

BEHAVIOUR

Statement of Practice

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Review Frequency:	Annually
To be Reviewed By:	Mrs M Warden

INTRODUCTION

The purpose of the policy is:

- To affirm the school's commitment to promoting positive behaviour and ensuring a well ordered environment in which effective teaching and High Performance Learning can take place.
- To fulfil the Governors' duty of care to students and employees.
- To outline the roles and responsibilities of staff within the school.
- To detail the procedures to be followed by staff when dealing with behavioural issues.

The Long Eaton School **Vision Statement** forms the basis of this policy:

Care and respect for ourselves, others and the environment.

Challenge and support for all.

Co-operation between school, home and the community.

Consistency and fairness in our expectations and values.

The School Vision statement underpins the three school rules reflected in this policy:

**Ready
Respectful
Safe**

The policy is compliant with the DfE 'Behaviour and Discipline in School's Advice for Headteachers and School Staff' January 2016 and the updated 'Statutory Guidance for those with Legal Responsibilities in Relation to Exclusion' September 2017. The policy acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and is respectful of students with special education needs. (SEND). This policy is written with reference to the Education Endowment Foundation report, "*Improving Behaviour in Schools*" June 2019

RATIONALE

The Long Eaton School has very high expectations of its students in terms of their attitude, their work and their behaviour. The school is striving to create a culture in which visible consistency allows exceptional behaviour to flourish.

The Behaviour Management Policy is based on calm, consistent high standards of behaviour from all at all times. It encourages students to behave in a responsible manner towards others, showing respect, consideration and kindness. It is the School's duty to keep all students safe, happy and able to learn. High standards are set in the belief that a caring, but challenging school ethos generates self-respect, independence and the academic success for all. Outstanding behaviour and discipline are essential if effective teaching and learning is to take place.

This policy takes into account the current situation regarding COVID-19.

AIMS OF BEHAVIOUR POLICY

- To promote amongst students, respect for others, self-discipline, positive relationships and a proper regard for authority based on mutual respect.
- Outstanding behaviour and discipline on the part of all students.
- To ensure that all students and parents understand the boundaries of acceptable behaviour at The Long Eaton School.
- To ensure that all students gain the most from their learning at the school.
- To ensure consistency and fairness of response to both positive and negative behaviour.
- To promote early intervention.
- To provide a safe environment free from disruption, violence, bullying and any form of harassment.

SAFEGUARDING

Where behaviour gives cause to suspect that a student is suffering, is likely to suffer harm, the Safeguarding Policy will be implemented.

CLASSROOM EXPECTATIONS

Our expectation is that students display good behaviour during lessons by being:

Ready

- wearing full school uniform on arrival to lesson (or correct PE kit on days where they have PE)
Appendix 1;
- having mobile phones switched off and in their bags;
- bringing a black pen, pencil, ruler, calculator and Knowledge Organiser packs to lessons;
- completing Knowledge Organiser homework in line with the timetable before the lesson;
- arriving at the line up or classroom by the time specified on the timetable, queuing sensibly while waiting for the teacher, then walking directly to their allocated seat once in the classroom;
- completing the retrieval activity in silence for 5 minutes.

Respectful

- listening carefully in silence to all teacher instructions and acting accordingly;
- being respectful of other students when they are answering or asking questions;
- answering questions when asked, even if it isn't a fully formed answer;
- remaining on task throughout the lesson;
- completing work to the best of their ability;
- responding positively to feedback, improving work where necessary;
- maintaining good manners at all times (please; thank you; no bad language; no answering back).

Safe

- washing hands during break and lunchtimes and sanitising on entry to lessons;
 - staying in seats unless asked to move by the teacher;
 - keeping a respectful distance from everyone at all times;
 - when going to the toilet, washing hands thoroughly for 20 seconds, then returning straight to class;
 - putting all worksheets/equipment away as directed by the teacher at the end of the lesson, and all rubbish into the bins provided;
 - always coughing or sneezing into a tissue, or elbow;
- In addition, the following dangerous behaviour is strictly forbidden:
- Coughing or sneezing at other people;
 - Spitting;
 - Leaving a classroom without permission;
 - Breaking the year group bubble without permission;
 - Intentionally breaking social distancing rules with adults.

SETTING STUDENTS UP TO SUCCEED

A consistent approach from all teachers will be used to ensure students receive a clear message about our expectations for their work, behaviour and safety. Teachers will adopt a warm/strict approach while deliberately practising a range of strategies to ensure all students are meaningfully engaged in the lessons and understand what is required of them at every part of the lesson.

SUPPORTING STUDENTS

To help support our students in Years 7 – 11 who may be struggling with aspects of the school expectations, we have in place:

Heads of Year/ Achievement Leader

Years 7 and 8 AL	Mrs L Turner-Ramadan
Head of Year 9	Mr D Hunt
Head of Year 10	Mr A Fox
Head of Year 11	Miss S Kennedy

The Heads of Year and Achievement Leader oversee all aspects of each year group and are the first contact for any behaviour incidents. They will be the main contact for parents and carers.

Form Tutors

Each student has a form tutor who will, where possible, stay with them from Year 7 until Year 11. Whilst we have a staggered timetable in place, the students will see their form tutors once a week during their Life Skills lesson.

Walkabout

Members of SLT, CTLs and Heads of Year and the Achievement Leader will have timetabled slots throughout the week. They will visit as many classrooms as possible in their allocated time to support teachers to maintain a calm and orderly working atmosphere in lessons. They will be available to be called by teachers via Student Services when assistance is required.

The Student Support Base (SSB)

SSB support students who consistently struggle to meet classroom expectations to be more successful in lessons. The SSB cohort is identified by Heads of Year, using behaviour data from Class Charts.

Each member of the cohort has a Key Worker who:

- Meets each student to discuss an individual support plan at the start of each half term.
- Checks in with each student during their first or second 50 min period of the day.
- Set up a weekly mentoring session with each student for focused intervention.
- Provides a space at break times and lunchtimes for students where necessary.
- Provides a space for identified students to work remotely during certain times and lessons; structure work into manageable chunks for the students; provide support with the work where necessary.
- Checks Ready and Respectful points each day, liaising with class teachers if further information is required.
- Contacts parents each week to discuss progress.
- Reports back to Heads of Year each week.

Student support for those who have behavioural difficulties and also have SEND, will be supported in a similar way in the POD with the Learning Support team.

The SSB team and the Learning Support team can work in a positive way with students in order to address poor behaviour and improve outcomes. The school works with external agencies and seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Nurture Group

Students in Year 7 who may have difficulty settling into the structures and routines of their new school receive small group nurture sessions to help them adjust.

Removal and Exclusion Space (RESET)

This space is provided for students to continue their curriculum work. This includes, but is not limited to:

- Students who continue to fail to meet expectations after receiving a negative point;
- Students who have received second negative point in a subject;
- Students who have been placed in internal exclusion following a serious incident;
- Students who have acted in an unsafe way by:
 - Coughing or sneezing at other people.
 - Spitting
 - Leaving lessons without permission
 - Breaking the year group bubble without permission

RESET is supervised by SLT, CTLs and Heads of Year/ Achievement Leader.

CORRECTING BEHAVIOUR THAT FALLS BELOW EXPECTATIONS

It is important that the return to school is seen as a positive experience. However, if a student continues not to meet our expectations of good behaviour, the teacher will follow the procedures in the table below.

1	Teacher will give a non-verbal cue or reminder.
2	Issue a first warning – if non-verbal cues are ignored. The teacher will explain which bullet point is being referenced and issue a reminder of what the good behaviour looks like.
3	Issue a second warning. The teacher will be explicit as to which bullet point is being referenced and issue a reminder of what the good behaviour looks like. This may not be the same bullet point referenced previously.
4	Issue a negative point. The negative point will be recorded on Class Charts. Sanction: <ul style="list-style-type: none">• Phone call home by the class teacher at the end of the day explaining reasons for the negative point and a warning that a further negative point in that lesson will result in removal from the classroom to complete their work in RESET.• If the negative point is a result of consistently not meeting the SAFE expectations, the Head of Year who will contact home and inform parents that repeated unsafe behaviour will result in a fixed term exclusion.
5*	<p>Walkabout called - Walkabout will be called to remove the student from the classroom to avoid further disruption to the learning of others. This will be recorded on Class Charts. Sanction</p> <ul style="list-style-type: none">• Walkabout will remove the student and take them to RESET where they will complete their learning for the rest of that lesson and the subsequent social time (break or lunch). If this is completed successfully, the student will return to lessons. If not, the student will continue their time in RESET until they are ready to learn.• Parents will be informed by Head of Year.• Students who refuse to go to RESET after continued reasonable requests will receive a fixed term exclusion. <p>*Students who intentionally</p> <ul style="list-style-type: none">• Cough or sneeze at other people.• Spit• Leave lessons without permission• Break the year group bubble without permission• Intentionally break social distancing rules with adults. <p>will result in a Walkabout removal as above. Students will spend the remainder of the day and social times in the RESET room. Warnings will not be used for these dangerous behaviours. Parents will be informed that a repeat of this behaviour will result in a fixed term exclusion.</p>

POOR BEHAVIOUR OUT OF LESSONS

Poor behaviour that takes place outside of the classroom is to be dealt with in the first instance by the teacher on duty. They will talk to the student about the behaviour before recording the incident on Class Charts. The incident will be referred to the Head of Year who will sanction appropriately, depending on the severity of the incident.

THE USE OF EXCLUSIONS

The Long Eaton School does not exclude students lightly, but fixed-term or permanent exclusion can be applied to students whose behaviour is violent, criminal, or threatening, and to students who repeatedly cross the boundaries of poor behaviour and do not respond to other consequences. Exclusion is a disciplinary sanction to be used only by the Headteacher or Deputy Headteacher where she is acting on the Headteacher's behalf.

FIXED TERM EXCLUSIONS

A decision to exclude a student for a fixed term will be taken by the Headteacher in response to a serious or persistent breach of the school's Behaviour Policy. Following a fixed term exclusion, a formal readmission meeting is held with the student and parents/carers. In cases where parents are unable to attend, a meeting will be held with the student and member of SLT or their Head of Year and the conditions of readmission will be discussed with the student.

When a decision has been taken to exclude a student, the Designated Safeguarding Lead or a nominated deputy will assess any potential risk to the student resulting from them not being in school. The outcome of the risk assessment, and any mitigating actions, will be recorded in the School's safeguarding records.

PERMANENT EXCLUSIONS

A decision to exclude a student permanently is a serious one and can only be taken by the Headteacher. A decision to exclude a student permanently should only be taken:

- (a) in response to a serious breach, or persistent breaches, of the school's Behaviour Policy, and
- (b) where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has utilised all reasonable strategies for dealing with the student. It will normally be used as a last resort. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a single serious offence, even if this is a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. Any decision to exclude a student will be taken having regard to the Department of Education's guidance on exclusions from maintained schools, academies and student referral units in England.

Disciplinary action will be taken against students who are found to have made malicious accusations against school staff. Details of how this is dealt with can be found in the 'Managing Allegations of Abuse Against School Staff policy'.

CONFISCATION

Staff have the right to confiscate items on the prohibited list with the authority of the Headteacher. Staff authorised by the Headteacher may search a student for banned substances or offensive weapons where they have reasonable suspicion. Where staff suspect that students have articles that are not allowed on the school premises they can reasonably ask a student to turn out their bags.

(see Appendices – Guidance on screening, searching and confiscation at The Long Eaton School).

USE OF REASONABLE FORCE

A member of staff may use, in relation to any student at the school, such force as is reasonable in the circumstances for the purpose of preventing the student from doing (or continuing to do) any of the following, namely:

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

This applies where a member of the staff of a school is:

- on the premises of the school; or elsewhere at a time when as a member of its staff, they have lawful control or charge of the student concerned

(For further information see Appendices – Guidance on the Use of Reasonable Force at The Long Eaton School).

ATTITUDE TO LEARNING (ATL)

To further encourage students to keep to expectations, we will report an Attitude to Learning grade for all students at the end of every half term. These will be linked directly to the Ready and Respectful expectations for lessons. Each lesson, students can receive a Ready and a Respectful point if they meet all of the expectations in each category. These will be recorded by their teachers on Class Charts by the end of the school day. At the end of each half term, ATL Grades for each subject will be awarded. Reports will be sent home in the first week after each half term break. Students may also receive further positive points in and out of lessons which will be recorded on Class Charts.

RECOGNITION AND REWARDS

At The Long Eaton School we acknowledge the importance of praise and recognition and seek to promote and reinforce our expectation of students at every opportunity. Details can be found in the Rewards Policy.

ROLES AND RESPONSIBILITIES

The Governing Body will support the school in maintaining high standards of behaviour. The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures. All staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high

standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. (see 'Home School Agreement')

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students are encouraged to report any instances of misbehaviour, disruption, violence or bullying. (see "Anti Bullying Policy")

The procedures arising from the policy will be developed by the Headteacher in consultation with staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

TRAINING OF STAFF

The school provides relevant information and training on behaviour management matters to all groups of staff. The school will provide training to all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

The measures which the Headteacher determines in promoting and encouraging good behaviour may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of students at a time when they are not on the premises of the school and are not under the lawful control of a member of staff at the school.

Disciplining beyond the school gate covers the school's response to bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. Further to investigation, appropriate school sanctions will be implemented by a member of SLT and in consultation with the Headteacher. The Governing Body must be satisfied that the measures proposed by the Headteacher are lawful. (see *Statutory Guidance updated January 2016*)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

WHAT THE LAW ALLOWS

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy, the teacher may discipline a student for any misbehaviour when the student is:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing the school uniform.
- in some other way identifiable as a student at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school.
- poses a threat to another student or member of the public.
- could adversely affect the reputation of the school.

MONITORING AND EVALUATION

The school evaluates its policy against key improvement objectives, which include for the individual student improvement in their behaviour and academic progress. The school will monitor the use of rewards and sanctions to ensure that its arrangements operate fairly and consistently across all year groups.

General behaviour patterns, use of rewards and sanctions, use of detention, internal exclusions and fixed-term external exclusions and effectiveness of the policy in encouraging positive behaviours, are all monitored and reported to governors as appropriate.

SCHOOL DRESS CODE

APPENDIX 1

The following school uniform is compulsory:

- Navy blazer with school logo
- White shirt
- V-neck grey jumper (optional)
- School tie
- Hijab – where students choose to wear the Hijab it should be plain navy, black or white
- Black, white or grey socks or black tights
- Plain black full length tailored trousers or knee length pleated black skirt
- Black school shoes

Please refer to the school website for examples of acceptable and unacceptable school shoes, trousers and skirts.

- Coloured tops, cardigans, designer garments, etc must not be worn instead of the school jumper. The only additional top should be an outdoor coat which should be in a block plain colour. Coats must be removed once inside the building. Hoodies and denim jackets are not allowed and should not be worn to or from school. Leggings, jeggings, jeans, chinos and combat style trousers are not allowed.
- **Fashion accessories** such as coloured or studded belts, wristbands, fancy hair bands/bobbles/floral slides etc must not be worn for school.
- False eye lashes, nails and coloured nail varnish are not allowed.
- Make-up should be discreet.
- Hats, gloves and scarves must not be worn inside.
- **Jewellery** is banned in accordance with Health & Safety rules, with the exception of a watch, one neat ring and one pair of small ear studs (one in each ear). Any other form of body piercing is strictly forbidden. Bracelets and neck chains are not allowed.
- **Hair** should be of a natural colour and style which does not draw attention. Shaved patterns are not acceptable.

PE KIT

All items are compulsory unless stated:

- Unisex navy polo shirt with logo
- ¼ zip navy tracksuit top with logo (Optional)
- Full zip tracksuit top with logo (Optional)
- Navy tracksuit bottoms (Optional)
- Navy shorts with logo (Optional) OR
- **Plain** Navy shorts with tie cord waist
- Navy PE socks
- Gum shield is highly recommended

Please note that **PLAIN** navy PE shorts and tracksuit bottoms are allowed (no logos except TLES). Please make sure **ALL** of items of uniform are labelled with your child's name.

The official school uniform suppliers are:

Tesco: <https://myclothing.com/the-long-eaton-school/6399.school>

Morley's School Outfitters

116 – 118 Bramcote Avenue

Chilwell

Beeston

Nottingham

NG9 4DR

Telephone: 0115 9258046

Uniformity

21 – 23 Nottingham Road

Borrowash

Derby

DE72 3JU

Telephone: 01332 677498

HOME SCHOOL AGREEMENT

To reinforce the partnership between home and the school, we ask all students and parent/carers to read and sign this agreement.

THE LONG EATON SCHOOL WILL:

- Demonstrate a commitment to the Safeguarding of all students.
- Support students in achieving their full potential as a valued member of the school community.
- Uphold the three school rules: ready, respectful, safe.
- Provide a curriculum that is broad, balanced and relevant to students' individual needs.
- Prepare students for life in modern Britain by developing their understanding of modern British Values.
- Support students to develop their character, including resilience, confidence and independence.
- Let parents know about any concerns or problems that affect students and their learning.
- Contact parents with any concerns regarding behaviour, attendance or punctuality.
- Keep parents informed about their child's progress.
- Set and monitor homework.
- Arrange Parents' Evenings and other meetings as appropriate during which progress and behaviour will be discussed.

Signature(s): _____ Headteacher _____ Tutor

AS A STUDENT AT THE LONG EATON SCHOOL, YOU AGREE THAT YOU WILL:

- Attend regularly and arrive at registration and all lessons on time.
- Be ready to learn by bringing all the equipment I need every day.
- Wear the school uniform and cooperate with all rules regarding hair, make-up and jewellery.
- Respect all staff and students.
- Have a growth mindset and work hard in lessons to achieve a high standard.
- Co-operate with the behaviour policy and support the Anti Bullying policy.
- Strive to understand and uphold the modern British Values.
- Ensure your mobile phone is switched off and in your school bag.
- Show care and respect for the school environment, keeping it free from litter, graffiti and damage.
- Show care and respect for property belonging to others.
- Behave well on the journey to and from school and show respect the local community.
- Take care of your planner, use it correctly and record all homework and communication.
- Stay safe online by cooperating with the school's online safety advice and do not upload any images, videos or messages onto social media that bring the school into disrepute.

Student Signature: _____ Date: _____

WITH A FOCUS ON SUPPORT AND COMMUNICATION, AS A PARENT/CARER, YOU AGREE THAT YOU WILL:

- Make sure your son/daughter attends the school every day on time and notify us on the morning of any absence.
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Make sure my child is dressed in accordance with the school dress code, including hair, make-up and jewellery.
- Make sure my child is properly equipped for lessons.
- Not take your son/daughter on holiday during term time.
- Fully support the school's behaviour and Anti-Bullying Policies and support the school in upholding modern British Values.
- Remind your child that their mobile phone should be switched off and remain in their school bag.
- Support your son/daughter in completing all homework to a high standard
- Check and sign your son/daughter's planner every week.
- Attend Subject Evenings, Form Tutor Evenings and meetings regarding my child's progress, attendance and behaviour .
- Support the school's online safety advice and do not upload any images, videos or messages onto social media that bring the school into disrepute.
- Advise your son/daughter to wear a cycle helmet if they ride a bike to school.
- Agree to pay for any damage caused to school property by your child.

Parent/Carer Signature: _____ Date: _____

Guidance on the use of Reasonable Force at The Long Eaton School

The Legal Provisions for Restraint

This guidance is based on the non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of the Headteacher and the Governing Body in respect of this power.

This advice will be kept under review and updated as necessary.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

The Long Eaton School believes that:-

- Each child has the right to be educated in a safe and secure environment.
- Parents and carers are informed and reassured that their children are being educated in a safe, caring and respectful atmosphere.
- All staff have the right to work in a safe and secure environment.
- The school seeks to create such a learning environment and to protect all people in its community from harm.

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 students.
2. Force is usually used either to control or restrain. This can range from guiding a student 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 students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students 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 student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students 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 students hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment

Preventative Strategies

The school actively promotes positive behaviour management strategies and seeks to develop good relationships at all levels, thus reducing the need for the use of any form of physical intervention except in an emergency situation.

All staff will seek to follow strategies likely to reduce the need for force in dealing with difficult students, based on the age of the student and context in which they are applied. They will endeavour at all times to:

- Move calmly and confidently.
- Make clear, simple statements, telling the student to stop and the consequences of failing to do so.
- Intervene early. Communicate with student throughout the incident.
- Try to maintain eye contact.
- If necessary, summon another adult before the problem escalates.
- If necessary, remove the audience from the immediate location.

When the school is aware that an individual student is likely to behave in a disruptive way that may require the use of reasonable force, the school may draw up an individual Risk Assessment, consult parents and plan proactive and reactive measures appropriately. These will be shared with all relevant parties.

When reasonable force may be used

Calm and measured responses will be considered before any force is applied in any situation. It is often inappropriate for a member of staff to intervene in an incident without help if he/she may be at risk of injury. In this event, he/she will remove other students who may be at risk and summon help from a colleague.

Staff should never act in a way that might reasonably be expected to cause injury, for example by:

- 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

Reasonable force should not be used to control a student in routine disciplinary situations for example:

- To block a student's path to stop an angry student walking away from a member of staff if that student does not pose a threat to self or others.
- To prevent a student exiting a room to avoid detention.

The school will make reasonable adjustments for disabled children and children with special educational needs (SEN).

A short written record must be passed to SLT by the end of the day following any use of reasonable force.

The written record must include:

- Name(s) of student(s) concerned and when/where incident occurred.
- Names of witnesses.
- Reason why force was necessary.
- The degree of force used and for how long.
- The students' response and outcome of the incident.
- Details of any apparent injury to the student or damage to the property.

A member of SLT will inform parents of the incident as soon as possible and offer them an opportunity to discuss it.

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders will support their staff when they use this power.

This policy is one of the school's pastoral policies and should not be read in isolation from the whole school Behaviour Management Policy.

The Duty to Act

Failure to take action in circumstances which merit it can be as serious as over-reacting. In many circumstances it is not a safer option for a teacher to do nothing or to take very limited action when to take action could restore safety. So far as a teacher's duty of care is concerned, an omission can be significant therefore a teacher needs to exercise their judgement as to whether action is necessary. Again, the circumstances of the case are the deciding factor and a teacher would not be expected to intervene to restore safety, at all costs, or with risk to his or her personal safety.

Violent behaviour is a criminal act and the police can be called where students are out of control and need restraining physically, or where a student is not obeying a lawful instruction (such as to leave the premises when excluded).

Physical Contact with Students

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument, hand tools, equipment and machinery in Technology and Construction;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Guidance on Screening, Searching and Confiscation

This guidance is related to the following advice which will be kept under review and updated as necessary:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Searching with Consent

School staff can search students with their consent for any item which is banned by the school rules.

Searching without Consent – What the law says:

What can be searched for?

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items (referred to in the legislation as ‘prohibited items’).
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to property of, any person (including the student).
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

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

Can I search?

Yes, if you are the Headteacher or a member of school staff authorised by the Headteacher.

- You **MUST** be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.
- There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, **but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.**

When can I search?

If you have reasonable grounds for suspecting that a student is in possession of a prohibited item.

Also note:

- The law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness, then the teachers wishing to conduct a search must do so.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Location of a search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.
- The powers only apply in England.

During the search

Extent of the search – clothes, possessions, and lockers.

What the law says:

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers

- Under common law powers, schools are able to search lockers for any item provided the student agrees. Schools can also make it a condition of having a locker that the student consents to have these searched for any item whether or not the student is present.
- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for "prohibited items".

Use of Force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal 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 items banned under the school rules.

Items found as a result of a 'without consent' search – what the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate, but this should not include returning it to the student.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find **other substances** which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.
- **Fireworks** found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a **pornographic image**, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds **an item which is banned under the school rules** they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

Confiscation is a sanction applied as part of the whole school behaviour policy. It has a range of legal implications and staff will need to follow this guidance to ensure they are acting at all times within the law.

Statutory guidance on the disposal of controlled drugs and stolen items

- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
 - **In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.**
- Where 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.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
 - In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual student’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching should be dealt with through the normal school complaints procedure.

School Procedure

- Before confiscation takes place the student should be asked to remove any item which is against The Long Eaton School dress code as outlined in the Student Planner, Staff Handbook and communicated to parents.
- If the student repeatedly wears an inappropriate item; confiscation is the sanction.
- If students do not comply with staff requests to hand over the item/s then refusal to follow instructions should be dealt with according to the behaviour policy.

Safeguarding

- Staff should take particular care when confiscating items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has a religious or cultural significance to the student.
- In order to safeguard themselves and the student they should avoid physical contact or interference with students’ clothing of any kind.
- In order to minimise risk, staff should ensure that if an item of clothing or jewellery is confiscated; **this is done by a member of staff in the presence of another member of staff whenever possible.**

Confiscation of any item that would leave the student only partly dressed must be avoided.

Banned Items

The following are not allowed in school:

- Alcohol
- Illegal substances
- Any intoxicating substances e.g. legal highs
- Energy drinks
- Chewing gum
- Substitute cigarettes, including electronic cigarettes
- Cigarette papers and tobacco

- Matches, lighters or smoking materials
- Fireworks
- Pornographic images
- Stolen items
- Solvents
- Aerosols
- Any kind of knife or weapon, real or imitation
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Students who break school rules by bringing in any of the above will receive sanctions in line with the school Behaviour Policy. In the case of drugs, weapons and knives and extreme or child pornography, these will be handed over to the police. For other items the school will decide if and when to return a confiscated item.

Other items for which confiscation is appropriate are those which could be a distraction to learning, counter to the ethos of the school, potentially harmful or offensive or in breach of school policies. The member of staff will decide which action is to be taken in accordance with the school's behaviour policy.

What to do with confiscated items

- Confiscated items must be clearly labelled with the students' name and the date of confiscation.
- They should be given to the staff at Student Services or main reception so that if return at the end of the day or collection by parent(s)/carer(s) is deemed appropriate, this can take place.
- If items are kept overnight or are to be handed to the police they will be stored in the school safe.
- The school reserves the right to retain or dispose of alcohol, tobacco or cigarette papers should it be appropriate, but they should not be returned to the student.

The use of mobile electronic devices

The school recognises the desire of some parents and carers for their child to have a mobile phone in order to make contact for safety purposes. It is also recognised that the use of mobile electronic devices may enhance learning in a variety of ways. If mobile phones or other electronic devices are brought into school, they must be kept out of sight and switched off during the school day, unless expressly authorised by a member of staff. In the case of an emergency, the mobile phone may be used before and after school in order for a parent to be in contact with the student. During the school day any contact with the student should be made through Student Services. If a student is using a mobile phone or electronic device without permission, it will be confiscated and kept in a secure place until the end of the school day.

Repeated or serious misuse of a mobile device may result in a student being banned from bringing their device to school. The school reserves the right to confiscate and retain a mobile phone, to be returned to a parent or to the police.

For further clarification, please refer to the 'Bring your own Device' Policy .

- ✓ The use of a personal device is for educational purposes only, and use in a class must be approved by the individual class teacher.
- ✓ We forbid the use of cameras to take photographs and make recordings of individuals unless expressly authorised by a member of staff for educational purposes.
- ✓ Any photographs or recordings made by a personal mobile device must not be published externally, unless vetted against the list of photograph permissions.