

SACRED HEART HIGH SCHOOL



BEHAVIOUR FOR LEARNING & LIVING IN A SACRED HEART COMMUNITY

MARCH 2020

To be reviewed June 2020

Give only good example to the children; never correct them when out of humour or impatient. We must win them by an appeal to their piety and to their hearts. Soften your reprimands with kind words; encourage and reward them. That is, in short, our way of educating.

(St Madeleine Sophie Barat)

*This Policy should be read in conjunction with
all other Sacred Heart High School Policies*

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1 MISSION STATEMENT

We are a community of faith and learning, based on the Gospel of Jesus Christ, His values and teachings.

Above all else, this community works together to bring one another to an awareness of the fullness and meaning of their life, rooted in the love of God.

We do this through:

- Respecting the uniqueness, worth and development of each individual, both as a learner who has the potential to achieve at the highest level and as a person called by God in dignity and faith;
- challenging and supporting each other to achieve our full potential and to develop gifts and talents for the service of others
- Creating a well ordered, stimulating, and secure learning environment, which encourages personal growth in an atmosphere of wise freedom;

Our aim is that each student will:

- Develop a strong spiritual life, a personal relationship with God and the attitudes of the heart of Jesus, expressed in respect, compassion, forgiveness, justice and generosity;
- Grow in self-knowledge, self-confidence and in dignity as a woman;
- express concern for others in her attitudes and in the very highest standards of behaviour;
- Learn to live and make decisions as an independent, self-disciplined individual, who is able to co-operate with others and exercise leadership as appropriate;
- Know about and respect the richness and variety of other races, cultures and religions so as to develop the ability to act with justice and take a stand against everything that undermines her own dignity and that of others;
- Acquire a reverence for creation and a broad, critical vision of the world and environmental issues and be prepared to express concern in action;
- Enjoy her years at the school and leave with a sense of her own giftedness and achievement, equipped to face the future;

2 AIMS & THE IMPORTANCE OF RELATIONSHIPS

We seek to promote the highest standards of behaviour to support learning and living in a Sacred Heart community

- in obedience to the call of Christ to observe the law of God and to live in love and service of our neighbour;
- to secure the safety and well-being of all members of the school community;

- to enable the learning, progress and achievement of all;
- at the service of orderly community life;
- to prepare our pupils for the challenges of modern society and the workplace; and
- to enhance the dignity and self-worth of each individual.

We recognise the central importance of focusing on the creation and maintenance of good relationships: among the staff themselves, teaching and non-teaching; between staff and pupils; among pupils and their peers and between parents and school.

3 EXPECTATIONS

We expect all members of the school community

- to show respect for the physical dignity and personal space of others
- to show respect for the dignity and privacy of others when interacting directly with them or referring to them as third parties in speech, writing or on social media
- to respect the law
- to show proper regard for the safety of themselves and others
- to follow school procedures and routines and to accept the direction of those in authority
- to take pride in their personal appearance and presentation, to cultivate good manners and to dress smartly in accordance with the code of dress appropriate to their role

4 ROLES AND RESPONSIBILITIES

4.1 Key Requirements and Legal Duties

This policy responds to the requirements of the Education Act, 2011, the Education and Inspections Act, 2006, and Independent School Standards Regulations, 2010.

This includes the requirement that all schools, academies and free schools must have a behaviour policy which must be available to all parents and prospective parents. The school acknowledges its legal duties under the Equality Act, 2010 and in respect of SEN pupils.

Teachers are in the position of parents / carers while pupils are in school (in loco parentis). Where relevant, **the expectations of behaviour and code of conduct apply on the way to and from the school and on school trips and visits.**

4.2 All staff

All staff should model the virtues of:

- Reverence in worship, humility and obedience
- Curiosity and an enthusiasm for learning, open-mindedness and a spirit of questioning
- Empathy and compassion

- Tolerance and respect
- A Growth Mind-set, a belief in the potential of high performance for all, resilience and a sense of self-worth

4.3 In The Classroom

In the classroom staff have the responsibility:

- To establish an ordered and purposeful learning environment
- To set high expectations of behaviour
- To correct and reprove with kindness
- To use praise and rewards to support the development of positive behaviour and growth in the virtues
 - *verbal praise*
 - *public praise where appropriate*
 - *positive written feedback*
 - *positive comment in annual reports*
 - *Carrot Rewards*
 - *postcard home*
 - *telephone call to parents*
 - *commendation to the Head of Department*
- To use appropriate sanctions to support the development of positive behaviour and growth in the virtues
 - *short detentions as a reminder of the importance of good time-keeping and good organisation or as an opportunity for a conversation with the teacher*
 - *longer detentions to give time to complete unfinished class work or homework*
- To involve the Form Tutor or the Head of Department in supporting positive behaviour when strategies employed are not successful or in cases of serious misbehaviour

4.4 Form Tutor

Form Tutors have the responsibility:

- To set high expectations of behaviour
- To monitor the behaviour of pupils in the form
- To correct and reprove with kindness
- To offer pupils time, guidance, advice and support
- To use praise and rewards to support the development of positive behaviour and growth in the virtues
 - *verbal praise*
 - *public praise where appropriate*
 - *positive written feedback*
 - *positive comment in annual tutor reports*
 - *Carrot Rewards*
 - *postcard home*
 - *telephone call to parents*
 - *commendation to the Director of Learning*

- To use appropriate sanctions to support the development of positive behaviour and growth in the virtues
 - *short detentions as a reminder of the importance of good time-keeping, good organisation and smart personal appearance or as an opportunity for a conversation*
 - *community service as an opportunity to reflect on the need to respect others and the physical environment*
 - *peace making and restorative justice to build or re-build relationships*
- To inform and engage the support of parents
- To involve the Pastoral Support Manager or Director of Learning in supporting positive behaviour when strategies employed are not successful or in cases of serious misbehaviour

4.5 Head of Department

Heads of Department have the responsibility

- To set high expectations of behaviour across the department
- To support subject teachers in promoting positive behaviour especially behaviour for learning
- To correct and reprove with kindness
- To use praise and rewards to support the development of positive behaviour and growth in the virtues
 - *verbal praise*
 - *public praise where appropriate*
 - *Carrot Rewards*
 - *postcard home*
 - *telephone call to parents*
 - *commendation to the Director of Learning*
- To use appropriate sanctions to support the development of positive behaviour and growth in the virtues
 - *short detentions as a reminder of the importance of good time-keeping, good organisation and smart personal appearance or as an opportunity for a conversation*
 - *detentions to give time to complete unfinished class work or homework*
 - *community service as an opportunity to reflect on the need to respect others and the physical environment*
 - *departmental report and behavioural target setting as a means of monitoring and supporting behaviour*
 - *peace making and restorative justice to build or re-build relationships*
- To develop, implement and monitor a departmental policy on rewards and sanctions
- To inform and engage the support of parents
- To support whole school behaviour sanctions including the Friday late detention cycle
- To involve the Department Line Manager in supporting positive behaviour

4.6 Key Stage Pastoral Teams (Pastoral Support Managers & Directors of Learning)

Pastoral Support Managers & Directors of Learning have the responsibility:

- To set high expectations of behaviour across key stage
- To support form teachers in promoting positive behaviour To correct and reprove with kindness
- To use praise and rewards to support the development of positive behaviour and growth in the virtues
 - *verbal praise*
 - *public praise where appropriate*
 - *Carrot Rewards*
 - *postcard home*
 - *telephone call to parents*
 - *commendation to senior staff*
- To use appropriate sanctions to support the development of positive behaviour and growth in the virtues
 - *short detentions as a reminder of the importance of good time-keeping, good organisation and smart personal appearance or as an opportunity for a conversation*
 - *community service as an opportunity to reflect on the need to respect others and the physical environment*
 - *daily report and behavioural target setting as a means of monitoring and supporting behaviour*
 - *peace making and restorative justice to build or re-build relationships*
 - *loss of social time as an opportunity for quiet and reflection*
- To develop, implement and monitor a key stage policy on rewards and sanctions
- To formulate, implement and monitor Pastoral Support Plans where appropriate
- To supervise “included” pupils
- To inform and engage the support of parents
- To support whole school behaviour sanctions including the Friday late detention cycle
- To involve appropriate members of the SLT in supporting positive behaviour

4.7 Senior Leaders

Senior leaders have the responsibility:

- To set high expectations of behaviour for the whole school
- To support Directors of Learning, Pastoral Support Managers and Heads of Department in promoting positive behaviour
- To correct and reprove with kindness
- To use praise and rewards to support the development of positive behaviour and growth in the virtues
 - *verbal praise*
 - *public praise where appropriate*
 - *Carrot rewards*
 - *postcard home*
 - *telephone call to parents*
 - *commendation to the Headteacher*

- To use appropriate sanctions to support the development of positive behaviour and growth in the virtues
 - *short detentions as a reminder of the importance of good time-keeping, good organisation and smart personal appearance or as an opportunity for a conversation*
 - *community service as an opportunity to reflect on the need to respect others and the physical environment*
 - *loss of social time as an opportunity for quiet and reflection*
 - *removal from lessons (“inclusion”) as an opportunity to reflect, re-focus and make a new start*
- to oversee the provision of Pastoral Support Plans and the re-integration of excluded pupils
- to supervise “included” pupils
- to inform and engage the support of parents
- to support whole school behaviour sanctions including the Friday late detention cycle and the Monday SLT detention
- to call on the support of the Headteacher or appropriate Deputy Headteacher in cases of serious breaches of school discipline or where a pupil might be in danger of exclusion

4.8 Headteacher

Only the Headteacher or, in her absence, the Head of School, can exclude a girl. There are various lengths of "fixed term" exclusions where the girl is not permitted to attend school. There is also "Permanent Exclusion" in exceptional circumstances. All forms of exclusion are a legal issue and the latter also involves the Discipline Committee of the school governors.

5 FRAMEWORK FOR DESIRED POSITIVE BEHAVIOURS BASED ON THE GOALS OF SACRED HEART EDUCATION

Our school ethos is underpinned by the five goals of Sacred Heart Education and this is the context which fosters effective learning and relationships both within the classroom and beyond. In effect, these form the basis of our ethos and provide a framework for promoting positive behaviours.

A positive ethos is one in which the pupils' confidence and self-esteem are promoted and they are encouraged to value one another and show a strong sense of belonging to the school as a community centred on the person of Christ. This results in a supportive atmosphere within the school and values which all of its members share, a sense of collective responsibility among staff, and a commitment to the school by the pupils and their parents;

The majority of pupils in the main, behave responsibly and conform to the expectations and values of the school. There are some pupils who are occasionally disruptive, but respond positively to the planned responses of the teachers. A small number of pupils have needs which require a range of interventions including additional resources within school and support from external agencies.

It is recognised that key barriers to learning are organisation, presentation, independent learning and attitude. If pupils are well prepared and are assisted in avoiding these barriers to learning then, for the vast majority, sanctions and consequences may never be necessary.

Our framework for positive behaviours is grounded in the five goals of Sacred Heart education.

5.1 Sacred Heart Goal of Faith

As members of our Sacred Heart Community of Faith we are committed to striving and growing to be people who

- worship God with reverence and show
- humility and obedience

as we seek to love God and obey his commandments.

We can do this if we always try to:

- Line up in silence before assembly
- Enter and leave Chapel in silence
- Avoid distracting others from their prayers
- Follow routines and procedures for assembly and class prayers
- Participate reverently in worship
- Participate in planning and leading worship
- Share responsibility for creating a spiritual environment for worship and prayer
- Keep the commandments

Appendix 1 provides examples to show behaviours that might indicate differing levels of commitment to the Goal of Faith and what rewards or interventions can be expected from staff in relation to such behaviours.

5.2 Sacred Heart Goal of Intellect

As members of our Sacred Heart Community of Learning we are committed to striving and growing to be people who show

- Curiosity and an enthusiasm for learning
- Open mindedness
- A spirit of questioning

in the service of seeking the truth

We can do this if we always try to:

- Be on time for school and for lessons
- Line up quietly outside the classroom
- Be properly equipped for lessons
- Listen to instructions
- Always do homework on time
- Participate in discussion and share ideas

- Work well with others
- Never disrupt the learning of others
- Take pride in the presentation of work
- Make classwork and homework work the best it can be
- Act on feedback and targets for improvement
- Extend learning through wider reading and independent study
- Listen respectfully to the views and contributions of others
- Be open to criticism
- Be self-critical
- Challenge views and ideas

Appendix 2 provides examples to show behaviours that might indicate differing levels of commitment to the Goal of Intellect and what rewards or interventions can be expected from staff in relation to such behaviours.

5.3 Sacred Heart Goal of Social Awareness

As members of our Sacred Heart Community of Service we are committed to striving and growing to be people who show the values and attributes of:

- Empathy and
- Compassion

as we seek to love our neighbour and do justice.

We can do this if we always try to:

- Consider the feelings of others
- Respect the privacy of others
- Offer help and support to those who need it
- Support our school's charitable fundraising activities

Appendix 3 provides examples to show behaviours that might indicate differing levels of commitment to the Goal of Social Awareness and what rewards or interventions can be expected from staff in relation to such behaviours.

5.4 Sacred Heart Goal of Community

As members of our Sacred Heart Community of Life and Love we are committed to striving and growing to be people who show the values and attributes of:

- Tolerance and
- Respect

as we seek to live peacefully in society

We can do this if we always try to:

- Show respect for difference and diversity
- Treat with respect those we find it difficult to like
- Never use physical violence against others
- Respect the personal space of others
- Avoid gossip and name calling
- Never use social media to abuse or humiliate others or to spread gossip and cause conflict
- Always show good manners
- Respect the physical environment by helping to keep the school free of litter and graffiti
- Treat school property and equipment with care

Appendix 4 provides examples to show behaviours that might indicate differing levels of commitment to the Goal of Community and what rewards or interventions can be expected from staff in relation to such behaviours.

5.5 Sacred Heart Goal Personal Growth

As members of our Sacred Heart Community of Nurture we are committed to striving and growing to be people who show the values and attributes of:

- A Growth Mindset and a belief in the potential of high performance for all
- Resilience
- A sense of self-worth

as we seek to respect ourselves and experience the fullness of life in Christ.

We can do this if we always try to:

- Do our best
- Be open to and act on feedback
- Persevere when we find things difficult
- Be prepared sometimes to make a new start
- Keep ourselves safe
- Take pride in our appearance and in how we present ourselves
- Be true to ourselves and don't just follow the crowd
- Stand up for what we know is right

Appendix 5 provides examples to show behaviours that might indicate differing levels of commitment to the Goal of Personal Growth and what s rewards or interventions can be expected from staff in relation to such behaviours.

6 USING PRAISE AND REWARDS

All members of the school community will do things that deserve to be praised. Research has proven effective use of praise to be a fundamental to raising pupil achievement. At Sacred Heart High School, we seek to ensure that praise motivates pupils and helps them to feel valued. It is recognised that praise is more effective than punishment and that positive behaviour and good attendance is more likely to be fostered in a climate of rewards and encouragement. All students have a need for positive affirmation, and it is important that the positive behaviour of the majority is not taken for granted.

At Sacred Heart, we are motivated to learn by praise, reward and celebration of achievement. Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Comments should also be logged on the student's record in SIMS.

During the course of each term, teachers should find an opportunity to praise every pupil in their classes individually. Likewise, line managers should praise all members of their teams whenever appropriate and at least termly. Praise is not a one-way exercise. At Sacred Heart, we will actively encourage students to praise staff, and colleagues to praise their line managers. Praise must be given for progress, not just for high quality work.

6.1 Stages of Praise & Appropriate Rewards

The following model outlines the stages of praise to celebrate positive behaviour for learning and living in a community and the use of rewards

Stage 1	Rewards for positive behaviour given by classroom teacher and tutor
Stage 2	Rewards for positive behaviour given by HODs/Directors of Learning
Stage 3	Rewards for positive behaviour given by the Senior Leadership Team

At Sacred Heart we believe that if all staff are consistent in their approach and response to stage one positive behaviours that this in effect, increases the numbers of further positive behaviours beyond stage 1. Collectively as a school community we give clear messages about the expectations and boundaries of learning and living in a school community. Staff, therefore, should consistently celebrate and reward Stage 1 behaviours at the time and wherever it occurs in school. All such achievements must be logged on SIMS. Our collective approach to behaviour education is in keeping with our Catholic Ethos: as staff we seek to

creative positive classroom climate where positive attitudes to living and learning are acknowledged and negative attitudes are challenged and re-directed. We acknowledge that our students are in the process of a massive transformation from children to adults and during this period they will make choices which may be risky and challenge social norms. It is our responsibility as adults, in collaboration with parents, to sustain boundaries, rules and expectation of our school while at the same time supporting our students pastorally through this period of social, emotional and intellectual challenge

Achievement Stage	Action	Type of Rewards
Stage 1 Achievement <ul style="list-style-type: none"> • Exceptional homework • Exceptional classwork • Positive contribution to discussions • Courtesy • Kindness • Academic progress • Enthusiasm for learning • Helpfulness 	Reward by the class teacher, tutor or member of staff encountering them logged on SIMs	Stage 1 rewards may include: <ul style="list-style-type: none"> • verbal praise • written praise in books or planner • Sophie stickers • Praise stamps • Postcard home from classroom teacher and or tutor • Contact home via email or phone call • Name on Form room wall of achievement
Stage 2 Achievement <ul style="list-style-type: none"> • Goals graduate achievements • Subject achievements • Duke of Edinburgh • Sporting achievements • Artistic achievements • Leadership achievements • Exemplary Attendance and Punctuality record 	Reward offered by the HOD, Director of Learning, Kairos Team logged on SIMs	Stage 2 rewards may include: <ul style="list-style-type: none"> • Verbal praise in assemblies • Certificates • Badges • Letter home • Postcard home from HOD, Director of learning and or the Kairos Team • Article in the newsletter • Name on School wall of achievement
Stage 3 Achievement <ul style="list-style-type: none"> • Student of the year award • 100% attendance and punctuality • Leadership of a key whole school event • House of the Year award 	Reward offered by the senior leadership team logged on SIMs	Stage 3 rewards may include: <ul style="list-style-type: none"> • Verbal praise in assemblies • Certificates • Name on cup or shield • Article in the newsletter • Trip • Leadership skills rewarded with further responsibilities • Prizes • Letter home

7 USING SANCTIONS

Rationale for sanctions: Sanctions / consequences provide public recognition that certain behaviour is unacceptable / inappropriate, and help students to develop a sense of right and wrong. They should be applied sparingly and consistently. Where pupils are familiar with

routine expressions of approval and rewards, they are most likely to understand and accept the withdrawal of approval and use of sanctions. Restorative justice techniques will be employed as far as is reasonably possible but there is a clear distinction between those used for minor and major offences.

Consequences / sanctions are effective when:

- they relate to a specific task or action
- the recipient is clear about what they are being reprimanded for
- the sanction is applied clearly
- they are given consistently and fairly
- it is deserved
- the effect upon others, other than the recipient, is recognised/positive
- it reprimands actions which are in conflict with the school's core values

Consequences / sanctions are ineffective when:

- they are given for vague reasons
- they are not recognised by the recipient
- they are used for all instead of just the individual(s) concerned
- they are given too easily and spread too widely
- the effect upon others, other than the recipient, is negative
- they focus repeatedly on the same issue without progress

Types of consequences/sanctions: Any pupil not following the expectations of the school's behaviour policy can expect an appropriate and proportionate sanction. There will be a graduating scale of sanctions to be applied according to the professional judgement of staff.

7.1 Stages of Intervention and Sanctions

The following model outlines the stages of intervention to support behaviour for learning and living in a community and the use of sanctions

Stage 1	Strategies, behaviours and sanctions dealt with by classroom teacher;
Stage 2	Where HODs/ pastoral staff become involved; (tutor, PSM, Directors of Learning)
Stage 3	Serious matters dealt with by involvement of the Senior Leadership Team

At Sacred Heart we believe that if all staff are consistent in their approach and response to stage one behaviours that this in effect, lessens the numbers of behaviours escalated beyond this. Collectively as a school community we give clear messages about the expectations and boundaries of learning and living in a school community. Staff, therefore, should deal with minor and occasional Stage 1 behaviours and poor punctuality at the time and wherever it occurs in school. All such occurrences and the resulting actions must be logged on SIMS. We also recognise and understand that our students come to our school with a range of experience and understanding of how to self-manage their behaviour. Many of them need our additional support in learning how to live in a loving relationship with themselves and other people. Therefore, in our application of the sanctions systems, we strive to prescribe a sanction that both acknowledges the seriousness of the negative behaviour and at the

same time offers our students the means to reflect and change their behaviour so that they can be reconciled with themselves and others.

Behaviour Stage	Action	Type of Sanctions
Stage 1 Poor Behaviours <ul style="list-style-type: none"> • minor disruption • chatting in class • mild answering back to staff • overly boisterous behaviour • dropping litter • not wearing uniform properly • non-completion of independent learning tasks • minor name calling • forgotten or incorrect equipment • eating in class • lateness to class 	Dealt with by the class teacher or member of staff encountering them, logged on SIMS	Stage 1 sanctions may include: <ul style="list-style-type: none"> • verbal reprimand • temporary reseating to a different location • repeating work of an unacceptable standard • behaviour concern entry on SIMS • loss of some break or lunchtime • compulsory community service within school eg cleaning or litter duty • detentions during or after the end of the day as a result of one off lateness or uniform infringements
Stage 2 Poor Behaviours <ul style="list-style-type: none"> • repeated disruption in class • challenging the authority of a member of staff • minor vandalism • truancy • poor behaviour on the way to or from school • minor physical assault • inappropriate online behaviour 	Must be referred by a member of staff to their line manager (unless they are themselves senior staff):	Stage 2 sanctions may include: <ul style="list-style-type: none"> • temporary removal from the classroom by Head of Department or Director of Learning • placing on Report • loss of social time • exclusion from certain lessons • withdrawal of IT access • withdrawal of privileges • detentions for persistent lateness to school
Stage 3 Poor Behaviours <ul style="list-style-type: none"> • use of obscene / offensive language towards a member of staff • serious offensive language / • assault on a member of staff • serious assault on another student • fights between students • persistent bullying, sexual, racial or other harassment including online • Misuse of the internet • theft • possession of a weapon or otherwise threatening the safety of others; • any suspicion of illegal drug or alcohol possession, supply or abuse 	The assistance of a senior member of staff must be sought immediately:	Stage 3 sanctions may include: <ul style="list-style-type: none"> • referral to senior staff for one off serious breaches of the behaviour policy • engaging parental support and sanctions through parental contact or meeting • behaviour contracts • use of PSPs • internal exclusion • managed Moves • fixed term or permanent exclusion

7.2 Exclusions

All pupils who are excluded, for some internal, and all fixed term exclusions will only be readmitted following a meeting between the parents / carers and a member of the SLT.

All behaviour issues **MUST** be logged on SIMS/Safeguard and it is expected that for any pupil who reaches the threshold for stage three intervention, there will be a clear evidence trail that they have gone through typical sanctions for stages one and two.

Pupils will be excluded for serious breaches of the behaviour policy these include:

- Violence of any kind, particularly fighting, will result in those concerned being excluded from the school immediately. Smoking and any misuse of alcohol will result in exclusion. Use or possession of any drugs, either on or outside of the school premises will lead to exclusion which will be permanent. Any girls 'dealing' or expressing an intent to deal in drugs or in possession of drugs will be permanently excluded. Where a girl behaves in such a way that she puts the safety or moral well-being of the school or other pupils at risk, she will be excluded.
- Disruptive behaviour undermines the learning and safety of others and will be dealt with seriously. In some cases, pupils will be internally excluded but will be given remote / virtual access to their lessons. Depending upon the nature of the behaviour, disruptive behaviour may lead to exclusion. Persistent or serious disruptive behaviour may also result in permanent exclusion;
- Any behaviour which puts the safety and well-being of self or others at risk or damages the environment or does not respect the property of others or the school will be dealt with severely by exclusion, including permanent exclusion. This includes bullying, cyber bullying, violence, unsafe or threatening behaviour, the use or possession of drugs or alcohol, dealing in or expressing any intent to bring in or deal in drugs, theft or damage to the environment, being in possession of or receiving or looking after a knife or dangerous weapon or implement for another person.
- Pupils who choose to accompany or to be present as a bystander or in a supportive role when another pupil chooses to be involved in any criminal activity or any activity that puts an individual or property at risk, including fighting, will be excluded. In certain cases, such exclusion may well be permanent.
- No pupil may give information or contribute photographs, articles, letters, comments etc. concerning the School or any member of staff or pupil to any journalist or publication, other than an official school publication, or to any person who does not have a legitimate right to the information or items, without the specific permission of the Headteacher This includes publication – either directly or indirectly upon any internet site. Breach of this regulation would normally warrant permanent exclusion from the school.
- In all cases involving drugs, dangerous weapons, serious misuse of the internet, uploading of images or inappropriate comments about pupils or members of staff to social forums or any area of the internet, regardless of whether or not this was done in or out of school (see below), violence or threatening behaviour towards a teacher, exclusion will be immediate and permanent even for one off offences.
- Pupils who are found to have made malicious accusations against staff will be excluded. Such exclusion may be permanent.

7.3 Detention System

Parents and carers should be advised that in line with changes resulting from the Education Act 2011, the school is no longer required to give 24 hours' notice of longer length detentions. In exercising its right to take same day action as required, the school will make every reasonable attempt to inform parents by a variety of means including email, text or phone call of detentions longer than 15 minutes. Parents are requested to check their child's student planner on a daily basis which is where the majority of detentions will be recorded.

The emphasis of all detentions is to resolve the original issue. The teacher will hold a restorative conversation with the student to ensure that there is an understanding of how the expectations of behaviour were not met, and what can be done in future to ensure a positive working environment.

The school detention system is as follows:

- 15 to 30 minute restorative detention with teacher/tutor for a minor misdemeanour or issue in a classroom such as poor focus or low level disruption/non completion of homework/uniform infringement. (Stage one)
- 60 minute departmental detention set by a HOD if a pupil is persistently disruptive in a subject's lesson. This would also be used as an escalation from a 30 minute restorative detention if a pupil failed to attend. (Stage two)
- Central 60 minute detention held every Friday for lateness to school. Failure to attend the Friday detention will result in a longer detention of 100 minutes with a member of the SLT on the following Monday.

8 SUPPORT SYSTEMS FOR PUPILS

At Sacred Heart, all aspects of learning are underpinned by the philosophy of high performance for all. This is supported by approaches to learning which focus on ensuring the development of skills, values, attitudes and attributes to enable all pupils to excel. On a whole school, departmental and teacher basis staff work to address any barriers to learning for individual or groups of pupils.

Pupils who have SEN needs are identified as part of the school's screening process and supported in their learning through a range of strategies. Regular Progress Meetings and team around the child and tutor (TACT) meetings are used to review academic progress and well-being and identify pupils most at risk and put in place appropriate interventions and follow up.

8.1 Identification of 'At Risk' Students

The following strategies may be used to support at risk students:

- early home/school contact leading to daily report to the pastoral team if necessary in order to modify student behaviour;
- referral to the Erskine Centre
- the pupil may receive support from school and outside agencies through a Pastoral Support Plan
- the student may receive specific sessions targeted at individual needs organised and delivered by members of the TACT team (for example, mentoring, cognitive behaviour therapy,)

8.2 Use of support structures and external agencies

Where students require additional support the school will seek, as appropriate, the assistance of various systems and agencies

- Special Educational Needs Code of Practice
- In school counselling provided by the school's psychotherapists
- Attendance Officer input
- Referrals for early help intervention
- Outside Agencies e.g. External Counselling, Education Psychologist, CAMHS
- School Nurse
- Parental contact

9 SUPPORT SYSTEMS FOR STAFF

It is recognised that there will be occasions when staff will need a greater level of support. Staff who experience difficulty with a class or group should always seek advice from their line manager and additionally, may receive support in the following ways:

- Subject Leaders, Directors of Learning and where appropriate the senior leadership team
- Through training and development opportunities as part of the school's CPD programme and pastoral meetings.

Staff who need advice on managing the behaviour and attendance of individual pupils will be offered support in the following ways:

- Through appropriate differentiation as discussed with the Subject Leader;
- Departmental specific support e.g. detentions, group move, etc.

10 FREEDOM FROM BULLYING AND INTIMIDATION

The school recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The school also acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all schools to have measures in place to encourage good behaviour and prevent all forms of bullying amongst students.

At Sacred Heart we are proactive in our approach to preventing any instances of bullying or intimidation and do this by:

- Actively involve and inform parents
- Taking any concerns seriously and resolve the issue in a way that protects the student
- Responding in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions
- Enabling pupils to understand the part they can play to prevent bullying, including when they find themselves as bystanders
- Making it easy for students to report bullying with the confidence of being listened to and incidents acted on this includes bullying outside of school and on the internet

- Updating policy and practice including new technologies, for instance updating 'acceptable use' policies for computers
- Appropriate to pupil age, promote tolerance, understanding and challenge prejudice through our ethos, PSHE and through opportunities for social, spiritual and cultural development in lessons.
- Being an outward facing school and working with a range of external agencies and organisations such as the police and Children's Services where bullying is particularly
- Acting promptly to address serious or persistent bullying and where a criminal offence may have been committed

Any incidents involving racism / homophobic language must be referred to the Head of School

11 MONITORING AND EVALUATION

The identification, recording, monitoring and evaluation of behaviour will be undertaken by reviewing the following sources of information:

- SIMs/Safeguard
- Behaviour Spread sheet/data base
- SEND Register
- Attendance Register
- Student Files – Attainment/achievement data also parental communication
- Departmental data systems
- Target Setting data
- Outside Agency data e.g. Localities team / community police/data/health service
- Student planners

All members of staff have a role to play in monitoring the rewards and sanctions systems within school. Tutors should monitor rewards and sanctions on a daily basis via their tutor group report available on their SIMs homepage to enable swift and timely intervention with pupils.

HODs and DOLs should regularly monitor and evaluate the impact of rewards and sanctions as part of their line management role and responsibility.

Rewards and sanctions are monitored, reviewed and evaluated on a termly basis by the Senior Leadership

12 BEHAVIOUR OUTSIDE SCHOOL

Pupils who breach the school's Behaviour for Learning and Living Policy whilst on trips and journeys, sports fixtures or a work experience placement will be dealt with in the same manner as if the incident had taken place at school.

For incidents that take place outside the school and are not part of the above this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school.

Other relevant factors include whether the student is wearing school uniform or is in some other way identifiable as a student of the school and whether the behaviours could adversely affect the reputation of the school. In the case of acts of aggression which threaten the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

This behaviour includes the misuse of social media and the posting of messages or images which are harmful and threatening to other members of the school community. We expect parental co-operation in this matter and their constant vigilance about their daughter's use of social media.

13 SEARCHING STUDENTS

The school acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening and searching students. As a result, senior staff may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

13.1 Banned Items

The following items are banned in school:

- Matches
- Aerosols
- Tippex
- Chewing Gum
- Dangerous instruments or offensive weapons
- Lighters
- Nail Varnish
- Solvents
- Non school uniform clothing
- Personal electronic devices of any kind, (except when given permission)
- Jewellery
- Mobile phones (*Sixth Form are allowed to have these*)
- Digital Watches with access to the internet

- Cigarettes
- Vapers
- Drugs
- Alcohol

The above list is not exhaustive and the school reserves the right to search for items which reasonably could be considered to have the potential to cause harm to other pupils or damage property.

14 THE USE OF REASONABLE FORCE

The school acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. (Please see Appendix 6)

15 MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF

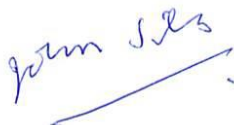
The school recognises that there may be occasions when a pupil needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

16 RATIFICATION

This Policy has been approved and ratified by the Headteacher and Governing Body in March 2020. The Policy and appendices will be reviewed in June 2020.



Mrs M Doyle
Headteacher



John Sills
Chair of Governors

Appendix 1: Sacred Heart Goal of Faith

EXAMPLES (GOAL OF FAITH)

<i>A reluctant member of our Sacred Heart community might...</i>	<i>A compliant member of our Sacred Heart community...</i>	<i>A committed member of our Sacred Heart community...</i>	<i>An outstanding member of our Sacred Heart community...</i>
Sometimes talk or distract others during worship, is disengaged and needs reminders of how to behave during worship.	Does not talk or distract others during worship but does not always participate actively or engage fully and sometimes needs to be reminded of how to behave during worship.	Engages thoughtfully in worship, shows reverence and respect for God and others and does not normally need to be reminded of how to behave during worship.	Engages thoughtfully in worship, sometimes leads prayer, shows reverence and respect for God and others and does not need to be reminded of how to behave during worship.
Sometimes treats others disrespectfully and does not always reflect on Jesus' call to love God and our neighbour	Follows school rules about respect for others but does not always make a positive effort to show love of God and neighbour	Does her best to put into practice Jesus' command to love God and our neighbour	Thoughtfully and reflectively strives to act of the spirit of Jesus' command to love God and our neighbour

EXPECTATIONS (GOAL OF FAITH)

<i>When I present myself as a reluctant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a merely compliant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a committed member of our Sacred Heart community I can expect...</i>	<i>When I present myself as an outstanding member of our Sacred Heart community I can expect...</i>
To be challenged and given guidance and support from my tutor To be referred to the PSM if my behaviour does not change To take part in restorative justice Community service	To be challenged and given guidance and support from my tutor	Praise from my tutor and other staff Sophie	Praise from my tutor and other staff Sophie

Appendix 2: Sacred Heart Goal of Intellect

EXAMPLES (GOAL OF INTELLECT)

<i>A reluctant member of our Sacred Heart community might...</i>	<i>A compliant member of our Sacred Heart community might...</i>	<i>A committed member of our Sacred Heart community will...</i>	<i>An outstanding member of our Sacred Heart community will...</i>
<p>Be late for school or for lessons</p> <p>Not line up properly</p> <p>Not bring books or equipment to lessons</p> <p>Not always listen to instructions</p> <p>Not hand homework in on time</p> <p>Not contribute to class discussion or group work</p> <p>Be satisfied with rushed, careless or incomplete work</p> <p>Not act on the teacher's feedback</p> <p>Not listen respectfully to the views and contributions of others</p> <p>Find it difficult to accept criticism</p> <p>Not be prepared to challenge and question</p>	<p>Not contribute to class discussion or group except when explicitly directed by the teacher</p> <p>Be satisfied with meeting the minimum requirements for a piece of work</p> <p>Not always strive to do their best work</p> <p>Not do their best to act on feedback</p> <p>Rarely extend learning through wider reading and independent study</p> <p>Not fully engage with the views and contributions of others</p> <p>Find it difficult to accept criticism</p> <p>Need a lot of encouragement to challenge and question</p>	<p>Be willing to share ideas in discussion and contribute to group work</p> <p>Try to make all their work the best it can be</p> <p>Always try to act of feedback</p> <p>Support their learning through wider reading and independent study</p> <p>Listen respectfully and engage with the views of others</p> <p>Accept constructive criticism</p> <p>Challenge views and ideas</p>	<p>Be enthusiastic about class discussion and group work</p> <p>Strive for continual improvement</p> <p>Welcome feedback and act appropriately on it</p> <p>Take responsibility for their own learning</p> <p>Listen respectfully to others and engage constructively with views challenging to their own</p> <p>Welcome criticism as a means to improvement</p> <p>Always critically examine accepted views and ideas</p>

EXPECTATIONS (GOAL OF INTELLECT)

<i>When I present myself as a reluctant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a merely compliant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a committed member of our Sacred Heart community I can expect...</i>	<i>When I present myself as an outstanding member of our Sacred Heart community I can expect...</i>
<p>Subject detention</p> <p>Late detention</p> <p>To be referred to the Head of Department if my behaviour does not change</p> <p>To be placed on subject report</p> <p>To be referred to the Director of Learning if my behaviour does not change</p>	<p>To be asked to repeat work to improve it</p> <p>To be referred to my form tutor who will discuss my work with me and offer me challenge, advice and support</p>	<p>Praise from my subject teachers and other staff</p> <p>Sophie</p>	<p>Praise from my subject teachers and other staff</p> <p>Sophie</p>

Appendix 3: Sacred Heart Goal of Social Awareness

EXAMPLES (GOAL OF SOCIAL AWARENESS)

<i>A reluctant member of our Sacred Heart community might...</i>	<i>A compliant member of our Sacred Heart community might...</i>	<i>A committed member of our Sacred Heart community will...</i>	<i>An outstanding member of our Sacred Heart community will...</i>
<p>Spread gossip about others</p> <p>Use social media to bully or humiliate others or publish private information about them</p> <p>Encourage others to gossip or misuse social media</p> <p>Avoid participating in fundraising activities</p>	<p>Avoid doing anything to hurt others but not attempt to reach out to those who might be lonely or unhappy or in need of help</p> <p>Join in fundraising activities as directed by their tutor</p>	<p>Avoid doing anything to hurt others and show kindness to those who might be lonely or unhappy or in need of help</p> <p>Work with others to make a strong contribution to fundraising activities and social action</p>	<p>Avoid doing anything to hurt others and go out of their way to befriend and support to those who might be lonely or unhappy or in need of help</p> <p>Formulate ideas and take on leadership in organising fundraising activities and social action</p>

EXPECTATIONS (GOAL OF SOCIAL AWARENESS)

<i>When I present myself as a reluctant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a merely compliant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a committed member of our Sacred Heart community I can expect...</i>	<i>When I present myself as an outstanding member of our Sacred Heart community I can expect...</i>
<p>To be challenged and given guidance and support from my tutor</p> <p>To be referred to the PSM if my behaviour does not change</p>	<p>To be challenged and given guidance, encouragement and support from my tutor</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>

<p>To take part in restorative justice</p> <p>Community service</p> <p>In serious cases or after repeated offences to be referred to the Director of Learning or a senior member of staff who may consider inclusion (removal from lessons)</p> <p>In the most serious cases to be referred to the Headteacher who may consider exclusion</p>			
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Appendix 4: Sacred Heart Goal of Community

EXAMPLES (GOAL OF COMMUNITY)

<i>A reluctant member of our Sacred Heart community might...</i>	<i>A compliant member of our Sacred Heart community might...</i>	<i>A committed member of our Sacred Heart community will...</i>	<i>An outstanding member of our Sacred Heart community will...</i>
<p>Insult or ridicule others on grounds of race, ethnicity, culture, gender, faith, disability, sexual orientation</p> <p>Make racist or sexist remarks or jokes, or offensive comments or jokes about culture, faith or disability</p> <p>Invade others' personal space</p> <p>Use physical violence against others</p> <p>Spread gossip about others</p> <p>Use social media to bully or humiliate others or publish private information about them</p> <p>Encourage others to gossip or misuse social media</p> <p>Deliberately damage school property of equipment</p> <p>Deface the school building with graffiti</p> <p>Deliberately or carelessly drop litter</p>	<p>Avoid physical violence or offensive language but keep quiet when they see others being badly treated</p> <p>Avoid doing anything to hurt others but not attempt to reach out to those who might be lonely or unhappy or in need of help</p>	<p>Take care not to cause hurt or distress to others, show kindness to those who might be lonely or unhappy or in need of help, inform a responsible adult when someone is being badly treated</p> <p>Always be courteous and polite</p>	<p>Avoid doing anything to hurt others, go out of their way to befriend and support to those who might be lonely or unhappy or in need of help, actively challenge those who mistreat others and, inform a responsible adult when someone is being badly treated</p> <p>Show awareness of the importance of how they present themselves through personal courtesy and good manners</p>

EXPECTATIONS (GOAL OF COMMUNITY)

<i>When I present myself as a reluctant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a merely compliant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a committed member of our Sacred Heart community I can expect...</i>	<i>When I present myself as an outstanding member of our Sacred Heart community I can expect...</i>
<p>To be challenged and given guidance and support from my tutor</p> <p>To be referred to the PSM if my behaviour does not change</p> <p>To take part in restorative justice Community service</p> <p>In serious cases or after repeated offences to be referred to the Director of Learning or a senior member of staff who may consider inclusion (removal from lessons)</p> <p>In the most serious cases to be referred to the Headteacher who may consider exclusion</p>	<p>To be challenged and given guidance, encouragement and support from my tutor</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>

Appendix 5: Sacred Heart Goal of Personal Growth

EXAMPLES (GOAL OF PERSONAL GROWTH)

<i>A reluctant member of our Sacred Heart community might...</i>	<i>A compliant member of our Sacred Heart community might...</i>	<i>A committed member of our Sacred Heart community will...</i>	<i>An outstanding member of our Sacred Heart community will...</i>
<p>Not always engage with school life and with learning</p> <p>Not respond to feedback and advice about their learning or conduct</p>	<p>Do the minimum that is expected but not engage with all the opportunities of school life</p>	<p>Engage with a variety of opportunities offered by school life to develop their gifts and talents and broaden their interests</p>	<p>Actively seek out opportunities to explore new interests and to broaden their experiences and interests</p>
<p>Not observe school uniform regulations</p> <p>Dress inappropriately for school</p> <p>Be scruffy or careless about their appearance</p>	<p>Observe the school uniform rules but not always take care to present themselves smartly or appropriately</p>	<p>Dress smartly in school uniform and take care about their appearance</p>	<p>Be aware of the importance of how they present themselves in their dress and in their manners</p>
<p>Be careless about their own safety and the safety of others</p> <p>Be thoughtless and unreflective about the consequences of their behaviour for themselves or for others</p>	<p>Keep out of trouble but have a tendency to follow the crowd and to turn a blind eye to the poor behaviour of others</p>	<p>Act as a positive role model for others and be their own person rather than following the crowd</p>	<p>Be prepared to challenge the irresponsible, unsafe or inappropriate behaviour of others and to stand up for what is right</p>

EXPECTATIONS (GOAL OF PERSONAL GROWTH)

<i>When I present myself as a reluctant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a merely compliant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a committed member of our Sacred Heart community I can expect...</i>	<i>When I present myself as an outstanding member of our Sacred Heart community I can expect...</i>
<p>To be challenged and given guidance and support from my tutor</p> <p>To be referred to the PSM if my behaviour does not change</p> <p>To take part in restorative justice</p> <p>Community service</p> <p>In serious cases or after repeated offences to be referred to the Director of Learning or a senior member of staff who may consider inclusion (removal from lessons)</p> <p>In the most serious cases to be referred to the Headteacher who may consider exclusion</p>	<p>To be challenged and given guidance, encouragement and support from my tutor</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>

Appendix 6: Guidelines Safe Touch and Use of Reasonable Force in School.

The school Mission Statement makes clear the intention of The Sacred Heart High School (SHHS) to promote the well-being and achievements of all within that community and to create an environment in which individuals are safe to learn and each one is concerned for others.

The values of the Mission Statement emphasise the essential dignity and worth of each person as a learner and a person called by God. It is within the context of the values and principles of the Mission Statement that the Sacred Heart High School sets guidelines for safe touch and the use of reasonable force to control and restrain pupils as part of the Learning and Living in a Sacred Heart Community Behaviour Policy.

The following values and principles of the Mission Statement apply specifically to this policy:

'This community works together to bring one another to an awareness of the fullness and meaning of their life rooted in the love of God.'

We do this by:

- respecting the uniqueness, worth and development of each individual both as a learner and as a person called by God in dignity and faith.
- creating a well ordered, stimulating, secure and encouraging learning environment

This guidance is in line with current relevant legislation, including the DFE @Use of Reasonable Force, advice for headteachers, staff and governing bodies July 2013)

SAFE TOUCH

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is necessary. The following list gives some examples:

- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

Any physical contact of this nature with pupils, should take place in an open environment (see **Safeguarding Policy**).

WHAT IS REASONABLE FORCE?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.¹
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, injury or the committing of a criminal act would have followed. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items" – please refer to the 'Learning and Living in a Sacred Heart Community Policy

Examples of such situations are:

- A pupil attacking a member of staff, or another pupil
- Pupils are fighting
- A pupil is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or object
- A pupil is/ or appears to be under the influence of alcohol or illegal substances
- A pupil absconds from school (this will only apply if a pupil would be at serious risk if not kept in school).
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

¹ Section 550ZB(5) of the Education Act 1996

What might be regarded as constituting reasonable force?

Physical intervention can take a number of forms:

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

In particular:

- Physically interposing between pupils
- Blocking a pupil's path
- Leading a pupil by the arm
- Holding
- Pushing
- Pulling
- Shepherding a pupil away by placing a hand in the centre of the back or in more extreme circumstances using more restrictive holds.

However, staff should never act in a way that might reasonably be expected to cause injury or pain, for example by:

- Holding a pupil round the neck, or by the collar, or in any other way that might
- restrict the pupil's ability to breathe
- Slapping, punching, kicking or using any implement on a pupil
- Throwing an object at a pupil
- Twisting or forcing limbs against a joint
- Tripping up a pupil
- Holding or pulling a pupil by the hair or ear
- Holding a pupil face down on the ground
- Touching or holding a pupil in any way that might be considered indecent.

Procedures

During an incident staff should not hesitate to act in an emergency provided they follow the policy and procedures. However, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience. In any application of physical restraint, the minimum reasonable force should be used to calm down the situation.

Help should be summoned from colleagues; other pupils should never be involved in the restraint. The pupil should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour and continue to communicate with the pupil throughout the incident. It should be made clear that the physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is needed and a teacher (member of staff) should never give the impression that they have lost their temper, or is acting out of anger or frustration or attempting to punish the pupil.

The method of restraint employed must use the minimum force for the minimum time. In dealing with these difficult and stressful situations, the following should be considered:

- Being aware of any feelings of anger
- Ways and means to summon help
- Talking as a means to calm the situation
- Ensuring a free passage of air through airways
- Providing a "soft" surface if possible

- Being aware of accessories worn by you or by the pupil that could cause injury
- Monitoring the pupil's respiration, circulation and state of consciousness
- Involving professional medical assistance from onsite practitioners

Especially do not:

- Try to manage on your own
- Stop talking, even if the pupil does not reply
- Straddle the pupil
- Push the arms up the back
- Touch the pupil near the throat or head
- Put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck).

Recording of Incidents where Reasonable Force has been used

Immediately following any such incident, the member of staff concerned should inform the Deputy Head (Safeguarding Lead) or any member of the SLT of the events and then provide the short written factual report as soon as possible afterwards. It should include the following information:

- The name(s) of the pupil(s) involved and when and where the incident took place;
- The names of any other staff or pupils who witnessed the incident;
- The reason that force was necessary;
- Briefly outline how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- The pupil's response and the outcome of the incident;
- Details of any obvious or apparent injury suffered by the pupil, or any other person, and of any damage to property;
- Obtain medical report from onsite medical practitioners who were involved;
- Where reasonable force has been used on a pupil, parents are to be informed by the appropriate Senior Member of Staff. Please note that parental consent is not needed to use force on a student in the appropriate circumstances;
- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Informing Parents:

- Parents will always be informed of serious incidents involving the use of force on their child.

If a pupil or their parent complains when force is used on them:

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated by the Headteacher or a senior member of staff
- Where a member of staff has acted within the law ie they have used reasonable force in order to prevent injury, damage to property or disorder, this will provide a defence to any criminal prosecution or other civil or public law action.

- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true; it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be the automatic response when a member of staff has been accused of using excessive force (see **Safeguarding Policy** – ‘Dealing with Allegations against Teachers and other Staff’)