



St Swithun's
WINCHESTER

ST SWITHUN'S SENIOR SCHOOL

BEHAVIOUR, REWARDS and DISCIPLINE POLICY
(including Exclusion Policy and Restrictive Interventions Policy)

Policy History	
Reviewed and updated	April 2026
Date of next review	September 2027

Reviewed by:

Deputy Head pastoral

Graham Yates

Date: April 2026

Heads of Year

Date: April 2026

Education Committee

Date: May 2026

CONTENTS

1. Introduction	Page 3
2. School Code of Conduct	Page 3
3. Rewards	Page 6
4. Sanctions	Page 9
a. Low level issues	Page 9
b. Persistent / More serious issues	Page 11
c. Exclusion: temporary or permanent	Page 13
d. Recording	Page 16
5. Restrictive Interventions (Including use of reasonable force)	Page 17
6. Searching and confiscation	Page 23
7. Appendix 1 Overview of sanction system	Page 24

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.

Commented [SB1]: and/or disability?

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:

- Restrictive interventions, including use of reasonable force, in schools: Guidance for schools in England – DfE, April 2026
- Keeping Children Safe in Education (2025)
- ~~Behaviour~~Behaviour in Schools (DfE 2024)
- Equality Act 2010, in respect of pupils with special educational 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.

Commented [SB2]: Is this a 'whole school' code of conduct or specifically for senior school?

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 INVENTORY 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.

Commented [SB3]: Sp

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

15-16. 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.

16-17. The possession at school of any of the following is forbidden – alcohol, tobacco, vapes, drugs, fireworks or offensive weapons.

17.

Commented [SB4]: do you mean 'carried' or 'consumed'?

Commented [SB5]: insert: '...help to...'? Otherwise it implies that students are the cleaners...

Formatted: Bulleted + Level: 1 + Aligned at: 2.54 cm + Indent at: 3.17 cm

Formatted: List Paragraph, Bulleted + Level: 2 + Aligned at: 2.54 cm + Indent at: 3.17 cm

Commented [SB6]: ...and bring the correct equipment and resources in order to participate effectively in each lesson?

Formatted: Normal, No bullets or numbering

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 E-Praise digital system and are automatically added to the house tally. They can and should be used for all year groups. [This replaces using SIMS to record rewards.](#)

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):

Demerits	Points
Add any comments here	
Collaborative	
Concerned for Society	
Confident	
Enquiring; Open-minded	
Creative; Risk-taking	
Practice	
Perseverance; Resilience	
HPL Skills Merit (5)	

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 should be accompanied by a comment that references a specific HPL Skill (ACP).





Commented [AS7]: is this correct? Iain last said to me that parents can't see comments.

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.

Commented [SB8]: Need consistency in the use of Headmistress or Headmistress's in the two uses here

Commented [SB9]: Is the shortened title used in all other references to Jane, or is there variation here? Again, go for consistency

Other types of rewards

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 and thank you cards
- 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 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. ~~should never be used in any circumstances.~~

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.

~~All incidents of bullying (including cyberbullying), harassment or discrimination will be taken very seriously and the anti-bullying policy should be read in conjunction with this document. Other documents that should be read in conjunction with this policy are the safeguarding and child protection policy (particularly the section on child on child abuse) and the smoking, alcohol and drugs policy.~~

Commented [GY10]: These are listed in the intro now

LOW LEVEL ISSUES

Formatted: Font: +Body (Calibri), Bold

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.

Formatted: Font: Bold

Demerits are issued via E-Praise. Please note that demerits In addition to addressing the issue with the pupil as it occurs, teachers should record the incident using the E-praise. 'Demerits' function (these do not deduct points given as rewards). They will be visible to teachers and and pupils, but not to but not to parents.

Commented [GY11]: Check with Iain

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.

Formatted: Font: +Body (Calibri)

These are divided into two main categories as shown below:

Demerits	Points
Add any comments here	
Academic	
Behaviour	

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

- Late homework but handed in before 08.15 the next morning
- [Inadequate Work deemed inadequate](#)
- [Student forgets equipment for a second time](#)

Selecting 'Academic' brings up the following:

Late homework
Inadequate work
Lack of Equipment

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:

Uniform
Disruption
Inappropriate language
Lack of cooperation
Misuse of phone/technology
Punctuality

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. ~~These should be recorded using the behaviour codes in SIMS, in addition to informing the pupil and other teachers and staff as appropriate.~~

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 undertake academic 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

Commented [SB12]: I would expect senior boarding staff to be informed automatically - is this done? Important for inspection (how does the school ensure that the needs of boarders are met...)

Commented [FN13]: as we no longer have SIMS - can we update for ismas?

Commented [AS14]: who does the notifying would be useful info here

Commented [GY15]: Should we not allow hwk??

Commented [AS16R15]: no homework in detentions whatsoever is my view. I like the suggestions of a reflective piece of writing depending on what the sanction is for, or other subject related work.

- [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

Commented [AS17]: across different areas of the school or?

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, ~~or~~ 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

Commented [YG18]: Should we not allow hwk??

Commented [AS19R18]: no homework in detentions whatsoever is my view. I like the suggestions of a reflective piece of writing depending on what the sanction is for, or other subject related work.

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
- More serious rudeness or inappropriate language

- Failure to attend school commitments e.g. missing a lesson / missing registration / missing assembly / missing day house meetings
- [Deliberate unkindness](#)

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
- Persistent bullying including cyberbullying
- Physical violence
- Racism
- Inappropriate sexual conduct, including sexting
- 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.

Commented [SB20]: 'is' - this relates to 'exclusion' and is therefore singular

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.

Formatted: Font: Not Bold

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.

Formatted: Font: Not Bold

Formatted: Font: Bold

Formatted: Font: +Body (Calibri)

Formatted: Normal, No bullets or numbering

Formatted: Font: +Body (Calibri)

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

Commented [YG21]: Are we happy with this. Is it consistent with anti-bullying policy?

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:

Commented [SB22]: I don't understand what you mean by: 'without any formal legal procedures'? It doesn't really make sense

- **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](#)

Commented [GY23]: Use this instead of the sentence above?

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.

Commented [AS24]: There is currently no place to log sanctions

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.

Restrictive Interventions, including 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 use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individual pupils and the wider school community safe.

The school will proactively minimise the need to use restrictive interventions through **early support, prevention** and **de-escalation** strategies. The school will enable staff to feel more confident in knowing how to use these interventions safely, appropriately and lawfully.

The following information is intended to clarify when such occasions might occur and the procedures that should be adopted in these circumstances.

Terminology

For clarity, this policy uses the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This is used as an umbrella term for both physical and non-physical actions aimed at restraining pupils (e.g. holding a pupil's arm; blocking a pupil's path; physically interposing between pupils).

Reasonable force: a term used in legislation which includes physical restrictive interventions. 'Reasonable' means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances, including the age, physical size and understanding of the pupil.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation for a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact e.g. holding a pupil's arms or removing a pupil's crutches would both be considered forms of restraint.

Who Can Use Reasonable Force?

All members of school staff have a legal power to use reasonable force in **certain circumstances**. Staff may use reasonable force to prevent or stop a pupil from:

- Causing injury to themselves or others.

- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils, whether during a teaching session or otherwise (e.g. school event, trip or visit).

Any use of force which is not to prevent immediate risk of harm (injury, damage, disorder) to a person or property may render the member of staff liable to disciplinary action. Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

There may be occasions, for example, when dealing with older or physically large or strong pupils or more than one pupil, when staff should not intervene without help (unless it is an emergency) if it poses a risk of serious harm to them. Members of staff should not put their own safety at risk.

Unacceptable Uses of Force

It is always unlawful to use force on a pupil for the purpose of punishment.

The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. It is recognised that for any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided wherever possible. Staff must not intentionally touch or hold a pupil in a way that might be considered indecent.

Other Physical Contact with Pupils

There are circumstances where it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions.

Examples include:

- Giving first aid or medical treatment.
- Guiding or escorting pupils (e.g. Prep staff holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a self-regulation space).
- Comforting a distressed pupil (e.g. putting an arm around with consent).
- Congratulating or praising a pupil (e.g. a pat on the back or handshake).
- Demonstrating how to use a musical instrument or technical instruction (e.g. adjusting arm or hand position).
- Demonstrating exercises or techniques during PE or sports coaching (e.g. adjusting posture for safety).

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

- the School's Safeguarding Policy and Staff Code of Conduct.
- The applicable circumstances, such as whether there are other adults present.
- The individual pupil's age.

- Any other material factors, including but not limited to whether:
 - the pupil has SEND or other vulnerabilities.
 - Any alternative strategies that do not include physical contact can be used.

Physical contact should **never** be in secret. Staff should consult with the deputy head pastoral if they need advice regarding physical contact.

Determining when use of restrictive interventions is appropriate

The decision to physically intervene depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Are there other more effective, less restrictive ways to manage a situation?
- Is the intervention likely to reduce risk successfully, or will its use escalate the situation further and cause more harm?

Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff must use the least amount of force for the least amount of time required
- The degree of force must be in proportion to the seriousness of the behaviour or the consequences it is trying to prevent.
- If the intervention escalates the situation, staff should reconsider their approach

Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

What is the impact on Pupil Welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils may find the use of restrictive interventions particularly distressing if they:
 - have experienced an adverse life event,
 - have diagnosed or undiagnosed medical conditions or sensory impairments,
 - have experienced past trauma or neglect,
 - have communication difficulties or other needs
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Staff should always maintain a calm and measured approach
- Where practicable a verbal warning should precede the action
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

Any physical force or restrictive intervention should stop as soon as it ceases to be necessary.

Consideration for pupils with special educational needs and/or disabilities (SEND)

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

The School will seek to understand the underlying triggers of challenging behaviour so that staff can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. This may include, where possible, utilising staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

Prevention and De-escalation

Staff will also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies. This may include (though this list is not exhaustive):

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, school staff will work with pupils with SEND and their parents in the co-production of any necessary support plans **that can be added to the Pupil Passport**. Behaviour support plans will outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively. Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This will be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, the school will put a risk assessment in place and where possible, mitigate risks such as through training and prevention strategies.

Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan. Any behaviour support plans will be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Pupil and Staff Support

The school will evaluate all incidents to understand:

- Why the restrictive intervention was used;
- The impact on staff and pupils;

- Any patterns or trends; and
- How to avoid future occurrences (for example amending or introducing a behaviour support plan).

If appropriate, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible and this will be recorded/logged.

Follow-up

The Head (or a member of the school's Leadership Team on the Head's behalf) will hold follow-up conversations with all involved to support pupil and staff wellbeing and facilitate reflection and learning.

The school will continue to monitor staff and pupil wellbeing and, if needed, will provide additional support if needed, for example, follow-up conversations, access to counselling or other resources.

Other pupils or staff who witnessed an incident of restrictive intervention where a pupil or staff member may have been injured or become distressed will also be provided with appropriate support where necessary.

Communication with parents

The Head will be responsible for determining how any significant incidents will be communicated to the parents of the pupil involved. This will be as soon as practicable after the incident and the Head will generally endeavour to do this no later than the same day. Usually, this information will be communicated to parents in writing.

The report given to parents should usually include:

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

This will apply even if the use of restrictive interventions in certain circumstances has been agreed with parents as part of a pupil's behaviour support plan.

Where appropriate, parents will be invited to have a follow-up discussion about the incident which may include:

- Any behavioural triggers or warning signs of an impending incident.
- What de-escalation strategies were used and how effective they were.
- What might be done differently in the future.

The school may use this information to amend any existing behaviour support plans, as needed.

Recording and Reporting

Incidents where force, seclusion or non-force related restraint were used must be recorded.

Incidents must be recorded in writing as soon as practicable after the event. They should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The DSL (or a DDSL) will add to the DSL Restraint log.

The incident will be recorded even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

The record should include the following details as a minimum:

- Names of pupil and staff directly involved (these should be in full, not using initials or first names only).
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including
 - what led up to the incident,
 - identified or potential triggers if known,
 - any preventative or de-escalation strategies used, and (where relevant)
 - what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

The following should also be recorded:

- Witness statements from staff and/or pupils if appropriate.
- When and how parents were notified.
- What follow up action has taken place.

Review

The School's SLT and Safeguarding governor will regularly review records of restrictive interventions. Governors will review logs and receive written summaries termly.

Reviews will:

- Identify and implement improvements to policies and practices.
- Identify areas of learning and development for school staff.
- Understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- Identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEND, or other types of vulnerability.

The school may use this information to amend any existing behaviour support plans, as needed.

Complaints and Allegations

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's complaints procedure. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education will be followed. This includes the provisions regarding suspension of staff.

If the force used is in line with this policy, is reasonable and proportionate and for the legitimate purposes set out above and is carried out with regard to the pupil's welfare, staff have a robust defence against allegations of inappropriate use.

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	Behavioural Demerit
<p>To be used for:</p> <ul style="list-style-type: none"> Late homework but handed in by a deadline agreed with the teacher before 08.15 next morning Inadequate work Lack of appropriate equipment 	<p>To be used for:</p> <ul style="list-style-type: none"> 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
<u>Department Detention</u>	<u>Head of Year Detention</u>
<ul style="list-style-type: none"> 30-minute lunchtime Head of Department normally oversees <p>To be used for:</p> <ul style="list-style-type: none"> 3 academic demerits in the same subject area in a term Failure to submit the homework by the following morning agreed deadline Inadequate work Lack of equipment 	<ul style="list-style-type: none"> 30-minute lunchtime Head of Year oversees <p>To be used for:</p> <ul style="list-style-type: none"> 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	



Commented [SB25]: third

<u>Academic Detention</u>	<u>Behaviour Detention</u>
<ul style="list-style-type: none"> • 4.30 – 5.30pm Wednesday F20 • Deputy Head oversees <p>To be used for:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 4.30 – 5.30pm Wednesday F20 • Deputy Head oversees <p>To be used for:</p> <ul style="list-style-type: none"> • 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



<u>Headmistress's Detention</u>
<ul style="list-style-type: none"> • Saturday morning 09.00-11.00 • Member of SLT to oversee <p>To be used for:</p> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • See Behaviour, Rewards and Sanctions policy



Exclusion
<ul style="list-style-type: none"> • See Behaviour, Rewards and Sanctions policy