....	23
Attendance and punctuality	23
Pupil conduct and misbehaviour outside the school premises	23
What the law allows	23
Out of school behaviour	24
Sanctions and disciplinary action – off-site behaviour	24
Restrictive interventions, including the use of reasonable force.....	24
Mental health and behaviour	25
Child on child abuse.....	25
Minimising the risk of safeguarding concerns towards pupils from other pupils	26
Sexual violence and sexual harassment (SVSH).....	26
Types of SVSH conduct	26
Managing a report of SVSH.....	27
Internal Management of reports of SVSH	29
Sanctions.....	29
Bullying	30
What is bullying?	30
Reporting and recording incidents of bullying	31
Tackling bullying	31
Strategies for dealing with bullying	31

Strategies for dealing with the bully.....	32
Strategies to support a victim.....	32
Suspected Criminal Behaviour including the possession/use of drugs	33
When to contact the Police/sanctions	33
Procedures for dealing with drug-related incidents involving adults	33
Allegations of abuse/concerns against staff and other adults working in the school (including volunteers, contractors and supply staff).....	34
Behaviour of parents and other visitors to the school	34
Types of behaviour that are considered serious and unacceptable.....	35
Procedures for dealing with unacceptable behaviour	35
Unacceptable use of technology	36
Appendix A.....	37
Introduction	37
Terminology	38
Objectives	38
Background: what the law says	38
Reducing the need for restrictive intervention or force.....	39
When the use of restrictive interventions or reasonable force might be appropriate	40
Determining when the use of restrictive interventions or reasonable force is appropriate	40
Unacceptable use of restrictive interventions or force	41
Seclusion	42
Pupils with special educational needs and/or disabilities	42
Implementation and use of Support Plans	44
Recording and reporting significant incidents.....	44
Recording and reporting the use of seclusion, non-force related restraint or immobilisation	45
Records transfer and retention	46
The institutional incident log.....	46
Transfer of records when a pupil moves school	46
Record retention	46
Post incident measures.....	47
Other physical contact with pupils	47
Use of reasonable force to search pupils	48
Staff training	48
Governor/Trust board monitoring.....	49
Complaints and allegations.....	49

POLICY STATEMENT

Definitions

For the purposes of this Policy and procedures a child, young person, pupil, or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g., carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

Wherever the term 'school' is used this also refers to academies.

Introduction

In their document '[Behaviour in Schools – Advice for head teachers and school staff](#)', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils, and parents.

Legislation requires that every school must have a Behaviour Policy. Good behaviour in schools is central to a good education. Managing behaviour successfully allows us to provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Our aim is to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Our pupils will be taught explicitly what good behaviour looks like although it is recognised that some pupils will need additional support to reach the expected standard of behaviour. Where this is required, we will identify individual support required and put this in place as soon as possible. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. This will, however, be a last resort. Where suspension or exclusion is deemed absolutely necessary, we will make reference to the DfE statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England' (July 2026) to ensure that these interventions are used appropriately. We recognise the distinction between internal suspensions (where pupils remain on site) and external suspensions (where pupils are sent home), and will use each appropriately based on the circumstances.

In the event of a national Public Health Emergency, there may be situations where additional measures need to be introduced to reduce the risk of ill health as a result of the emergency. Where this is the case, the Governors may introduce an Addendum to this Policy and procedures in order to properly impose recommended control measures on the school community. The school community will be advised by the school in advance and prior to additional recommended measures being imposed.

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, social and cultural (SMSC), mental, and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school pays regard to the DfE Departmental advice for maintained schools '[Promoting fundamental British values as part of SMSC in schools](#)'.

The Proprietor or Trustees of an Academy or Independent school must ensure that a written Policy to promote good behaviour among pupils is drawn up and implemented by the Head teacher and others effectively. The Behaviour Policy must also set out the disciplinary sanctions. The Proprietor must

also ensure that an effective anti-bullying strategy is drawn up and implemented so that bullying (in all its forms) is prevented as far as is reasonably practicable

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. We will actively engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Our leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Our leaders will also consider any appropriate training which is required for staff, both at induction and at regular intervals to meet their duties and functions within this Behaviour Policy.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for staff and other adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the [Teachers' Standards 2011](#) (updated 2013 and 2021) which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be asked about their experience of behaviour and given the opportunity to provide feedback on the school's behaviour culture to help support the evaluation, improvement and implementation of the Behaviour Policy. Where the behaviour of pupils is deteriorating or becoming problematic, as well as reinforcing our behaviour expectations at every opportunity, additional support will be made available. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

The procedures which support the school Behaviour Policy include measures to prevent all forms of bullying, harassment and intimidation among pupils.

This Policy and procedures should be read in conjunction with the following school Policies and procedures:

- Safeguarding and Child Protection Policy and procedures
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and procedures
- Whistleblowing procedures
- Supporting Pupils with Medical Conditions Policy and Procedures
- Single Equality Scheme/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- Attendance Policy
- Missing Child procedures
- Complaints procedure
- Positive Handling, Support, and Intervention procedures
- Code of Conduct for Staff and other Adults
- Educational Visits procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- Surveillance Camera Procedures (including CCTV) - can form part of Data Protection Policy

Ethos

St Bernard's School (hereinafter referred to as 'the school') is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. To achieve this, teachers aim to deliver outstanding lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that the school is a positive and safe place to be.

For the School to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the school, pupils, and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

Through the promotion of pupils' spiritual, moral, social, and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values. To achieve this, we will:

- enable pupils to develop their self-knowledge, self-esteem, and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect of their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, the school is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

The school will not tolerate bullying (including cyberbullying, prejudice-based and discriminatory bullying), harassment or intimidation of any description. A complaint of bullying will always be taken seriously.

Mission Statement

St Bernard's Catholic High School is an inclusive and caring place of "learning, love, and compassion", with Christ at the centre of all that we do. We are committed to serving our community in line with the teachings and values of our Catholic faith, which form the foundation of our pupils' growth and success both here at St Bernard's and beyond, as they move forward in life. We treat all of those in our care with dignity and respect, making each individual feel valued and known in the love of God.

Why do we exist? <i>Our Mission Statement.</i> St Bernard's Catholic High School is an inclusive and caring place of "learning, love, and compassion", with Christ at the centre of all that we do. <i>'Laborare est Orare'</i> <i>To Work is to Pray</i>		
What do we make? <i>Our Core Purpose</i> Committed Learners. Exceptional People		
Intentional Attentive Eloquent	What Language do we use? <i>Our Virtues</i> 	Humility Compassion Service

Aims

Our school and staff aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Behaviour Policy and procedures is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall wellbeing of pupils and staff and an environment in which everyone feels happy, safe, and secure.

The Behaviour Policy and procedures confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};
- provide a safe and attractive environment where everyone feels welcome, happy, and secure; free from disruption, violence, bullying (including cyberbullying, prejudice-based and discriminatory bullying) and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;

- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;
- help all adults who work with pupils in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school, and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value every child regardless of ability, race, gender, or religion;
- maintain, develop, and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.

The aim of this Policy and supporting procedures is to determine the boundaries of acceptable and unacceptable behaviour, introduce rewards and sanctions and determine how they will be fairly and consistently applied.

To achieve this, the school will:

- make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents;
- reward achievements, awarding house/class points, Certificates of Merit, merit points leading to certificates and prizes etc.;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination (both online and offline) based on race, gender, ability, or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

Communication

Communicating the school Policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

We will publish details of the school's Behaviour Policy on the school website.

PROCEDURES

Responsibilities

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

Our school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. The Head teacher, in particular, is responsible for implementing measures to secure acceptable standards of behaviour and will support all staff in managing pupil behaviour through successful implementation of this Behaviour Policy.

Staff and other adults also have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff and other adults will therefore uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

All staff and other adults will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff have received clear guidance about school expectations of their own conduct at school and this is set out explicitly in the school Staff handbook.

The role of parents is also crucial in helping us to develop and maintain good behaviour. Parents will be encouraged to get to know our school's Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents will also be encouraged to reinforce the Policy at home as appropriate. Where a parent has a concern about management of behaviour, they are advised to raise this directly with the Head teacher or other Senior Leader whilst continuing to work in partnership with us. Where appropriate, we will involve and include parents in any pastoral work following misbehaviour.

What pupils can expect from staff

Pupils may expect staff and other adults in the school to:

- create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly with dignity, kindness and respect;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;

- always take seriously any complaints or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other inappropriate behaviour reported to them;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations; use rewards and, where necessary, sanctions consistently; model the behaviours you wish to see.

What staff can expect from pupils

Staff may expect pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons, including pupil/student planners;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- treat all members of the school community with dignity, kindness and respect;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling); behave appropriately when outside school; be an ambassador for the school.

What staff can expect from their colleagues

Staff may expect colleagues and other adults in the school to:

- treat each other with dignity, kindness and respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff Acceptable Use Agreement;

- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites;
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

What staff can expect from parents

Staff and other adults in the school may expect parents to:

- treat all staff, pupils, other parents and other adults with dignity, kindness and respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying both online and offline (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling)
- as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g., PE kit;
- ensure that their child attends school regularly and contact the school as soon as possible in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies, and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes and vaping;
- refrain from using foul, threatening, abusive or derogatory language at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend, or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- treat all adults and others with dignity, kindness and respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is considered to be either the perpetrator or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance, or behaviour;
- support the child's homework and other home-based learning activities.

The school behaviour curriculum

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. This behaviour strategy will be taught to all pupils so that they understand what behaviour is expected and encouraged and what is unacceptable or prohibited. All staff and other adults are expected to positively reinforce when expectations are met and impose appropriate sanctions when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture.

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of unacceptable or prohibited behaviours and is outlined in our expectations of each member of the school community described in section 1. above. Our behaviour curriculum represents the key habits and routines required in school.

Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

Celebrating success

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of the school is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents, and staff during the academic year.

- Verbal praise in class
- Communicating praise to parents via a phone call or written correspondence
- Written praise in marked work
- Sharing and celebrating success during lesson time
- Allocating positions of responsibility e.g. Prefect, School leaders
- Sharing and celebrating success in morning meetings, line ups and assembly

- Achievement points awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.

Rewards

- Certificates in assemblies which are awarded for a wide range of reasons such as exceptional work, improvement, virtue focus
- Bronze, silver and gold certificates or prizes awarded for certain number of achievement points received
- Weekly certificates for celebration of virtues seen in specific subjects and high achievement points
- Postcards home
- End of year celebrations

Responding to misbehaviour

Although this school aims to focus on positives, there are unfortunately occasions when a minority of pupils let themselves, the school, and others down through their unacceptable or inappropriate behaviour. In such circumstances, staff should respond predictably, promptly and assertively in accordance with this Behaviour Policy and the training and direction they have received. The priority will be to ensure the safety of pupils and staff and to restore a calm environment. It is important for staff across the school to respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND or other health condition (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Pupils, who are persistently causing concern, including vulnerable children, those with social worker involvement or children who may have an Education, Health and Care Plan, will have a personalised plan that all staff will be familiar with. This will support staff with the identification of the individual needs of vulnerable children and allow them to adapt and differentiate their approaches to teaching and learning based on the pupil's unique profile of need. This plan will be based on Person Centred Planning. This plan will be formulated in conjunction with parents and any other appropriate agencies who may be involved with the pupil. If misbehaviour is displayed by a pupil, a consequence will then be given. The stage of the consequence will depend on the extremity of the misbehaviour. Behaviour recovery practices are used to reinforce with pupils that certain behaviour is unacceptable and to deter a pupil from repeating the same behaviour.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. We will be clear about our approach and in which category any action falls, ensuring that the action complies with the law relating to each category.

Consideration will also be given as to whether the misbehaviour gives cause to suspect that a child is suffering, or likely to suffer, harm. Where we consider this to be the case, we will follow the school's Child

Protection Policy and procedures, and staff are advised to alert the Designated Safeguarding Lead (or deputy) as soon as possible. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Behaviour

Behaviours are categorised into 5 sections. Staff should log behaviours for C1 - 4 in Arbor with as much detail and accuracy as possible. Please ensure that the date and time of the event is correct to ensure a clear understanding of the timeline of events; this will also allow staff to access CCTV footage to support the incident if required. Please ensure that the facts of the incident are clearly noted and avoid any speculation where possible.

C1 = immediate 10 minute after school detention

C2 = immediate 20 minute after school detention

C3 = immediate 30 minute after school detention

C4 = isolation

C5 = suspension

C1 Behaviours

Lack of equipment	Lacking equipment or kit which will affect their learning. E.g. no pen, no PE kit, no ingredients.
Uniform	Not wearing the correct uniform in whatever context. E.g. wearing makeup, wearing jewellery besides that which is permitted, wearing false nails/eyelashes. No blazer, no tie; wearing trainers. This also includes no PE kit.
Mobile phone - confiscated	Mobile phone has been confiscated from the student for using/out in school time.
Conduct in Line Up	Failure to follow instructions of the morning meeting or PM line up.
Jewellery/ make-up	Wearing of jewellery or make-up that contravenes the uniform policy. More than one set of earrings, nose-studs or other body piercings, false or painted nails, brightly-coloured hair.

C2 Behaviours

Unkind to peers	Name calling, mean behaviour, deliberate (one-off incidents)
Defiance	Deliberate ignoring of staff instructions; deliberately acting in a way contrary to the expectations of the school standards.
Mobile phone misuse	On phone, accessing social media, playing music, taking photos, filming.
Late to school	Late to school, after bell.
Late to lesson	Late to lesson (5 minutes)
Toilets - behaviour	Any behaviour relating to poor conduct in/around toilets. Out of lesson for extended time, multiple students in cubicle, inappropriate behaviour.
Poor conduct in social time	Poor behaviour in unstructured times.
Homework	Failure to submit homework on time or complete in full/to expected standard

C3 Behaviours

Truancy from lessons	Students who have truanted lessons for a significant period of time (not merely late) or who have not attended the lesson at all.
Inappropriate language	Referring to others in a poor or derogatory way, disrespectful language about or towards other students/staff. Not necessarily involving swearing or aggression.
Damage to property	Deliberate acts of damage which impact learning or need to be fixed/attention paid to this. E.g. moving/tampering of CCTV cameras, keyboards, scrapes, holes, minor breakages.
Walking away from staff	Walking away from staff when instructions have been clearly given to the contrary. Noncompliance with staff engagement.
Removal from lesson	Logged by classroom teacher when a student has received 2 warnings and remained noncompliant. Removed to work in another classroom. This is only to be logged for classroom behaviour that has resulted in a student being removed from the classroom.
Behaviour contrary to school values	Inappropriate or disrespectful behaviour during chapel or other religious activity.

C4 Behaviours

These behaviours result in time spent in isolation. Please ensure that the Head of Year and SLT are made aware of the incident as soon as possible.

VA to staff	Verbal abuse directed at a member of staff; may involve swearing or confrontational behaviour.
VA to student	Verbal abuse directed at a student; may involve swearing or confrontational behaviour.
Vaping	Vaping on school site
Extreme views/intolerance	Any deliberate, confrontational or overt behaviours which include any form of intolerance towards or about any members of our community. E.g. homophobia, transphobia, sexism, extremist views (this is not an exhaustive list)
Bullying	The ongoing, deliberate bullying of students via any means; emotional, cyber, verbal, physical, exclusion, non-verbal. *This may have first been classified as unkind to peers in earlier stage.
On called from lesson	Students who have been on called from the lesson for serious breach in behaviour standards and expectations.
Isolation	**For HoY/SLT use only where behaviour has escalated to this point.

C5 Behaviours

Please note that these behaviours are the official suspension categories and as such, please ensure that all of these incidents are reported to the Head of Year and SLT immediately, prior to any logs made on Arbor.

Persistent Disruptive Behaviour	Students behaving in a persistently disruptive behaviour, which has not resolved despite the best efforts of staff involved.
Theft	Deliberate theft of items in school. Personal property or school property.
Bullying - severe	Ongoing and persistent bullying of students, which has not resolved despite the best efforts and intervention of staff at an earlier point. *This may have been a one-off incident, or may also have been noted as bullying or unkind to peers at earlier stages.
Damage - severe	Severe and deliberate damage to property.
VA/Threatening behaviour to staff	Verbal abuse and/or threatening behaviour to a significant degree towards staff. May also involve confrontational and aggressive behaviour.
VA/Threatening behaviour to student	Verbal abuse and/or threatening behaviour to a significant degree towards students. May also involve confrontational and aggressive behaviour.
Sexual misconduct	Any conduct that is sexual, inappropriate, unwanted and causes distress, or otherwise constitutes harassment, bullying or victimisation.
PA to adult	Physical assault of an adult.
PA to student	Physical assault of a student.
Drugs/Alcohol	The use, misuse or consumption of banned substances. Also bringing banned items onto school premises.
Failure to complete isolation	Students who have not appropriately completed their isolation period, due to poor behaviour and lack of compliance with the standards and expectations of the session.

Restorative justice/Reflection on actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and establish a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again. This may ultimately include advising the perpetrator to apologise to the relevant person, if appropriate.

In any event, it is absolutely crucial to consider the views of the victim before embarking on any type of restorative justice. Depending on the circumstances of the issue or concern, the victim may not wish to speak to the perpetrator face to face under any circumstances and such a situation may be extremely detrimental to the victim's recovery.

Sanctions and disciplinary action

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions at any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school – see section 8. The Head teacher has the authority to extend the power to discipline to adult volunteers e.g. parents who have volunteered to help on a school trip.

There is a clearly defined process for issuing sanctions in this school. Where possible, and appropriate, pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

Searching, screening and Confiscation

The school follows the DfE advice when searching, screening and confiscating items from pupils which is outlined in their document [Searching, Screening and Confiscation – Advice for schools.](#)

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or illegal items (listed below) or any other item that the school rules identify as an item which may be searched for.

Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

Authority to Search

Staff may search a pupil:

- **with the pupil's consent** for any item banned under school rules
- **without consent** for prohibited or illegal items listed above

Searches may include:

- the pupil's **outer clothing** (coats, jackets, hats, scarves, gloves, shoes)
- **bags, pouches and personal possessions**
- **lockers and desks** (a condition of having a locker is that it may be searched)

Staff will not:

- require the removal of clothing worn next to the skin
- conduct intimate searches

Two members of staff, with at least one the same gender of the pupils should be present. Searches will take place in a room with CCTV.

Use of Screening (Handheld Wand)

The school may use a **handheld metal detection wand** or similar screening device where there is reasonable cause to suspect a pupil is carrying a prohibited item.

Screening may involve the wand passing over outer clothing and bags.

This may involve **incidental physical contact** and will be conducted professionally and respectfully. Refusal to cooperate with screening will be treated as a serious breach of the Behaviour Policy.

The following items are what are termed 'Prohibited or illegal Items' and their presence on school premises, or if found on an individual pupil, will lead to the highest sanctions and consequences:

- Knives and weapons
- Controlled drugs
- Alcohol
- Cigarettes
- Vapes or electronic Cigarettes
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on electronic devices)
- Stolen items

- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Items banned by the school rules if seen	Procedure after confiscated
Mobile phones; Smart Watch headphones; air pods; earpods; baseball hats; pouches; belt bags. More than one mobile phone. Nose studs, Multiple Jewellery items.	Kept in school for the day. Returned after C1 detention
Prohibited items	Procedure after confiscated
Bandanas, balaclavas, latex dipped gloves	Confiscated and disposed of.
Cigarettes; e-cigarettes; vapes; shisha pens; tobacco; filter papers etc	Confiscated and disposed of.
Knives and other weapons	Handed over to Police
Metal hair combs, sharpener blades	Confiscated and disposed of.
Lasers/laser pen or similar	Confiscated and disposed of.
Water gun or similar	Confiscated and disposed of.
Alcohol	Confiscated and disposed of.
Illegal drugs	Handed over to Police
Other substances not believed to be controlled drugs	Handed over to Police or disposed of.
Stolen items	High Value- handed to police Small value- returned to owner.
An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in the school.	Returned to parents or disposed of. Handed to the Police if it is an illegal item or if an offence has been committed.

School staff have the power to search a pupil for any item if the pupil agrees. In all cases, staff will explain the reason for the search and how it will be conducted so that the pupil's agreement is informed. If a pupil refuses to be searched, they will not be able to remain on the school site for the safety of others.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, controlled drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items which are banned under the school rules.

Reasonable Force

Reasonable force may include limited physical contact necessary to establish whether a pupil is concealing a prohibited or illegal item in their outer clothing.

This may include:

- placing a hand over or against a pupil's pocket, sleeve or other outer clothing to check for the presence of an item,
- guiding or holding a pupil's arms or hands to prevent harm,
- preventing a pupil from leaving the area while a lawful search is conducted,
- removing an item from a pupil's grasp.

Such contact must:

- be proportionate to the risk posed,
- be for the minimum time necessary,
- be conducted in a professional and respectful manner, and
- only be used when searching for prohibited or illegal items.

Staff must not:

- touch or search intimate areas (chest, groin, buttocks),
- require removal of clothing worn next to the skin,
- conduct an intimate search under any circumstances.

Refusal to Cooperate

If a pupil refuses a lawful search or screening:

- they may be removed from site for safety
- parents will be contacted
- sanctions will be applied in line with the Behaviour Policy
- Persistent refusal is treated as a serious disciplinary matter.

Training and Safeguarding

The Headteacher will ensure that sufficient staff are trained in:

- lawful searching procedures
- use of reasonable force
- safeguarding and dignity of pupils

Searches will take account of:

- age
- SEND
- vulnerability
- cultural considerations

Any use of reasonable force during a search will be recorded and reported in line with school procedures.

Items seized or found on searching

School staff can seize any prohibited or illegal item found during a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Where items are 'prohibited or illegal' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE guidance '[Searching, Screening and Confiscation – Advice for schools](#)'. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited or illegal' items and staff have the power to search pupils without their consent for such items. There will be severe penalties for pupils found to have 'prohibited or illegal' items in school. In certain circumstances, this may lead to permanent exclusion.

The Head teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating so that they fully understand their rights and the rights of the pupil who is being searched.

Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil. Tobacco, cigarette papers or fireworks will either be retained or disposed of, but not returned to the pupil. Pupils will also receive sanctions for smoking near the school and on their way to and from school.

Where a member of staff finds stolen items, these must be delivered to the Police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff will take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article.

In taking account of the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the Police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the Police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and,
- whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence will be passed to the Police as soon as possible.

The following are items which are banned by the school under the school rules: Mobile phones used in class

- Digital media devices or similar used in class
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Vaping: is not permitted in school.

Staff have the power to search pupils with their consent for prohibited or illegal items and any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited, illegal or banned items are being held within it and reasonable grounds for the search have been established.

- We are not required to have formal written consent from the pupil for this sort of search – it is enough for the authorised member of staff to ask the pupil to turn out his/her pockets or if the staff member can look in the pupil's bag or locker and for the pupil to agree.
- It is clear in our Behaviour Policy and procedures and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag and if the pupil refuses, the authorised member of staff can apply an appropriate punishment as set out in the Behaviour Policy and procedures.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, we can apply an appropriate disciplinary sanction in line with our Behaviour Policy and procedures.

Electronic devices/Mobile Phones

Allowing access to mobile phones in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Our rules on the use of mobile phones are as follows:

- Mobile phones are confiscated when seen.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited or illegal items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude and/or semi-nude images and/or videos), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy). Reference will be made to the school's Child Protection Procedures and DfE statutory guidance [Keeping children safe in education](#).

The UK Council for Internet Safety also provides the following guidance to support school staff and DSLs: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the Police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff and/or DSL must refer to the DfE advice for schools on [Searching, Screening and Confiscation](#).

Removal from class

Where a pupil fails to respond to one warning to improve an aspect of behaviour which disrupts the learning of others, they will be removed from class and sent to an allocated removal room. Removal from the classroom is different from circumstances in which a pupil is asked to step outside the classroom briefly for a conversation with a staff member and asked to return following this.

Removal from the classroom is considered to be a serious sanction and will only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. The use of removal will allow for continuation of the pupil's education in a supervised setting and we will design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Removal will be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and,
- to allow the pupil to regain calm in a safe space

The above are not to be confused with the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons.

If the removal room is refused, this will escalate to a C4 isolation. If a pupil receives 2 C3s for Removal from Lesson or Truancy in one school day, they will then receive a C4 isolation.

Relationship to Internal Suspension

Removal from class for a single lesson is a classroom management strategy. Where a pupil's behaviour requires them to be removed from lessons for an extended period (more than one lesson) or removed to work in isolation for part or all of the school day, this constitutes an internal suspension as outlined in section 4.3 above.

When dealing with individual removal cases, we will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their Social Worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Parents will be informed on the same day if their child has been removed from the classroom and as with other disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition e.g. SEND or other health conditions.

Data relating to removals will be collected, monitored and analysed in order to interrogate repeat patterns and the effectiveness of the use of removal. Consideration will be given to whether frequently removed

pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the SENCo, or whether specific classes or teachers may require more support. Analysis will also be used to identify patterns relating to pupils sharing any of the protected characteristics and to ensure the removal is not having a disproportionate effect on those sharing particular protected characteristics.

Logging behaviours

Behaviour incidents should be logged as soon as is possible after the issue.

Firstly, this allows an automatic detention to be set for this behaviour. Please be aware that the cut-off time for same-day detention is 2.30pm, for adequate notice to be supplied to parents. Please do not log any behaviours between 2.30pm & 3.30pm. This will allow sanctions to be applied and communicated to parents appropriately

Secondly, should there be any repeat behaviours in the day or any escalation of behaviour, this will allow the Pastoral Team to address any issues in a timely manner and ensure that appropriate action is taken.

The Behaviour lead reviews the behaviour log sheet daily and will pick up students of concern the following day, arranging intervention as necessary.

Detention

Teachers have authority to issue detention to pupils, including same-day detentions. In this school, in addition to teaching staff, authorisation to issue detentions has also been given to: Pastoral Staff

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside school hours without parental consent.

However, before issuing a detention outside school hours staff will consider the following:

- whether there is any reasonable concern that doing so would compromise a pupil's safety i.e. whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances e.g. notice may not be necessary for a short after-school detention where the pupil can get home safely; and,
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

Detentions are daily and central. Detentions are staffed by Mr Vince and/or SLT and one HoY daily.

Students are to be brought directly to the Canteen at the end of the day by their period 6 teacher.

Period 6 teachers should check the list of students who have been assigned to detention - this can be done by reviewing the 'Detention' section on the main page for your class register in your pm session.

If a staff member assigning a detention wishes to take a student back to their area to work, this is encouraged but not required. Please ensure that the student has received their mark in the Hall before they leave. Please also ensure that you are aware of the correct duration of the detention to release the student at the appropriate time.

Staff who have assigned detentions that day should come to the Hall at the end of day to speak to the students in detention and provide work if needed.

A task for all students in detention will be set centrally to reflect on the incident if required

Other examples of sanctions

- Verbal reprimand and reminder of the expectations of behaviour
- Moved seat or place – to sit by an adult / or to work on your own
- Time out in another class – completing work in another class – this will be in parallel class or class above or below or to Key Stage Leader's classroom
- Isolation
- If a student is assigned to isolation, staff will be made aware of this via Arbor and email if possible.
- Students in isolation will automatically stay for 30 minutes at the end of the day, until 3.50pm.

Suspension, permanent exclusion and off-site directions/managed moves

The Government supports Head teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to pupils, staff, and parents our behaviour expectations and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

Internal Suspensions

An internal suspension is when a pupil is removed from their usual classroom for a short period, but stays in school to work in a separate, supervised space. We may use internal suspension when a pupil's behaviour is disruptive or escalating but does not meet the threshold for sending that pupil home (external suspension).

Internal suspensions will not replace external suspensions. The headteacher will continue to decide when a pupil needs to be suspended from school or permanently excluded based on the severity and nature of the behaviour.

When using internal suspension, we will:

- Ensure the pupil is supervised at all times in a designated space
- Provide appropriate work for the pupil to complete
- Use it for the shortest time necessary
- Not use it as a routine response to minor misbehaviour
- Consider the individual needs of the pupil, including any SEND

Internal suspensions are recorded as C4 isolation in our behaviour system. If a pupil receives 2 C3s for Removal from Lesson or Truancy in one school day, they will receive a C4 isolation.

External Suspensions

The decision to suspend a pupil externally (send them home) will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy
- Any behaviour that is within the C5 category as listed in section 4.2 will result in suspension

- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school

Before deciding to suspend a pupil, the headteacher will:

- Consider whether the pupil's behaviour presents a serious risk to the education, safety or welfare of others in the school
- Ensure that other interventions have been tried (unless the incident is so serious that immediate suspension is warranted)
- Consider any contributing factors such as bereavement, abuse, mental health needs, SEND, or challenges at home
- Consider whether the behaviour may be a result of unmet needs
- For pupils with SEND, consider whether appropriate support is in place
- Consult with relevant staff who know the pupil well

SLT will inform parents without delay when a decision to suspend has been made, ideally by telephone followed by a letter. The letter will include:

- The reason(s) for the suspension
- The length of the suspension
- Parents' right to make representations to the governing board
- How any representations should be made
- The date and time the pupil should return to school
- Parents' duty to ensure the pupil is not present in a public place during school hours in the first five days
- Details of the reintegration meeting (see below)

Reintegration Following Suspension

We recognise that successful reintegration is essential to help pupils return positively to school life. For every pupil returning from suspension, we will:

- Hold a reintegration meeting on the pupil's first day back (or as soon as reasonably possible)
- Invite the pupil and their parents/carers to attend (though the pupil's return must not be delayed if they cannot or will not attend)

Use the meeting to:

- Discuss what happened and why
- Identify any triggers or underlying issues
- Agree clear behavioural expectations and targets
- Explain the support available to the pupil
- Establish a reintegration strategy where appropriate

The reintegration meeting will typically be attended by:

- The pupil
- Parents/carers
- Head of Year or pastoral lead
- Class teacher or form tutor (where appropriate)
- SENCO (where the pupil has SEND)
- Any external professionals working with the pupil (where appropriate)

During the suspension period, we will:

- Maintain contact with the pupil and family where appropriate
- Plan for the pupil's return, including any necessary support

Following the pupil's return, we will:

- Monitor the pupil's behaviour and wellbeing closely
- Hold regular check-ins to review progress against agreed targets
- Adjust support as needed
- Consider whether additional interventions or assessments are required

Permanent Exclusion

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the headteacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves will only occur when it is in the pupil's best interests and will be conducted in accordance with local authority protocols.

Statutory Guidance

This policy implements the requirements of the DfE's statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England' (effective 26 July 2026).

Suspension and Permanent Exclusion Hearings

The governing board has a duty to consider the head teacher's decision to suspend or permanently exclude a pupil in certain circumstances, as set out in the DfE statutory guidance.

When a hearing is required:

The governing board must arrange a hearing and make a decision within the following timeframes

Circumstance	Timeframe
Any permanent exclusion	Within 15 school days of receiving notice from the head teacher
Suspension bringing total days out of school to more than 15 in a term	Within 15 school days of receiving notice from the head teacher
Suspension bringing total days to between 5 and 15 in a term (if parents make representations)	Within 50 school days of receiving notice from the head teacher
Suspension bringing total days to 5 or fewer in a term	The board must consider any representations but cannot direct reinstatement and is not required to meet
Suspension causing pupil to miss a public exam or national curriculum test	Before the exam/test date where reasonably practical, or within 15 school days

Who must attend:

The following people must be invited to the hearing and allowed to make representations:

- The parents/carers (and a friend or representative if requested)
- The pupil (if they are 18 or over, or younger pupils should be encouraged to attend where appropriate)
- The head teacher
- A representative of the local authority (maintained schools only)
- The pupil's social worker (if they have one)
- The pupil's virtual school head (if they are a looked-after child)

Remote hearings:

Parents/carers have the right to request that the hearing be held remotely via electronic means (e.g., live video link). The governing board will arrange a remote hearing:

- At the request of parents/carers or
- If unforeseen or extraordinary circumstances cause the school to close
- The governing board will ensure that remote hearings:
 - Allow all participants to hear, speak, see and be seen throughout
 - Enable all participants to put across their point of view effectively
 - Can be held fairly and transparently

If technical difficulties prevent a fair remote hearing, the board will arrange a face-to-face meeting without delay.

The hearing process:

The panel will:

- Consider whether the head teacher's decision was lawful, reasonable and procedurally fair
- Consider the interests and circumstances of the suspended/excluded pupil, including their age and any SEND
- Consider the interests of other pupils and staff
- Use the civil standard of proof (balance of probabilities)
- Keep clear minutes of the meeting
- Make one of two decisions:

- Uphold the head teacher's decision, or
- Direct the head teacher to reinstate the pupil immediately or on a particular date

Notification of decision:

The governing board will notify the following people of the decision in writing without delay:

- The parents/carers (or pupil if 18+)
- The head teacher
- The local authority
- The pupil's social worker and/or virtual school head (where applicable)

The notification will include:

- The decision and reasons for it
- Parents' right to request an independent review panel (for permanent exclusions)
- Information about making a claim under the Equality Act 2010 if applicable

If a suspension or permanent exclusion is overturned:

If the governing board directs reinstatement, the head teacher must comply. The school will:

- Reinstatement the pupil on the directed date
- Implement a reintegration strategy as outlined in section 4.3
- Review procedures to identify any improvements needed
- Consider whether the decision reveals issues with our approach to suspensions and exclusions

For full details of hearing procedures, see the DfE statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England' (July 2026).

Responding to the behaviour of pupils with SEND or other health conditions

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet behavioural expectations. These adjustments may be temporary, but always to support the individual needs of the pupil. By planning positive and proactive behaviour support, e.g. through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents, jointly we can work towards a reduction in incidents of challenging behaviour.

Consideration will be given as to whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the DfE guidance for schools on the [Equality Act 2010](#).

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

We are, however, mindful that not all pupils requiring support with behaviour will have identified special educational needs, other health conditions or disabilities. Children experiencing a mental health problem, or at risk of developing one, can have an effect on a child's behaviour as can instances of adversity and trauma experienced by children. We will engage with other agencies and, where necessary, make links to the whole school approach to mental health and wellbeing as set out in the DfE guidance on [Mental health and behaviour in schools](#).

Pupil support

We aim to support all our pupils to ensure that every child succeeds during their time at the school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

- Targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- Increased communication between home and school (call to Virtual School Head for looked after children).
- Individual support plans.
- Referral to the school counsellor or mentor.
- Inquiries into circumstances outside of school including at home, conducted by the DSL or deputy.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Alternative curriculum provision.
- Reduced timetable.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

Attendance and punctuality

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Pupils who are late and are recorded as late on a regular basis are put in a lunch time or an after-school detention.

For further information, see the School Attendance Policy and procedures available to download from the school website.

Pupil conduct and misbehaviour outside the school premises

What the law allows

Schools have the statutory power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In the main, sanctions will be imposed in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is either witnessed by a staff member or reported to the school, will be in line with this Behaviour Policy taking individual circumstances into account.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful where it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

Out of school behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school, educational visits, or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public;
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and disciplinary action – off-site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g., bullying (in all its forms) another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Restrictive interventions, including the use of reasonable force.

There are circumstances when it is appropriate for staff to use restrictive interventions, including the use of reasonable force to safeguard children. Schools do not require parental consent to use force on a pupil. The term 'restrictive interventions' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

The school has taken account of advice provided by the DfE – [Restrictive interventions, including use of reasonable force, in schools](#) and the school's public sector equality duty set out in Section 149 of the Equality Act 2010.

For further information on this issue please refer to Appendix A to this Policy and procedures our Restrictive interventions, including the use of reasonable force Policy and procedures which is published on the school website

Mental health and behaviour

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the latest edition of the [Promoting children and young people's mental health and wellbeing - a whole school or college approach](#) issued by the Children and Young People's Mental

Health Coalition, leads to improved pupil emotional health and wellbeing which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff and other adults, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If staff need more specific guidance on this, we can refer to the DfE guidance [Mental health and behaviour in schools](#) for support and our [Mentally Healthy Schools Resources](#).

Child on child abuse

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, abuse in intimate personal relationships between peers; the consensual or non-consensual sharing of nude and/or semi-nude images and/or videos and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We also recognise that children who are LGBT+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable to abuse as children who identify as LGBT+. In such circumstances, staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with

members of staff. We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

We have a separate Child on child abuse Policy and procedures which will be followed in the event of an allegation being made against pupils in our school by other pupils. Guidance on dealing with cases of child on child abuse is included in our Child Protection Policy and procedures.

Consideration will also be given to the advice contained within the DfE statutory guidance [Keeping Children Safe in Education](#), and the UKCIS Education Group publication [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared.

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report child on child abuse and the issue is discussed as part of PSHE curriculum.

Sexual violence and sexual harassment (SVSH)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We have a zero-tolerance approach in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

We will consider sexual harassment in broad terms and understand that sexual harassment (as set out below) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Types of SVSH conduct

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against someone or interfering with someone's clothes. Consideration will be given to 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;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and/or semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools.
 - 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.

Managing a report of SVSH

We will consider every report on a case-by-case basis. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken for them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. All concerns/allegations of child on child abuse will be handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child’s own behaviour might indicate that something is wrong.

Sanctions for incidents of SVSH will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve Local Authority Children’s Social Care or the Police where it is determined that a crime has been committed.

Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted including siblings and other close relatives.

Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will, however, be balanced with the school’s duty and responsibilities to protect other children.

We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities.

Staff who observe or suspect any form of child on child abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.

Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and to whom the report will be passed.

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.

Reports that include an online element will be carefully managed in line with the DfE advice for schools on [Searching, screening and confiscation](#). Staff will not view or forward illegal images of a child but will discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.

- A factual written or electronic record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the Westmorland and Furness Safeguarding Hub to discuss the case. It is possible that Safeguarding Hub is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The DSL will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the pupil being complained about for a period of time in accordance with this Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of this Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.

- Where neither the Local Authority Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

Internal Management of reports of SVSH

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social Care and the Police as required.

Whatever the response, it will be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Where behaviour between children is abusive or violent, the incident will be dealt with using methods such as an Early Help Assessment or where necessary a referral to the LA Children's Social Care or the Police. However, where support from local agencies is not available or the incident is considered to be inappropriate or problematic, the school may need to handle allegations/concerns internally. It may be appropriate to handle the incident using this Policy and procedures and the procedures to be followed in the case of bullying. All concerns, discussions, decisions and reasons for the decisions will be recorded either in writing or electronically. The services of external specialists may be required to support the process.

Sanctions

Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for the alleged perpetrator(s) behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

It is good practice for the school (DSL) to meet the victim's parents with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school (DSL) to meet with alleged perpetrator's parents to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will also be discussed.

Sanctions may include additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with this Policy and procedures) such as a detention, SLT supervision or a fixed-term exclusion to allow the pupil to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Head teacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

Disciplinary interventions alone are rarely able to solve issues of child-on-child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

Part five of [Keeping Children Safe in Education](#) provides examples of situations where specific sanctions have been utilised.

Bullying

In addition to the sections below, we have a separate anti-bullying policy and a section on child on child abuse in our Safeguarding and Child Protection Policy and procedures.

What is bullying?

According to the DfE document '[Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies](#)', bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying (cyberbullying, prejudice-based and discriminatory bullying) include those relating to:

- race, religion, culture, or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances; ⁴sexist or sexual bullying and sexual harassment.

It can take place between pupils, between pupils and staff, parents, and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing, or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet (consensual and non-consensual sharing of nude and/or semi-nude images and/or videos);
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyberbullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images and/or videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Cyberbullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyberbullying occurs while pupils are outside our direct supervision (i.e., at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening, and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

Reporting and recording incidents of bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher or Head of Year to be investigated, appropriate action taken, and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. The Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programmes that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages

- Circle time
- Access to bully boxes
- Acceptable Internet Use Agreement is signed by all, and online safety is discussed in Computing lessons.
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Anti-bullying Ambassadors

Strategies for dealing with the bully

- Disciplinary sanction imposed either exclusion or time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One-to-one interview with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

Strategies to support a victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

Suspected Criminal Behaviour including the possession/use of drugs

In cases when a member of staff or the Head teacher suspects criminal behaviour including the use of or possession of volatile substances or illegal drugs, the school will make an initial assessment of whether an incident should be reported to the Police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence.

Once a decision is made to report the incident to Police, we will ensure any further action they take does not interfere with any Police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with Police action.

When making a report to the Police, it will often be appropriate to make in tandem a report to LA Children's Social Care. As set out in [Keeping Children Safe in Education](#), it would be expected in most cases that the DSL (or deputy) would take the lead.

Reports of child on child sexual violence and abuse can be especially difficult to manage and Part 5 of [Keeping Children Safe in Education](#) provides additional guidance.

When to contact the Police/sanctions

The Police will always be contacted in situations where controlled drugs are found unless there is good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff should take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the Police, or disposed of as above, if the member of staff believes they could be harmful. Any decisions made on the appropriate sanctions to impose will consider the advice of the Police. Further advice on this subject can be found in the NPCC guidance document [When to call the Police – Guidance for schools and colleges](#).

If other substances are found which are not believed to be controlled drugs, but the member of staff believes they could be harmful, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises. Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

As a result of a drug-related incident, the pupil(s) concerned will be subject to sanctions. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.

- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and, in each case, the Head teacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt the contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the Police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils outside school premises, the Head teacher or other member of staff will consult with the Police.

Allegations of abuse/concerns against staff and other adults working in the school (including volunteers, contractors and supply staff)

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure which forms part of the Child Protection Policy and procedures).

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse/concerns against members of staff, supply staff, volunteers, contractors and other children.

The procedure aims to ensure that all allegations are dealt with fairly, consistently, and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. Where an allegation is made against supply staff employed by an Agency, the school will take the lead and will collect the facts when an allegation is made. In such cases, we will involve the Agency in any further investigations and follow-up procedures.

If a member of staff has a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures and procedures for reporting low-level concerns about another adult who works with children in the school. Further information on how to report low-level concerns is outlined in the school's Code of Conduct for staff and other adults.

If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it in line with this Policy and procedures.

The procedure complies with the framework for managing cases of allegations of abuse/low-level concerns against people who work with children, as set out in Part four of the DfE statutory guidance [Keeping Children Safe in Education](#) and the Cumbria Safeguarding Children Partnership (CSCP) [Core procedures](#).

Behaviour of parents and other visitors to the school

The school encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. Most parents and others visiting our school

are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document [A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community](#) and DfE non-statutory guidance [Controlling access to school premises](#). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g., standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g., slapping, punching, or kicking
- Spitting
- Racist, sexist, defamatory or other derogatory comments
- All types of sexual violence and sexual harassment as outlined above
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures
- Unacceptable behaviour may result in the Police being informed of the incident.

Procedures for dealing with unacceptable behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated, and the visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately, and the person will be instructed to leave the premises. The school may take further action.

The school will take action where behaviour is unacceptable or serious and breaches this Behaviour Policy and procedures.

Unacceptable use of technology

The school takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using online technologies. The expectation of parents is set out on page 2. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

Acceptable Use Agreements exist for pupils, staff and governors of the school and form part of our Online Safety Policy and procedures.

Appendix A

RESTRICTIVE INTERVENTIONS INCLUDING THE USE OF REASONABLE FORCE PROCEDURES

Introduction

To maintain the safety and welfare of our pupils, it may sometimes be necessary to use restrictive interventions including the use of reasonable force on a pupil, as permitted by law.

These procedures were developed to support staff and inform the school community in response to publication of the Department for Education (DfE) – '[Restrictive interventions, including use of reasonable force, in schools](#)' guidance, which came into force on 1 April 2026. Page 14 of that document contains statutory guidance from the DfE issued under section 93A of the Education and Inspections Act 2006, the rest is non-statutory advice and these procedures outline this school's approach.

Throughout government guidance, when the word “must” is used, the person in question is legally required to act. When the word “should” is used, the advice set out should be followed unless there is good reason not to. These words have the same meaning throughout these procedures

These procedures have been drawn from the guidance issued by the DfE:

- [Behaviour and discipline in schools: guidance for governing bodies](#) (sets out the DfE expectation that governing bodies provide clear advice and guidance to the Head teacher on which to base the school Behaviour Policy. In 'maintained'^[1] schools, this is the Governors' 'Written statement of behaviour principles'^[2] which must be published on the school website alongside the school Behaviour Policy and procedures)
- [Behaviour in schools: advice for head teachers and school staff](#) (describes the legal powers and duties that govern behaviour in schools and includes the use of restrictive interventions and the use of reasonable force)
- [Equality Act 2010: advice for schools](#)
- the school's public sector equality duty set out in [section 149 of the Equality Act 2010](#).
- [EYFS Statutory framework for group and school-based providers](#)
- [Keeping Children Safe in Education](#)
- [Mental health and behaviour in schools](#)
- [Mobile Phones in Schools](#)
- [Restrictive interventions, including use of reasonable force, in schools](#)
- [Searching, screening and confiscation: guidance for schools](#)
- [Suspension and permanent exclusion from maintained schools, academies and PRUs in England, including pupil movement - Guidance for schools](#)
- [Working together to safeguard children](#)
- [Reducing the need for restraint and restrictive intervention](#) (special education settings only)

These procedures should be read in conjunction with the following school policies and procedures:

- Safeguarding and Child Protection Policy and procedures
- Behaviour Policy and procedures
- Code of Conduct for staff and other adults
- Health and Safety Policy and procedures/arrangements
- Equality Policy/Objectives
- Special Educational Needs and Disabilities (SEND) Policy/Information Report
- Drug Policy
- Supporting Pupils at School with Medical Conditions Policy and procedures
- Off Site Visits procedures

Terminology

For clarity, these procedures use the following definitions:

Child/Pupil: For the purposes of these procedures a child, young person, pupil, or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Parent: A child's birth parents or anyone who has parental responsibility (which includes the Local Authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives ([Education Act 1996](#)).

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances^[3]. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident^[4]: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in Section 15 (Other physical contact with pupils). This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, securing the place so that the pupil cannot leave it, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides, securing the pupil to a fixed or heavy object or removing a pupil's auxiliary aid that they usually use to help them move e.g. crutches, would all be considered forms of restraint.

The various restrictive interventions above are defined for completeness and are not to be construed as an endorsement or otherwise for their use in this school.

Objectives

The key objective of this document is to outline the school's procedures on restrictive interventions including the use of reasonable force to control or restrain pupils.

We recognise that school staff have a legal power to use force and that the lawful use of this power will provide a defence of any related criminal prosecution or other legal action where it can be demonstrated that the use restrictive interventions or force was reasonable in the circumstances.

Restrictive interventions or reasonable force will only be used as a last resort after de-escalation techniques have failed. School staff are made aware that they will have to justify their actions if they ever use restrictive interventions or reasonable force in the course of their duties.

It is clear in our Behaviour Policy and procedures and in communications to parents and pupils when restrictive interventions or force might be used – this will reduce the likelihood of complaints being made when interventions or reasonable force has been properly used.

Background: what the law says

[Section 93 of the Education and Inspections Act, 2006](#), provides the legal power for any member of the school staff to use reasonable force in certain circumstances to prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence (this applies to children under the age of 10 who can now be held responsible for their actions even though they are below prosecution age);
- damaging property;
- causing disorder among pupils at the school, whether during a teaching session or otherwise.

Employers (LA, Governors, or Academy Trust Board) have a duty Under the [Health and Safety at Work etc. Act, 1974](#), to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. We will, therefore, carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible^[5].

The legal power given to school staff may only be used where the pupil and the member of staff are on the school premises or they are elsewhere and the member of staff has lawful control or charge of the pupil concerned, for example, on an off-site visit.

Where a pupil has a disability, we have a legal obligation under the [Equality Act 2010](#) to support pupils with reasonable adjustments, which in turn may reduce the need for restrictive interventions or force, making sure they can benefit from what the school offers. Examples of reasonable adjustments are included in Section 10 below.

The [Human Rights Act 1998](#) requires the school to ensure that disciplinary actions such as restrictive interventions and reasonable force are legal, necessary and proportionate. Staff in the school must act reasonably and avoid discrimination.

The [Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#) set out the requirements for the recording and reporting of incidents where restrictive interventions, force or seclusion is used on a pupil.

Reducing the need for restrictive intervention or force

In order to minimise the need to use any form of restrictive intervention or force, staff will attempt to use other techniques such as diversion or diffusion to de-escalate and manage the situation. Where possible, before using force and depending on the circumstances staff will:

- engage the pupil in a calm measured tone, setting out how the pupil could choose to modify their behaviour;
- distract the pupil: for example, when pupils are fighting, by shouting or blowing a whistle;
- if an angry pupil has moved away: decide whether they are a risk to themselves and others before deciding to follow/detain;
- remove other pupils who might be at risk;
- warn the pupil that force might be necessary;
- summon assistance;
- use the minimum amount of force necessary;
- request Police assistance, if appropriate.

Any force will be proportionate to the level of risk and will be reduced at the earliest possible opportunity.

Staff will not, as far as possible, use force unless or until another responsible adult is present to support, observe and call for assistance. We may consider a pre-determined alerting procedure. This procedure can be used for many issues not just the need for restrictive intervention. A simple book alerting system, where the school have previously identified a book in each classroom, which can be given to a pupil to pass on to another member of staff, is one method. This then serves to alert that member of staff to come to the class base as a matter of urgency.

When the use of restrictive interventions or reasonable force might be appropriate

The use of restrictive intervention or reasonable force is a relatively rare occurrence in the school. The judgement on whether to use restrictive interventions or force should depend on the circumstance of the case or information about the individual concerned.

Examples of situations that particularly call for judgement of this kind include action to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in such a way that seriously disrupts a lesson;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts;
- prevent a pupil committing deliberate damage to property;
- prevent a pupil from causing injury or damage, e.g. by accident, or rough play; pushing and shoving in a crowded situation or by misuse of dangerous materials or objects.
- In circumstances where a pupil who is intent on leaving the school other than at an authorised time, it would only be justifiable to prevent this if allowing a pupil to leave:
- may result in serious risks to a pupil's safety (taking account of age and understanding) to the safety of other pupils or staff or of damage to property;
- leads to behaviour that prejudices good order and discipline, such as disrupting other classes.
- In the above examples the use of force is likely to be construed as reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous and disruptive to warrant restrictive intervention of the degree applied and could not realistically be dealt with by any other means.

Determining when the use of restrictive interventions or reasonable force is appropriate

There will be times when school staff may need to use restrictive interventions including the use of force, and they are aware that this option may be available to them depending on the individual circumstances of each situation. The decision on whether to physically intervene is down to the professional judgement of the staff member. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if restrictive intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

Decisions on whether the precise circumstances of an incident justify the use of force must be reasonable. Typically, such decisions are made quickly, with little time for reflection.

To make this assessment, staff will consider the following:

Is intervention or use of force necessary?

In making this decision, staff should consider whether there are other more effective, less restrictive ways to manage the situation.

- Does the seriousness of the incident, the effect of injury, damage or disorder justify the use of force?
- What are the relative risks to self or others associated with the use of force compared with other strategies?

- Would de-escalation or distraction help?
- Can we ask the pupil to undertake a different task in a different area of the classroom?
- Would removal from the classroom altogether diffuse the situation e.g. transferring the pupil to another classroom or sending them on an errand in school?
- Is restrictive intervention likely to be successful to reduce the risks or would its use escalate the situation further leading to more harm than the behaviour itself?
- Would introducing other staff de-escalate the situation to an acceptable level without the need for restrictive intervention or would this potentially inflame the situation?

Is the proposed intervention proportionate in the circumstance?

Having made the decision to intervene, staff should:

- always use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks;
- consider whether the intervention itself is escalating the situation. Where this is the case, staff should reconsider their approach and attempt an alternative strategy;
- consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Has the pupil's welfare been considered?

Staff should always consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.
- Where a pupil has an agreed Support Plan, this should clearly identify the type of restrictive intervention and the circumstances when interventions will be used. Where pupils have the capacity to understand the intervention outlined in the BMP, the intervention should be explained to them at a time when they are calm and not in crisis so that the intervention does not come as a surprise to them should it be required.

Unacceptable use of restrictive interventions or force

It is illegal to use force as a punishment. This would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground,

staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

The following are **not** acceptable in **any** circumstance:

- holding a pupil around the neck, or the collar/tie or in any other way that might restrict the pupil's ability to breathe;
- pushing the pupil's head downwards, or sitting, kneeling or resting on the pupil;
- pushing or holding the pupil on the floor either in a sitting or lying position;
- slapping, punching or kicking a pupil;
- twisting or forcing a limb; forcing a limb against the joint or behind a back;
- tripping up a pupil;
- pulling ears and generally pulling hair;
- touching or holding in any way that might be interpreted as sexually inappropriate conduct.
- In addition, the following are considered to have unacceptable risk when used on a child or young person and are not permitted:
 - 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.

Staff will avoid acting in a way that might reasonably be expected to cause injury. Any force should be limited and removed as soon as possible.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. Seclusion will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion will never be implemented by staff through threat of punishment.

Where seclusion is deemed to be necessary in the presenting circumstances, the place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in Sections 12 and 13 below.

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom and our Behaviour Policy outlines the circumstances when such disciplinary measures would be used.

Pupils with special educational needs and/or disabilities

We recognise that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular,

pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions and challenging behaviour. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

We will seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. Under the [Equality Act 2010](#) we have a legal duty to support pupils with disabilities and other special educational needs by making reasonable adjustments, which in turn may reduce the need for restrictive interventions or force. These reasonable adjustments could include:

- **tailored changes to rules** - allowing children to enter school early/late to avoid crowds, modifications to breaktime rules allowing use of quiet areas;
- **amendments to policies** - using timeout or 'break' cards, using restorative work instead of standard sanctions and modifying uniform policies;
- **alterations to the environment** – removing stimuli that may cause distress, specified or allocated seating, provision of sensory tools (e.g. noise-cancelling headphones, fidget toys or allowing movement breaks), modified breaktimes, provision of quiet, calm or sensory-friendly spaces;
- **additional support and structure** – changing body language, facial expression and/or tone of voice, the use of distraction techniques to redirect their attention to something familiar, implementing visual timetables, supporting the pupil to express their emotions before getting overwhelmed, providing clear, written instructions and allowing time for the instructions to be processed, breaking up assignments into manageable chunks.

We will communicate with those staff who know the individual pupil well, with external professionals e.g. the virtual school Head, social workers or external behaviour specialists who are involved with the child and with parents to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

All staff should adopt a positive approach to improving behaviour to reward effort and build self-esteem. Staff will work in partnership with those who know the child to:

- find out why the child behaves as he/she does;
- understand the factors that influence a child's behaviour;
- identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviour and assist in ensuring that the use of restrictive intervention is rare.

If a child's behaviour deteriorates so that he/she is a danger to himself or others it may be necessary to use restrictive interventions or reasonable force to prevent them hurting themselves or others. These interventions would be emergency measures or interventions if all other routes have been exhausted.

Implementation and use of Support Plans

The term 'risk' refers to any circumstances which could lead to adverse or harmful outcomes for the child or others.

Risk assessment and management is a process that helps staff to consider risk issues, to act reasonably and to learn from everyday practice. The Support Plan is to all intents and purposes a 'Risk assessment' outlining appropriate controls to reduce the risk of harm to both the child and others.

Whenever it is foreseeable that a pupil might require a restrictive intervention, a BMP must be put in place which identifies the benefits and risks associated with the application of different intervention techniques with the pupil. Assessing and managing risk is central to the process of deciding whether to use restrictive interventions or force, ensuring that it is both **reasonable** and **proportionate** to the circumstances.

Where it is known that a pupil is likely to present severe behaviour difficulties, a formal assessment (BMP) of the risks involved will assist staff in judging the benefits and risks of any proposed intervention for staff, the pupil concerned and others. The BMP must be completed by a competent person who has sufficient knowledge about the pupil and his/her behaviour to enable them to make objective decisions on the appropriate control measures to utilise.

Risk reduction options will be considered such as situations that may provoke difficult behaviour, preventative strategies and de-escalation strategies that are most likely to work, what is likely to trigger an unacceptable reaction and specific strategies and techniques agreed by staff and parents which will be used if necessary and an agreed Support Plan.

It is important that the Support plan includes all situations where the pupil is in the care of the school for example, home to school transport (where transport is arranged by the LA or the school), off-site visits and activities which take place off the school site e.g. curricular swimming or sports events. Once complete, the Support plan must cover all eventualities where dealing with the challenging behaviour may arise.

Once agreed, Support plan will be shared with all those responsible for implementing or monitoring the impact of the plan including:

- the child (where he/she has the appropriate level of understanding);
- his/her parents;
- school staff and other adults working in the school on a need to know basis;
- other professionals involved with the child.

The Support plan and, where required, the PHP will be agreed by parents and reviewed termly and following any significant incident so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Recording and reporting significant incidents

The school does not require parental consent to use force on a pupil. The school has a statutory duty to record and report to parents in writing each *significant* incident in which a member of staff uses force on a pupil as part of the schools duty under section 93A (Education and Inspections Act 2006)^[6].

Incidents which result in the use of force on a pupil will be recorded in writing as soon as practicable after the event. The staff member(s) involved are responsible for recording the event and they will endeavour to do this no later than the same day. The requirement to record incidents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of the pupil's Support Plan.

The member of staff involved must report the event to the Head teacher/DSL or other nominated senior leader and make a written record of the event using a '[Record of Restrictive Intervention or use of force](#)' on CPOMS.

In addition to the above, it is a statutory requirement for the school to report **each** significant use of force to the parents (or the LA where the child is cared for) in writing e.g. via email or online messaging system. We will endeavour to do this the same day but in any event, as soon as reasonably practicable.

The exception to the requirement to report is where it appears to the staff member that reporting to the parent would be likely to result in serious harm to the pupil. In such instances, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the Westmorland and Furness MACH -Tel: 0300 373 2724 within whose area the pupils normally lives.

The requirement to report to parents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's BMP. A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention;
- brief account of why the intervention was assessed as necessary in that instance;
- brief account of what type of force was applied, and the degree of force;
- details of any physical injuries sustained, if applicable.

A follow-up discussion with the parents will be considered (where appropriate) as best practice including:

- any behavioural triggers or warning signs of an impending incident;
- whether any agreed behaviour support plans were followed;
- what de-escalation strategies were used and how effective they were;
- what might be done differently in the future.

Any issues arising from the discussion, will be used to amend any existing BMP or to create a BMP where one doesn't currently exist.

Recording and reporting the use of seclusion, non-force related restraint or immobilisation

We have a legal duty under the Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025.^[2] to ensure that we record incidents of non-disciplinary seclusion, restraint or immobilisation that may occur with or without direct physical contact for example the removal of a walking aid. The legal duty to record such incidents follows the same procedure as outlined in Section 12 above. The requirement to record applies even if the use of non-disciplinary seclusion, restraint or immobilisation in certain circumstances is agreed with parents as part of a pupil's BMP.

In the case of incidents involving non-disciplinary seclusion, restraint or immobilisation, we will provide information about the incident in writing to parents e.g. via email or online messaging system as soon as practicable after the incident and will endeavour to inform parents no later than the same day. The same exceptions to reporting to parents apply as outlined in Section 12 above.

Where a non-disciplinary seclusion, restraint or immobilisation incident also constitutes a significant use of force, the same information does not need to be recorded twice. However, if a non-disciplinary seclusion, restraint or immobilisation incident **does not** constitute a significant incident of use of force, for example, the removal of a walking aid, this must be recorded and reported to parents under the procedures outlined in this Section and Section 12 above.

We will use the '[Record of Restrictive Intervention or use of force](#)' on CPOMS for recording and, where necessary, reporting to parents.

Records transfer and retention

The following section has been formulated following guidance issued by the Institute of Records Management: <https://irms.org.uk/schools-toolkit/records-of-restrictive-interventions/>.

A record of a restrictive intervention incident is, simultaneously, two distinct records:

- **A record forming part of the child's educational and safeguarding file.**

An incident of force, seclusion or restraint/immobilisation is, by its nature, a notable incident involving the child. It therefore forms part of the pupil record and will be treated accordingly. This means it must travel with the child when they move to a new educational setting, in the same way as other education and child protection records.

- **An institutional record belonging to the school.**

Independently of its status as part of the child's file, the record also forms part of our own governance and management records. Governing bodies and proprietors are required to take all reasonable steps to ensure that their school's recording and reporting procedures are complied with so that we can regularly review and interrogate data on restrictive interventions at an institutional level. This analysis, covering patterns, trends, disproportionality in relation to SEND or protected characteristics, and the effectiveness of support measures, cannot be carried out unless there is an effective way to review such records.

The practical implication of this dual nature is that incident records are required to be stored in two places i.e. the school's institutional incident log and the individual pupil's education or safeguarding record.

The institutional incident log

Completed incident record forms will be retained in a dedicated incident log at school level. This is our school's institutional record. It provides the information that governing bodies/proprietors need to discharge their oversight responsibilities and compliance, and that inspection bodies may wish to examine. It enables us to analyse patterns over time, to identify any disproportionate use of restrictive interventions, and to evidence the effectiveness (or otherwise) of our policies and support strategies. This record will be stored securely.

Transfer of records when a pupil moves school

As with all education and safeguarding records, incident records forming part of a child's file must be transferred to the child's new school. Records of this kind are likely to be relevant to the new school's safeguarding and behaviour support arrangements. We will take care to ensure that this information is communicated appropriately as part of the transition process, subject to compliance with the School Admissions Code 2021.

Record retention

The regulations and DfE guidance do not prescribe a specific retention period for incident records. We will therefore make a documented, risk-led decision and record it in our retention schedule.

Records forming part of the child's safeguarding file will be treated consistently with other safeguarding records. Where this school is the 'last known school' for that pupil, these records will be retained until the pupil reaches the age of 25 before review prior to destruction although this may be longer in order to comply with our statutory duties in relation to child protection files.

The school's own institutional incident log is a governance and management record. There is no specific legislative provision on how long these records must be kept. However using the analogy with accident records involving children and given the risk profile of personal injury claims that may arise where incidents result in injury, we will retain the institutional incident log in line with our practice on accident records.

These records will be stored securely either in hard copy or electronically until the youngest child has reached their 25th birthday.

Post incident measures

We will follow our standard procedure of investigating/evaluation of the incident, including seeking first aid or professional medical support for all injured parties and reporting relevant injuries as appropriate.

We will hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue.

This process should ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support. Engaging in this process will enable us to foster a culture of continuous improvement. We will continue to monitor both pupil and staff wellbeing and provide additional support if needed.

Any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed with also be provided with reassurance and/or appropriate support where necessary.

If the reason for the incident was the pupil's behaviour, then sanctions, including exclusion, will be considered in line with the Behaviour Policy and procedures.

Other physical contact with pupils

We do not have a 'no contact' policy and will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions where these are reasonable in the circumstances to fully protect pupils. Whilst the school does not encourage staff to touch pupils unless it is necessary, there are occasions when physical contact with a pupil is proper and necessary. Examples of occasions when physical contact is generally appropriate include:

- to give first aid;
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate;
- to comfort a distressed pupil;
- to congratulate or praise a pupil, for example a pat on the back or a handshake;
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during PE lessons or sports coaching.

The above list is not exhaustive.

In assessing whether physical contact is appropriate in a given situation, the member of staff will use their judgement and have regard to:

- the school's Child Protection (or any other relevant) Policy;
- the applicable circumstances, such as whether there are other adults present;
- the individual pupil's age;
- any other material factors, including but not limited to whether:
 - the pupil has SEND or other vulnerabilities;
 - any alternative strategies that do not include physical contact can be used.

Use of reasonable force to search pupils

Head teachers and **staff they authorise** have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The following items are what are termed 'Prohibited or illegal Items' and their presence on school premises, or if found on an individual pupil, will lead to the highest sanctions and consequences:

- Knives and weapons (*Further guidance is available in KAHSC [Safety Series G14 – Knives, Offensive Weapons and other inappropriate items](#)*)
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on electronic devices)
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - to commit an offence;
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Authorised staff can use such force as is reasonable given the circumstances when conducting a search for 'prohibited or illegal items'. Such force **cannot** be used to search for other items which are banned under the school rules.

Further information and more detailed advice and guidance on this issue can be found in the School Behaviour Policy and procedures and DfE advice '[Searching, Screening and Confiscation – Advice for schools](#)'.

Staff training

All staff will receive training on the implementation of these procedures. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Where required, some staff will receive additional training on the appropriate techniques which may be used to physically restrain a pupil which are outlined in an individual BMP or PHP. The training will be to an approved nationally acceptable level and will be regularly refreshed.

On-going training is provided for relevant staff when required i.e. Team Teach [**amend if an alternative authorised technique is used**]. Team Teach [**amend if an alternative authorised technique is used**] provides training in positive handling strategies (with an emphasis on de-escalation but including restrictive intervention techniques) to better support those who display challenging behaviour. It takes a whole setting holistic approach to behaviour management.

Once the individual BMP and control measures have been agreed and communicated to those who work with and support the pupil, consideration should be given to the ability of staff to implement the measures. Successful implementation will be dependent upon staff competence and expertise. It is important to determine what level of training may be required and by whom.

Where it is apparent that there are staff with significant training needs, implementation of the control measures required will be modified until the relevant training has been provided. In some circumstances, staff training may well be required as a matter of urgency so that implementation can take place without delay. We will also ensure that there are more individuals trained in positive handling techniques in the school than are generally required in order that absences can be covered.

Early discussions with receiving schools will take place as a pupil moves through the educational system so that accommodation needs, resources and training in particular control measures and strategies can be anticipated and undertaken prior to transfer.

Governor/Trust board monitoring

It is the responsibility of the Governing Body/Trust Board to take all reasonable steps to ensure that these procedures for recording and reporting the use of force, seclusion and restraint/immobilisation are complied with.

It follows that the Governing Body/Trust Board will regularly review and interrogate data on the use of restrictive interventions to ensure that we:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective;
- identify areas of learning and development for school staff, supporting teachers and others to improve understanding and practice;
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan;
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

Any analysis will be proportionate and avoid over-interpreting small subgroups of people.

Complaints and allegations

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's normal complaints procedure.

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures outlined in the school's Child Protection Policy and procedures will be followed. This includes the provisions regarding suspension of staff.

^[1] 'Maintained' schools are those with Community, Voluntary Controlled, Aided and Foundation status and Pupil Referral Units

^[2] Academy Trusts, Independent schools and Free schools are not required to produce a 'written statement of behaviour principles' but such settings must have a Behaviour Policy and procedures agreed by the Governing Board.

^[3] [Section 93 of the Education and Inspections Act 2006](#) and [section 550ZA\(3\) of the Education Act 1996](#)

^[4] 'Significant incident' is in reference to [section 93A of the Education and Inspections Act 2006](#) which requires schools to record and report significant incidents of use of force to parents and others with parental responsibility for the child.

^[5] [Health and Safety: responsibilities and duties for schools](#)

^[6] [Section 93A of the Education and Inspections Act 2006](#) and [Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#)

^[7] [Schools \(Recording and Reporting of Seclusion and Restraint\) \(No. 2\) \(England\) Regulations 2025](#).