ST SWITHUN'S SENIOR SCHOOL

BEHAVIOUR, REWARDS and DISCIPLINE (including EXCLUSION) POLICY

Policy History	
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Reviewed by:

Deputy Head pastoral	**Heads of Year**	**Education Committee**
Graham Yates	**Date: September 2026**	**Date: October 2026**
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Introduction

The school aims to be a caring, supportive community in which students develop spiritually, morally and culturally; show understanding, respect and concern for others within and beyond the school community, and develop both an awareness of self-worth and the needs of others. The school's foundation upholds Christian values, while also welcoming and remaining sensitive to the varied ethnic backgrounds and beliefs of all people.

All students, staff, parents and others associated with the school are expected to work together in a co-operative manner. It is the responsibility of everyone connected with the school to have high expectations and to uphold our reputation. Students are encouraged to fulfil their potential academically, in sport, music or drama or other school activities and to be polite and considerate to others. Students are given clear expectations, effective pastoral support and opportunities to build good social relationships. These aims are backed up by a system of rewards and, where necessary, appropriate sanctions.

The aim of this policy is to encourage pupils to behave well, with thought and care for others, and to stay safe. Where pupils have special educational needs and/or disability, account will be taken of those circumstances, and consideration will always be given to modifying any appropriate sanction.

Relevant policies

The following policies also support aspects of promoting good behaviour and responding to poor behaviour:

1. Safeguarding and Child Protection Policy (including child on child abuse)
2. Prevention of Bullying Policy
3. Online Safety Policy
4. Pupil IT Code of Conduct
5. Search and Confiscation Policy
6. Smoking, Alcohol and Drugs Policy

This policy has been written with reference to the following guidance:

- Keeping Children Safe in Education (2026)
- Behaviour in Schools (DfE 2024)
- Equality Act 2010, in respect of pupils with special educations needs or disabilities (SEND)
- The Independent Schools Standards Regulations
- National Minimum Standards for Boarding (2022)

Promoting Good Behaviour

The school promotes good behaviour through educating pupils about the expectations which are placed upon them. The code of conduct provides the basis of our expectations for pupil behaviour:

Senior School Code of Conduct

St. Swithun’s code of conduct is based on our 3 core values of ‘Caritas, Humilitas, Sinceritas’ and contributes to making our community a place where everyone is valued, respected, happy and safe.

This code applies to all students when they are on the school premises, or in the care of the school, taking part in any school-organised or school-related activity such as trips and visits, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school. It also applies to any other conduct outside school (including online) that could have repercussions for the orderly running of the school, poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

The points in the Code below are designed to be practical guides and are intended to make life better and easier for everyone:

1. All students must conduct themselves in a way that reflects our 3 core values of caritas, humilitas, and sinceritas. This means that they should be kind, honest and caring.

2. All students should arrive by 08.10, ready to begin registration at 08.15. In the afternoon students should be in their form room for 14.10. Students are expected to be punctual for all school activities.

3. All students should wear the school uniform as detailed in the uniform rules and maintain the dress code during the school day, including the journey to and from school. No jewellery should be worn, except a plain, small stud earring or small hoop that hugs the earlobe with almost no gap between the hoop and the lobe, a watch, and any appropriate denominational or non-denominational necklace e.g. chain with a cross. See PE uniform guidelines for when PE kit can be worn.

4. Public displays of intimacy are unacceptable. Holding hands and brief hugs are fine but more intimate actions, such as kissing or prolonged hugging are not.

5. No student may leave the school premises during the school day without specific permission from a member of staff. They should sign out at the school office on the INVENTRY screen and sign in again when they return. The staff rooms, school kitchen, maintenance yard and, after dark the back and front fields (unless supervised), are all out of bounds. Students should be respectful of the Prep school areas.

6. Students should behave in a quiet and orderly manner in the school and grounds. They should not run in the corridors or on staircases. When travelling to assembly, silence is required in the corridors and in Harvey Hall.

7. Students should only use their allocated lockers and under no circumstances should they interfere with anyone else's locker. We encourage students to keep their lockers locked. Outside lesson times, books and bags should be left in lockers (where possible) or form rooms, storage cubbies by the Undercroft or shelves in the sports hall and not in public places such as under the curved staircase in the sports hall, on the floor of the Undercroft, on the floor of cloisters covered way or outside Le Roy. No folders or other items should be left on window sills.

8. All meals provided in the dining room must be eaten there. Any other food and drink should be consumed in the day house area or boarding houses and not in classrooms, unless part of an organised activity. Food and drink should not be carried or consumed along corridors and other routes around school. Chewing gum is not permitted in any area of the school site during the school day.

9. Students should ensure that they show respect to all members of the school community and visitors to the school. For example, looking up and smiling, greeting visitors, holding doors open and assisting visitors or younger students to find their way around the school site.

10. Students should help to keep the school clean and tidy. They should avoid dropping litter in the school grounds or buildings and should pick up litter they see. They should follow the recycling instructions where relevant. They should clear up when leaving a room at the end of each lesson, leaving the room as they would wish to find it.

11. Students should ensure that all their clothing and possessions are clearly named and should not bring valuable items onto the school site.

12. Equipment in the sports hall, science laboratories, and art and technology areas should only be used when a member of staff is present or has given specific permission.

13. L4 – U5 students should either leave their smartphones in house (boarders) or locked in a Yondr pouch (day students) during the school day. L6 and U6 students should only access their phones at break and lunchtime but not in the dining room, corridors or whilst moving around school. Mobile phones may be confiscated until the end of the day if used inappropriately. Use of cameras is forbidden during normal school hours unless under the supervision of a member of staff.

14. The front door of school should not be used by students. The east and west doors and boarding house have access codes which should not be shared.

15. The classroom is a place of learning – it is a collective responsibility to make lessons as productive and enjoyable as possible for everyone. In order to achieve this we have the following classroom expectations:
    - Arrive to lessons on time
    - Sit in your assigned seat
    - Have a go at all tasks and ask for help if you need it
    - In whole class discussion listen to the person talking (1 voice at a time)
    - If you want to contribute, put your hand up
    - Devices should be closed unless you are explicitly asked to use them

16. The IT facilities at school should be used in a responsible and acceptable manner at all times, following the terms of the Acceptable Use Policy. References to the school, its staff or students should not be published on websites or other areas of social media, without the school's consent.
17. The possession at school of any of the following is forbidden – alcohol, tobacco, vapes, drugs, fireworks or offensive weapons.

Rewards System

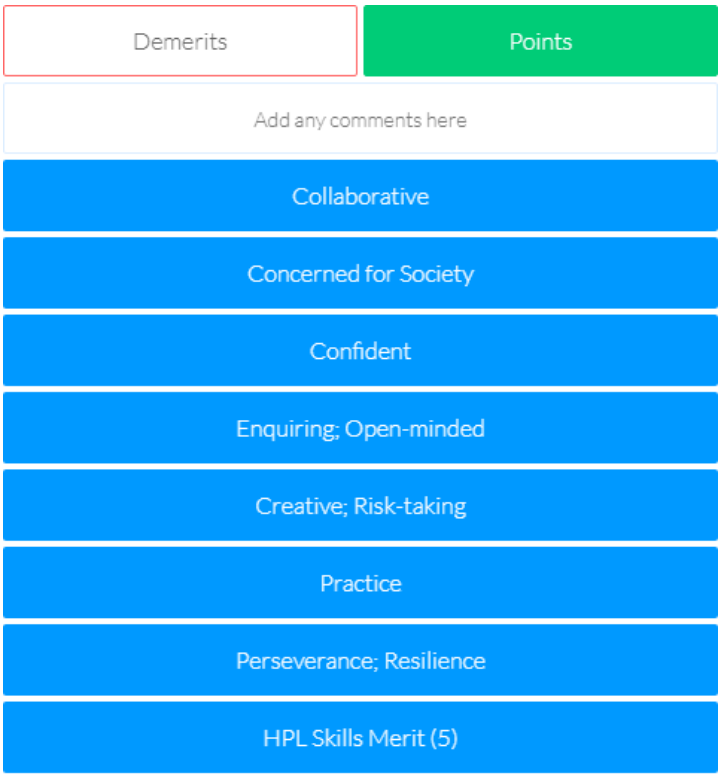
The school aims to promote and reward good behaviour. Achievements are rewarded in a variety of ways throughout the school:

HPL/HOUSE POINTS

HPL Points are awarded using the EPraise digital system and are automatically added to the house tally. They can and should be used for all year groups..

NB - Points and comments are visible to staff, pupils and parents.

When awarding Points in E-praise, the following categories are available (some HPL Behaviours have been combined, for ease of use):



HPL Behaviours (1 point)

These should be used to reward behaviours in lessons, activities and around the school. For example, a great answer to a question; a positive approach to a task; an act of kindness; showing great teamwork, etc.

Teachers should aim to award some of these during or after every lesson or activity (approx. 3-10 per lesson).

A comment is optional here.

HPL Skills Merit (5 points)

This should be used for something a little more impressive such as an outstanding homework; a match-winning performance; making a big improvement in a specific skill, etc.

Teachers should use their discretion as to how these are awarded. As a rough guide, a pupil in your subject might earn a few of these per half-term.

A Skills Merit <u>should be accompanied by a comment</u> that references a specific HPL Skill (ACP).

Also within E-praise (on request) it is possible to set up subject specific 'Achievements'. These will be worth 5 points and can have their own icon. Some examples of these are shown below:



Drama Production Award



Music concert performance

MILESTONES

Epraise will automatically award the following milestones, which will be visible on a pupil's page and to parents and teachers.



Bronze Certificate ← 50 points



Silver Certificate ← 100 points



Gold Certificate ← 150 points



Head's commendation ← 250 points

Upon receiving 250 points (to be reviewed), pupils will be invited to see the Head Teacher to receive a commendation.

Headmistress Commendation
We recognise a standalone reward of excellence through a Headmistress Commendation. This is awarded by the Headmistress and staff should submit work to her for consideration.

<u>Other types of rewards</u>

In addition to the above, rewards at St Swithun's can be given in a variety of ways. For example, departmental stickers, acknowledgement in assemblies or newsletters. Praise, both written and verbal, is used whenever possible by all staff to promote high standards of effort and behaviour. Other achievements are recognised and encouraged by means of prizes which are awarded during school assemblies or on Speech Day (U6 only).

The promotion of positive behaviour is fundamental to the smooth running of the school. Some examples of ways in which this may be achieved are:

- Positive role models from older year groups and staff. This is where behaviour is respectful, well-natured and well-mannered; a sense of fun is also a positive thing
- Boarding house reward systems such as cluster groups and cluster points, pride points, boarder of the week, dorm points, jar of dreams, chocolate tin awards etc.
- Joint outings and other informal activities, between year groups, and with house staff
- Fun rewards and recognition for achievements/funny events/assemblies

- Personal thanks
- Emails to parents from form staff with congratulations and acknowledgements of particular achievements or contributions
- Use of a celebration board in boarding houses
- Good behaviour rewarded with special privileges in the boarding house

Sanctions System for poor behaviour

Students are expected to be respectful of each other, themselves and staff, as well as the fabric of the school and the standards set within it. Unacceptable behaviour should always be addressed at source whenever possible, either through a reprimand, a correction of the action or a sanction. It should be noted that **the school rejects the use of corporal punishment as a sanction for any type of poor behaviour.** .

The appropriate sanction will be applied in line with the circumstances and in accordance with the school policy. In deciding about giving a sanction, staff should consider any special educational needs, disabilities, gender and cultural differences which may be relevant.

If a student has a complaint or concern about a sanction, they should talk to their form tutor in the first instance. However, if a student would prefer to talk another member of staff, then this is absolutely fine.

At any stage students may:

- be requested to write letters of apology or explanation
- be monitored using a report card. This could be for academic and/or behaviour monitoring

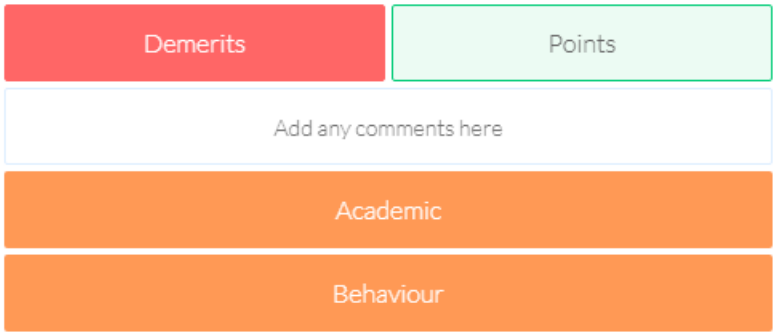
Sanctions should take precedence over all other activities, with the exception of individual music lessons and other co-curricular activities that incur a cost to parents.

LOW LEVEL ISSUES

Demerits are available for staff to use as an early warning of concerns about an aspect of behaviour or attitude to learning. These are designed to clarify expectations to students and are used to nudge students towards these expectations.
Demerits are issued via E-Praise. Please note that demerits will be visible to teachers and pupils, but not to parents.

When issuing a demerit staff should endeavour to have a conversation with the student to explain why it has been issued, to clarify expectations, to hear any mitigating circumstances and to understand any barriers to meeting future expectations. Choose your moment: it is normally unhelpful to discuss these issues in public.

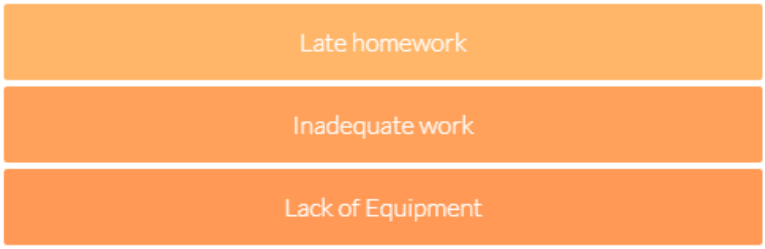
These are divided into two main categories as shown below:



An **Academic** Demerit should be given for:

- Late homework but handed in before 08.15 the next morning
- Work deemed inadequate
- Student forgets equipment for a second time

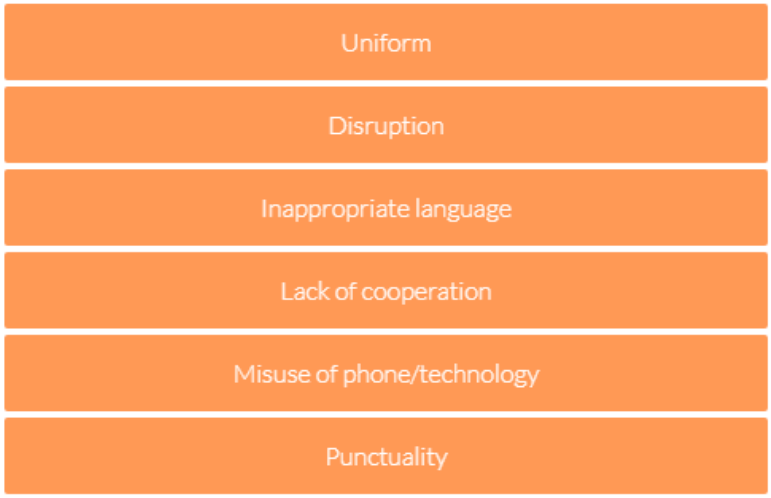
Selecting 'Academic' brings up the following:



A **Behavioural** Demerit should be used for:

- Uniform infringement
- Punctuality infringement
- Low level disruption / issue e.g. chewing gum
- Lack of cooperation
- Inappropriate language
- Low level misuse of technology

Selecting 'Behaviour' brings up:



E-Praise will not notify form teachers or heads of year when this happens. Offenders should be dealt with by the subject teacher in the first instance, and then referred to the head of department, form tutor, head of year and boarding housemistress/master where appropriate.

Form tutors and Heads of Year should check on their form regularly by using the 'Overviews' tab.

PERSISTENT / MORE SERIOUS ISSUES

These should be recorded in iSAMS using the Reward & Conduct Manager from the Wizard bar.

Academic Sanctions

Department Detention

- Usually served for 30 minutes during a lunchtime of the academic departments choosing under the supervision of a member of the department

To be used for (when logging on iSAMS you can select the appropriate category):

- 3 academic demerits in the **same** subject area in a term
- Failure to submit the homework by the following morning
- Inadequate work
- Lack of equipment

Academic Detention

- takes place on Wednesdays from 1630 – 1730 and is supervised by one of the deputy heads
- SLTSo should be notified by Friday and they will send an email home to parents on Monday (to give 48 hours' notice) informing them of the academic detention and the reasons for it having been given
- Depending on the reason for the detention students may be asked to complete work in the subject relating to the award of the sanction; or complete a reflective piece of writing and/or a letter of apology

To be used for (when logging on iSAMS you can select the appropriate category):

- Repeated failure to hand in homework, either in a subject or across subjects
- Persistent inadequate work, either in a subject or across subjects
- 3rd departmental detention in a term
- Failure to attend departmental detention without good reason
- Repeated lack of equipment
- Plagiarism
- Cheating in a test

Behavioural sanctions

Where low level disruption occurs staff should, initially, use one or more of the following approaches, at their discretion:

- verbal reprimand
- discussion with pupil in private at an appropriate time
- move within the class

Where necessary staff should initially seek support for any behaviour issues with their head of department, head of year and/or senior boarding housemistress. Where behaviour does not improve, or is more serious, the following sanctions can be used.

Head of Year Detention

- usually served for 30 minutes during a lunchtime of the head of year's choosing

To be used for (when logging on iSAMS you can select the appropriate category):

- 3 academic demerits across **different** subject areas in a term
- 3 behavioural demerits in a term
- Disruption or behavioural issues
- Lack of co-operation
- Inappropriate use of phone / technology
- Inappropriate language
- Repeated punctuality / uniform issues
- Rudeness
- Any other incidents, as deemed appropriate

Behaviour Detention

- Takes place on a Wednesday after school between 1630 – 1730 and is supervised by one of the deputy heads
- Students will either undertake academic work, community service, or a reflective piece of writing and/or write a letter of apology at the discretion of the head of year, housemistress and/or deputy head
- SLTSO should be notified by Friday and they will send an email will be sent home to parents on Monday (to give 48 hours' notice) informing them of the behaviour detention and the reasons for it having been given

To be used for (when logging on iSAMS you can select the appropriate category):

- 3rd behavioural detention in a term
- Failure to attend a Head of Year Detention without good reason
- Repeated disruption / behavioural issues
- Repeated lack of cooperation
- Deliberate unkindness
- More serious rudeness or inappropriate language
- Failure to attend school commitments e.g. missing a lesson / missing registration / missing assembly / missing day house meetings

Headmistress Detention

- Takes place on a Saturday from 0900 – 1100 and is supervised by a member of SLT.
- A letter will always be sent home to parents informing them of the headmistresses detention and the reasons for it having been given
- Receiving more than 1 headmistress detentions would normally result in a meeting between the pupil, parents, deputy head and headmistress to discuss the best way forward for the pupil
- This takes priority over any other school activity the student may be involved in at the time.

To be used for (when logging on iSAMS you can select the appropriate category):

- Students who have received three academic detentions in a term

- Students who have received three behaviour detentions in a term
- Students who have failed to meet the expectations set out in the Smartphone policy
- Other significant incidents, as deemed appropriate

Exclusion: temporary and permanent

Exclusion, permanent or temporary, is a last resort which should be used in only the most serious situations. Below are guidelines which may be adapted as appropriate, at the discretion of the headmistress.

The following sanctions are available to the headmistress for the most serious disciplinary matters:

- Suspension; also known as temporary exclusion (between 24 hours and one week)
- Expulsion; also known as permanent exclusion

The main categories of behaviour which may lead to the above sanctions are:

- Supply, possession or use of drugs and solvents or paraphernalia or alcohol
- Theft
- Bullying including cyberbullying, prejudice-based and discriminatory bullying
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents,
- abuse in intimate personal relationships between children (also known as teenage relationship abuse),
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- Physical assault and harm, or the threat of harm with a weapon
- Harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual making or sharing of nudes and seminudes, including those generated using AI
- Upskirting and initiation/hazing type violence and rituals.
- Damage to property
- Persistent behaviour which is inconsistent with the ethos of the school
- If a student is found in possession of a Yondr unlocking station or a similar strength magnet used to unlock the pouches, this will be considered a serious offence and would normally lead to a temporary suspension from school.
- Other serious misconduct which brings the school into disrepute (single or repeated occurrence) on or off the school premises or towards a member of the school community

Please note the above list is unlikely to be exhaustive, and other situations may be result in exclusion at the discretion of the headmistress.

Where a student has been temporarily excluded from School parents or guardians will be invited to come in to speak with a member of the SLT about the behaviour and then to take the student away for the

duration of the suspension. It is the student's responsibility to contact their teachers in order to make up missed work in their own time at home.

Internal suspension
Where it is not practical for a student to return home or go to their guardian for a period of temporary suspension, they may receive an 'internal suspension'. This will generally mean that a boarder will either remain in their room during the day, or in a supervised location within school. They will remain apart from their peers throughout the day.

Students will meet with a member of the SLT on return from temporary exclusion or internal suspension.

In most instances, temporary exclusion is the likely outcome of a first offence but the headmistress may expel a student following a first offence if the situation is sufficiently serious. A student may also be required to leave if the headmistress considers that it is not in the best interests of the school for them to remain.

St Swithun's School is committed to ensuring that this policy is non-discriminatory and is compliant with the Equalities Act (2010).

Procedures

Investigation process

Any investigation into serious behaviour breaches will be coordinated by the deputy head or another senior member of staff. This will be conducted with respect for the individual. A report will be given to the headmistress. The investigation will involve the following:

- **Determine the nature of the incident**
    - The student(s) involved should be informed about the nature of the incident or allegation and asked to write down their version of events. It may be decided to ask another member of staff to be present and/or it may be that an advocate is present for support if the student wishes. Further questions are likely to be asked at this stage.

- **Information gathering**
    - Written statements should be taken from any students and/or staff who were involved in, or witnessed the incident. All statements should be named, signed and dated by the student or witness.
    - Interviews may be required to clarify understanding. If students are interviewed as part of the investigation, they may be accompanied by an appropriate adult such as, the chaplain or another member of staff.

- **Review what information is available and what other information may be required**
    - Further interviews may be required

- **Determine whether anyone is at risk**
    - Consider whether the police and/or children's services need to be informed (see Safeguarding policy). The police should be informed where criminal activity is suspected.

- **Confidentiality**
    - Students should be told not to discuss the matter with other students, and in particular with other students involved in the incident. They should also be told that social media of any kind is not an appropriate medium for discussion of the situation. However, confidentiality should not be guaranteed to any witness whose evidence may be considered as part of the investigation process.

- **Informing parents**
    - Where possible, parents should be informed ahead of any investigation which may lead to exclusion and/or where the police or children's services may be involved.

Suspension (Temporary Exclusion)

Only the **headmistress** or one of the **deputy heads** in her absence, can suspend a student. They will ensure that a thorough investigation has taken place, all the relevant evidence has been heard, the student has had an opportunity to state their case, and all relevant individuals have been consulted. Work will be set for a student to do at home during the time they are suspended.

The headmistress or deputy head pastoral will inform parents and will also write to confirm the suspension with details of the timeframe and reasons for the suspension. The letter will also include a warning about the possibility of future expulsion should the misconduct be repeated.

In deciding about the suspension of a student, the headmistress will consider any special educational needs, disabilities, gender and cultural differences which may be relevant.

Expulsion (Permanent Removal)

Only the **headmistress** can expel a student. A student may be expelled at any time if the headmistress is satisfied that her conduct is in breach of school discipline or detrimental to the reputation of the school. There will be no refund of fees following expulsion and all unpaid fees should be paid. The deposit will not be returned but fees in lieu of notice will not be charged.

It may be preferable, following consultation with the headmistress, for parents to consider voluntarily withdrawing their daughter rather than the school insisting on expulsion.

Prior to any expulsion, the headmistress will contact the Chair of the School Council and agree any issues relating to the permanent exclusion.

The headmistress will inform parents by telephone and will also write to confirm the expulsion with details of the timeframe and reasons for the expulsion. In the case of permanent exclusion, an appeal will be available to the parents of the student.

In deciding about the expulsion of a student, the headmistress will consider any special educational needs, disabilities, gender and cultural differences which may be relevant.

Appeal process

Appeals against any action taken by the school may be initiated using the School's Complaints Procedure which can be found on the website

Recording

Low level incidents warranting a demerit should be recorded in E-praise.

Sanctions incurred due to persistent or serious misdemeanours should be recorded in iSAMS, as outlined above. It is vitally important to log all incidents, enabling trends or patterns in behaviour to be identified. Incidents are monitored by form staff, house staff, head of boarding, heads of year, deputy head pastoral and headmistress.

Major sanctions are recorded in the Sanctions book with the name of the student concerned and the reason for the punishment. The book is maintained by the headmistress.

All sanction records are kept until the student reaches the age of 25, at which point they are destroyed.

The Use of Reasonable Force

There is no corporal punishment at St. Swithun's School, as required by Section 131 of the School Standards and Framework Act 1998. This includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises, and applies to all staff employed by St. Swithun's School including any acting in loco parentis such as unpaid volunteer supervisors. The circumstances under which physical restraint may be used are noted below:

What is reasonable force?

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.

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.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

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.

When can reasonable force be used?

There are exceptional circumstances when it could be appropriate for staff to use reasonable force to safeguard students. Any use of force by staff must be reasonable, proportionate, lawful and in accordance with the guidance given in DfE publication *Use of Reasonable Force (Advice for Headteachers, Staff and Governing Bodies).*

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. It can be 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.

Factors influencing this judgement include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used to achieve the desired result by other means
- The relative risks associated with physical intervention compared with using other strategies
- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- 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 pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.
- In addition, reasonable force may be used to conduct a search for certain 'prohibited items' (see below*)*.

Schools cannot:

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

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.

Guidelines on using reasonable force

Staff are advised to:

- Use your voice first: verbal instructions should be given before and during any physical intervention.
- Use force only when necessary to resolve the incident: this should be the minimum force required, lasting for the shortest practicable time - the purpose should be restraint and the reduction of risk.
- When physical contact is necessary, it is important to avoid touching areas of the body such as the breasts. All contact should be in an appropriate manner and preferably in the presence of other individuals.

Telling parents when force has been used on their child

Parents should be contacted immediately about serious incidents involving the use of force. In deciding what a serious incident is, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the pupil or member of staff
- the child's age

Recording incidents using physical intervention

Incidents are recorded by the deputy head pastoral on the Restraint Log and include the following information:

- Names of the staff and students involved
- Reason for using a physical intervention rather than another strategy
- Type of physical intervention used
- Date and duration of the physical intervention
- Whether the pupil or anyone else experienced distress, and if they did what action was taken

Note: it may also be necessary to complete other documentation such as the accident book, safeguarding documentation or anti-bullying log.

Dealing with complaints about the use of force

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will **not** be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff"

guidance (see the 'Further sources of information' section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, that teacher will have access to a named contact who can provide support. Suspension is usually a neutral act to aid investigation, it is not an indication of guilt or outcome.

Representatives of the School Council will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

In line with our duty of care towards employees we will provide appropriate pastoral care and support to any member of staff who is subject to a formal allegation following a use of force incident.

Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal or banned by the school. It is our priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of prohibited items. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Prohibited items that can be searched for without consent include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Legal highs
- Stolen items
- E-cigarettes (vapes and vaping equipment), tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm
- Smartphones (L4-U4)

Please see the School's policy on *Searching, Screening and Confiscation* for further details.

Appendix 1 Overview of sanction system

Low level issues: Demerits (Use E-Praise to log)

Demerits are for low level issues and are issued on E-praise using the academic or behaviour tabs:	
Academic Demerit To be used for: • Late homework but handed in by a deadline agreed with the teacher • Inadequate work • Lack of appropriate equipment	**Behavioural Demerit** To be used for: • Uniform infringement • Punctuality • Low level disruption / issue e.g. chewing gum • Lack of cooperation • Inappropriate language • Low level misuse of phone/technology
3 demerits in a term will result in a department or head of year detention	

Persistent / More serious issues: Detentions (Use iSAMS to log**)**

Academic	**Behaviour**
Department Detention • 30-minute lunchtime • Head of Department normally oversees To be used for: • 3 academic demerits in the **same** subject area in a term • Failure to submit the homework by the agreed deadline • Inadequate work • Lack of equipment	**Head of Year Detention** • 30-minute lunchtime • Head of Year oversees To be used for: • 3 academic demerits across **different** subject areas in a term • 3 behavioural demerits in a term • Disruption or behavioural issues • Lack of co-operation • Inappropriate use of phone /tech • Inappropriate language • Repeated punctuality / uniform issues • Any other incidents, as deemed appropriate
If a third academic or behavioural sanction needs to be given in a term then this should be escalated to an academic or behaviour detention	

Academic Detention	**Behaviour Detention**
• 4.30 – 5.30pm Wednesday F20 • Deputy Head oversees To be used for: • A third departmental detention in a term • Repeated failure to hand in homework, either in a subject or across subjects • Consistent inadequate work, either in a subject or across subjects • Failure to attend departmental detention without good reason will usually lead to an academic detention • Repeated lack of equipment	• 4.30 – 5.30pm Wednesday F20 • Deputy Head oversees To be used for: • A third Head of Year Detentions in a term • Failure to attend a Head of Year detention without good reason • Repeated disruption / behavioural issues • Repeated lack of cooperation • Use of mobile phone in lessons / repeated inappropriate use of phone • More serious rudeness or inappropriate language • Failure to attend school commitments e.g. missing a lesson / registration / assembly • Any other incidents, as deemed appropriate

Headmistress's Detention

- Saturday morning 09.00-11.00
- Member of SLT to oversee

To be used for:

- Students who have received 3 academic detentions in a term
- Students who have received 3 behaviour detentions in a term
- Other significant incidents, as deemed appropriate

Suspension

- See Behaviour, Rewards and Sanctions policy

Exclusion

- See Behaviour, Rewards and Sanctions policy