



BEHAVIOUR POLICY
(including rewards and sanctions, the use of physical restraint and arrangements regarding the searching of pupils and their possessions)

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Signed: Seren Wildwood
Clerk of School Committee

Sibford School Behaviour (Rewards and Sanctions) Policy applies to Sibford Senior School and Sibford Junior School, including our Early Years and Foundation Stage. The procedures described comply with the Independent Schools Regulatory Framework, National Minimum Standards, Early Years Regulations and current legislation, advice and best practice.

At Sibford we hope to recognise the “good” within each person and try to find peaceful and reasonable resolutions to conflict, as a clear reflection of our Quaker principles. Our positive ‘culture of praise’ informs our day-to-day work with pupils and expectations that good behaviour and kindness are the norm.

Aims:

1. To encourage the conditions conducive to effective learning. This is best achieved by promoting self-discipline and collective responsibility; showing respect for all.
2. To encourage pupils to be sensitive to others and where possible to be peacemakers. All members of the community are expected to act responsibly, show courtesy and think about other people.
3. To encourage pupils to develop positive relationships, personal resilience and respect for the school community, wider community and school environment.
4. To prevent bullying through promoting Social Respect (see Social Respect Policy).

An important part of the Quaker contribution to the spiritual life of the children is that through the silence of Meeting for Worship, they have time for quiet reflection on their behaviour and actions. We believe that discipline is based on respect and trust as well as collective and individual responsibility. However, there will be occasions when sanctions must be imposed in the interest of the community.

In circumstances where things do go wrong, guidance and support are offered through our pastoral system where strong tutor/class teacher/house parent relationships exist. Staff listen to pupils’ views and try to respond fairly and consistently. Quakers also set great store in the way each individual lives their life letting their “life speak”; wherever possible, we take time to reflect on individual circumstances.

The School's Responsibilities

The Head and all staff are expected to promote self-discipline with an emphasis on the due regard among the pupils for each other and for all staff. Teachers have the power to discipline pupils for misbehaviour, which occurs in school, or elsewhere under the charge of a teacher including on school visits. In some circumstances, teachers can also discipline pupils if the behaviour occurs outside school. The power to discipline also applies to all paid staff with responsibility for pupils, unless the Head says otherwise. Teachers have a statutory duty to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 & 91 of the Education and Inspections Act 2006). The school recognises its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

This policy ensures a system of support for staff and pupils that culminates with the Leadership Team and ultimately the school's governing body (School Committee). Further details can be found in the both the Staff and Pupil Handbooks and the Social Respect (Anti-Bullying) Policy. We aim to be consistent and fair, though we also recognize that there may be occasions when we need to consider adjusting sanctions according to individual circumstances.

The school does not use, or threaten to use, any forms of corporal punishment.

The school does not encourage the use of 'restraint'. Members of staff may use reasonable force to prevent pupils committing an offence, injuring themselves, damaging school property, and to maintain good order and discipline in the classroom.

Separate guidance can be found at the end of this policy and in the staff handbook.

Parents are asked to read and sign the 'Home School Agreement' following their child's admission to the school. This agreement sets out, in simple terms, the standard of behaviour expected of all pupils. The school strongly encourages contact between parents and the school even if the concerns are small. We feel it is vital to help manage challenging behaviour by working together for improvement. Regular opportunities are offered to parents to come into school to discuss their concerns with staff or to attend presentations by outside speakers or senior members of staff.

Pastoral Leaders have an 'open door' policy and pupils are actively encouraged to seek support and guidance if they have concerns. Additionally, two school counsellors also provide support. Pupils may contact the school counsellors through a confidential email address, by visiting the health centre or by asking for a member of staff to make a referral. Boarding pupils have access to an Independent Listener. The school also works with the school GP and outside agencies such as

local educational authorities (statemented pupils), CAMHS and social services to provide multi-agency support for pupils.

The Pastoral Board meets each half term to review pupils who are presenting more serious level of concern. Tracking and monitoring of these pupils ensures that behaviour is monitored and appropriate supportive measures and interventions can be employed. Regular Inset is offered to members of the Pastoral Board which is also open to any member of staff who wishes to attend.

The Code of Conduct for Pupils

The Code of Conduct encourages good behaviour, and respect for others in order to prevent unkind or bullying behaviour as far as possible. Well-planned, interesting and challenging lessons contribute to positive classroom behaviour.

The Senior School Pupils' Code of Conduct was written by the Student Forum, which is led by the Head Boy and Girl and comprises one member of each tutor group. This code can be found in tutor rooms, pupil planners, The Pupils' Handbook and online. It states:

- Treat everyone at our school and the environment with respect.
- If you have a problem ask a member of staff or a friend for support...look out for one another.
- Take pride in your work and yourself; try to be organised and have a tidy appearance.
- If you do something wrong own up, this shows self-respect, honesty and trustworthiness.
- Stay safe: use the Internet and other electronic devices with care and consideration.
- In the Quaker way, we hope that pupils will 'let their lives speak' being part of a school community where all feel valued and respected.

In EYFS and the Junior School, classes develop their own codes of conduct or class expectations at the beginning of the year. These are shared with parents early in the Autumn term and displayed in each classroom.

The **points of contact** with the School are as follows:

The first point of contact for parents is the tutor, class teacher or the subject teacher. Schools are busy places so please allow at least 48 hours turnaround time if parents wish to speak to a member of staff or receive a reply to an email. Early morning is not usually a good time: tutors and class teachers need to be with pupils or staff may be on duty in another part of the school or preparing for the day's lessons. The best way to see a teacher is to ring the appropriate reception office to

arrange contact with the individual member of staff or email a member of staff directly – see the 'contact us' page on the school website for email addresses.

Behaviour Management in Early Years Foundation Stage

In compliance with the Early Years Foundation Stage Framework 2014 the named practitioner responsible for behaviour management in Foundation is Helen Hoy.

Personal, Social and Emotional Development is one of three prime areas of learning. It underpins and permeates *all* pedagogy in Foundation at Sibford.

What Foundation staff do:

In managing challenging behaviour from children staff:

- demonstrate a calm manner
- listen to children irrespective of 'fault'
- acknowledge children' feelings whatever they may be

A visual behaviour chart is used in Foundation Stage to support children when learning how they can deal with challenging behaviours or situations. When they arrive in the setting, the children put their individual named balloons on the star picture. If each child demonstrates positive behaviours during the day, their balloons are placed onto the sunshine. Those children receive a coloured petal, which indicates whether they have shown, kindness, sharing, clever thinking or bravery.

If children demonstrate behaviours which are challenging their named balloon is placed onto the rainbow which indicates that they need to think about their behaviour and try to "fix it". This may be if a child fails to share toys with another child. If the child is able to resolve their behaviour (with support from an adult) then their named balloon returns to the star.

If, however, the challenging behaviours persists or if any physical behaviour is demonstrated towards another child or adult, such as kicking, hitting or spitting, then their balloon goes onto the cloud. Once a child's name is on the cloud, the cannot gain a petal for that day.

Behaviour which demonstrates respect for others, is praised. This is displayed on the Petal Board and acknowledges individuals' achievements in this regard.

These strategies aim to help children:

- become aware of their own emotions and articulate them in a way which is more socially appropriate

- become aware of the emotions of others, recognise that they sometimes differ from their own
- begin to take on another's perspective
- engage in problem-solving, recognise areas of consensus and difference

Where there are concerns that a child may have a specific behavioural learning difficulty, a record of concern is completed and shared with the Support for Learning Department with a view to securing appropriate help.

What we ask parents to do:

Communication and shared understanding with parents is important in helping children develop social and emotional skills. Foundation staff are committed to working in partnership with parents and children to agree constructive management strategies to assist children who need help in managing their own behaviour or their responses to the behaviour of others.

What we ask children to do:

- Be kind to one another
- Help one another
- Have a go!

N.B. Any incidents which could be construed as racial prejudice are reported to the Head Teacher for monitoring purposes as per whole school policy.

Behaviour Management in the Junior School

Positive behaviour, in line with the school's expectations should be encouraged, rewarded and highlighted to the individual, their classmates and their parents.

Where behaviour falls below the expectations of the school the emphasis should be on developing an understanding from the child of the consequences of his or her actions: for other children; for adults; for themselves and, where appropriate, for the school. Where sanctions are applied they should seek to uphold this principle with the aim of bringing about improved behaviour and an improved awareness of those around them. All adults working with children should model the expected behaviour.

Sanctions, consequences and behaviour management will be related to the needs of the individual and will necessarily differ depending on the Key Stage of the child. These are outlined below.

Rewards

In Key Stage One we build upon the strategies and practices in Foundation to continue to develop the children's ability to recognise and regulate their own behaviour. Moreover we continue to focus on this aspect of education at all times during the school day: as with Foundation it permeates all pedagogy. We seek to share strategies nurtured in school with parents in order to foster a supportive home-school partnership with the aim of enabling the child to understand the behaviour expected of them and developing strategies to allow this to take place.

Throughout the Junior School work of a high standard or behaviour that models and upholds the aims of the school is rewarded. This is carried out in several ways:

- Through contemporaneous and immediate praise
- Through the award of merit marks. These go towards individual tallies and also contribute to a collaborative House competition. The accumulation of individual merit marks is celebrated through the award of bronze, silver, gold and platinum certificates at the milestones of 25, 50, 75 and 100.
- Through fortnightly Celebration Certificates that commend effort, achievement and a high standard of behaviour.
- Through the termly award of Courtesy Badges that celebrate exemplary manners and helpfulness from pupils towards staff, classmates and visitors.
- Through the award of End of Term Certificates and the Spirit of the Junior School trophy that hails a particularly outstanding contribution to the school through proactive conduct of the highest standard.

Consequences and Sanctions

At Sibford Junior School we encourage a positive approach to behaviour wherein the pupils actively moderate their own conduct. In situations where behaviour falls below the standards we expect, we seek to help pupils develop the skills to understand the consequences of their actions; for themselves, their classmates, the staff and others. In these instances we also aim to foster strategies to help pupils learn how to respond in similar situations.

Occasionally we may use sanctions to address behaviour that falls below our school standards; this may follow persistently poor behaviour or result from a single significant incident. When contemplating appropriate sanctions we take into account the needs and year group of the individual, first considering whether the action taken would result in the desired improvement in conduct. Some examples of the sanctions that may be applied are:

- A verbal reprimand from the teacher
- A sincere apology made student to student
- Inconvenience sanctions e.g. being sent back to walk
- Missing part of break time Loss of privileges, such as the restriction on use of or removal from play equipment
- Additional work exercises linked to the misdemeanour

- Carrying out tasks around the school during break time
- The use of Report Cards to allow children to monitor their own behaviour. The use of these will vary depending upon the age and need of the child and will necessarily involve meetings with parents and an evaluation meeting at the end of the report period.

Transition from Junior School to Senior School

Care is taken to ensure that changes in expectations, responsibilities and sanctions are carefully explained to pupils (from our own Junior School or from other schools) as they move from Year 6 to Year 7 (or at the point of entry to other school years), in our Induction Days and New Pupils day, as well as in the Senior School Pupil Handbook. Expectations are clearly written in each pupil's planner.

Behaviour Management in the Senior School

Rewards

As a Quaker school we hope to 'recognise that of God' in our pupils encouraging a strong informal culture of praise. We cultivate a respectful, happy atmosphere in the school which is highly valued and understood by our pupils. It leads towards an atmosphere of celebration of our pupils' achievements from the formal awarding of cups at the end of term to the well-deserved praise for a job well done or a helpful hand. We strive for the best we can be and aim for our pupils to be confident and happy. We try to use more words of praise than words of reprimand.

Members of staff at Sibford School use a number of rewards for pupils; examples are:

- House points
- Letters of Commendation
- Certificates of Achievement (bronze to platinum)
- Department merits
- Assistant Head (Pastoral)'s gold merits
- Earning 'casuals days'
- Earning vouchers
- Praise post cards
- Pupil awarded 'tutee of the term'

Tutors have 'academic tutorials' with each of their tutees once a year to review academic and social progress, and provide direction and encouragement. The Assistant Head (Pastoral) has individual meetings with selected pupils once a term to commend good work and investigate reasons for poor grades. The Assistant Head

(Pastoral) visits classrooms each term to award gold merits for outstanding learning. Merit Badges are awarded at the end of the year for 'Letters of Commendation' for every reporting period. Departments and Boarding Houses may use their own systems of praise in addition to those listed above.

We encourage pupils to make good choices. We hope they remember that doing the decent thing and 'letting their life speak' is important to the culture of our school. The highest accolade is the termly award for a spirit of service to the school in both the junior school and the senior school.

Sanctions

Most pupils never need sanctions. Our pupils are generally well behaved and respond positively to minor reprimands if their behaviour has not been appropriate. We recognise that rewarding positive behaviour is better than imposing sanctions. However, we also recognise that young people need boundaries and sometimes make poor choices.

The aim of sanctions and disciplinary actions is to make pupils aware of the expected standards of behaviour, to give pupils a means of reflecting on their behaviour and to supply the appropriate support needed to see improved behaviour. Sanctions will be proportionate and will take account of the pupil's age, any special educational needs, and disability or religious requirements. Corporal punishment is never threatened or employed. A detailed code of conduct and school rules can be found in the pupil handbook and in the pupil section of the school website.

Consideration will be given as to whether the behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this is the case staff should follow the schools' safeguarding policy. Consideration should also be given as to whether any continuing disruptive behaviour might be the result of unmet educational or other needs. At this point referral to the Support for Learning Department or a multi-agency assessment should be considered.

When behaviour is unacceptable a range of disciplinary measures can include:

- A verbal reprimand from the teacher
- A sincere apology made student to student
- A quick word outside the classroom
- Missing break time or time out
- New deadline negotiated for incomplete work
- Re-doing unsatisfactory work or completing work at break or lunchtime
- Loss of privileges
- School based community service such as litter picking or lunch room clearing

More serious sanctions are as follows:

Report Cards

Sibford School has developed a system of Report Cards as a means of supporting children experiencing difficulties in learning, conduct and/or emotional behaviour. The emphasis at Sibford is on personal responsibility and self-discipline. Use of a report card provides immediate, individual feedback on a lesson to lesson basis, encouraging the pupil to be an active participant in the process of improving his/her behaviour. Pupils may also wish to monitor their own work or behaviour from time to time, and are encouraged to take responsibility for their own learning. The Tutor will issue their tutee with a **Voluntary Report Card (yellow)** where targets are set and progress is reviewed at the end of one week.

The Report Card gives the pupil a means of reflecting on their behaviour, makes expected standards of behaviour more explicit and provides specific targets that promote improved behaviour.

The progression of the three (non-voluntary) types of Report Card is a way of 'benchmarking' the level of the concern, making the pupil aware of the increasing level of severity of each Report Card. The report card system is meant to be a short term method of supporting change in pupils' behaviour and should not, as a rule, be used for more than two or three weeks at most. If there continue to be difficulties, the Assistant Head (Pastoral)/Head of Sixth Form/Head of Junior School should consult with colleagues/the Head as appropriate about transferring the pupil to an *Individual Behavioural Plan*. At this point, parents are likely to be asked to come into school to discuss the concerns relating to their child.

When concerns relate to a year group as a whole, pupils are monitored for a specific period of time (usually a week or two) in order to analyse patterns of behaviour. The Assistant Head (Pastoral)/Head of Sixth Form/Head of Junior School will collect the teachers' observations and use this information as a valuable basis for further action to improve pupils' behaviour, as well as determining factors that contribute to the fluctuation of pupils' behaviour. Following consultation with the Head/Assistant Head (Pastoral), strategies for improvement of behaviour will be discussed with staff and implemented where appropriate. Support by senior staff in lessons where difficulties persist is likely to be a key feature of the behavioural strategy for a year group.

TUTOR REPORT CARD (blue)

A tutor is likely to issue a report card as a result of behavioural concerns, academic concerns or target setting. It encourages the pupil to target specific areas of behaviour that need improving, take responsibility for their own learning and recognise that observation and feedback from staff play an important part in improving learning and behaviour. It is the tutor's responsibility to inform parents in

writing or by documented telephone call. In the case of boarders it may be appropriate to discuss the report card with the houseparent. **The completed card is to be placed in the main school file and a record reported to the Pastoral Support Administrator to be entered on SIMS.**

At the end of one week, the report card will be reviewed. The pupil will be signed off if there has been good progress; if progress has been less than satisfactory, the pupil will continue for a second week. If the pupil has failed to respond positively to the targets set by the tutor, he/she will then move to a Head of Sixth Form/Head of Key Stage Report to indicate a more serious concern.

ASSISTANT HEAD (PASTORAL) REPORT CARD (red)

An Assistant Head (Pastoral) report card is the most serious level of reporting and indicates a very serious level of concern; anticipated changes in behaviour are made explicit.

It is usually issued for the following reasons: failure to respond appropriately to the Head of Sixth Form/Head of Key Stage report card, an incident or series of incidents of an extremely serious nature, or for monitoring a pupil's behaviour after a period of suspension. Parents/guardians will be informed and may be asked to come into school to discuss behavioural concerns. In the case of boarders the houseparent will also be informed.

At the end of one week, the Assistant Head (Pastoral) will review the report card. The pupil will be signed off, placed on a less severe report card or asked to continue for a second week. **The completed card is to be placed in the main school file and a note made on SIMS.**

Failure to respond with a genuine desire to achieve the targets set on the report card may well lead to: a formal interview with the Head, a period of suspension, signing a pupil contract, or in extreme circumstances, exclusion from Sibford School.

Detentions

Detentions, usually held because a young person has failed to complete or hand in a piece of work, are held weekly by the Assistant Head (Pastoral) usually during lunchtime. Parental consent is not required for detentions. Lunchtime detentions still allow pupils time to eat, drink and use the toilet.

A more serious level of sanction is an after school detention, usually taken by the Assistant Head (Pastoral). In most cases, parents will be informed 24 hours before the after school detention. Some consideration can be given to travel arrangements, pupil safety, and caring responsibilities the pupil may have but we value the support of our parents in helping a child take responsibility for their actions by attending the detention at the set time.

Confiscation of inappropriate items

The general power to discipline (“Discipline in Schools” DfE –Teachers’ Powers) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a sanction, so long as it is reasonable in the circumstances. Staff are protected by law from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Items confiscated will normally be returned to the pupil or parent within a stated time period depending on the offence.

Searching pupils or their possessions

Guidance to teachers and house parents on procedures to follow when searching possessions or pupils are available in the staff handbook and in the boarding handbook. We make it clear to pupils that:

- Pupils are told what we are looking for and they are present during the search except in very serious circumstances (ie drugs or weapons)
- Pupils have the opportunity to produce the item(s) before the search.
- Two members of staff should be present – preferably a senior member of staff and house staff.
- If the items(s) are discovered during the search the pupil will be asked to identify the item and asked to sign for it.
- A detailed account of events should be recorded as soon as possible and given to the Head of Key Stage, Assistant Head (Pastoral) or Head.
- A record of the search in a boarding house should be entered into the house diary, or if in school, reported directly to the Head.

Power to Search without consent includes items such as:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, e-cigarettes and cigarette papers
- Fireworks
- Pornographic images
- Any article likely to be used to commit an offence, cause personal injury or damage to property
- Any banned item under school rules

Permission for “search without consent” must be granted by either the Head or the Assistant Head (Pastoral) Deputy Head.

Weapons, knives and extreme or child pornography must be handed over to the police, otherwise it is the teacher's decision if or when to return a confiscated item. (detailed advice for teachers is available in DfE 'Screening, Searching and Confiscation- advice for head teachers, staff and governing bodies').

Searching, screening and confiscation at school

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Suspensions or short-term (fixed term) exclusions

Serious sanctions are employed to give a clear and strong message to the guilty party, and the rest of the school community, about what is acceptable behaviour. Suspensions or short-term exclusions are used when a pupil has not responded to other sanctions or persists in behaviour that is at odds with the school's ethos and code of conduct or when the offence is deemed serious enough to merit this high level sanction. Parents or guardians will be contacted as soon as possible and it is hoped that, with their support, the pupil will see a united view of what is acceptable behaviour. It is also our hope that with time to reflect on their behaviour away from school, the pupil will see the importance of keeping to school rules, if they wish to remain as a member of the school community. The reason for the suspension and duration will be discussed with the parents and confirmed in writing. The parents and pupil are normally asked to attend a readmission interview and the pupil will be monitored through the use of a report card following their return to school. The length of the suspension is determined by the Head, Assistant Head (Pastoral), Head of Sixth Form or Head of Junior School according to the severity of the offence.

A three day suspension would be considered a major suspension. Any pupil who has been suspended more than twice is a great cause for concern and parents are usually invited to come into school and meet with the Head, Assistant Head

(Pastoral), Head of Sixth Form or Head of Junior School to emphasise the extremely serious level of concern, and possibility of permanent exclusion.

Fixed term exclusions will be concluded with a re-admission interview, usually with the young person, his/her parent or guardian, and the Head. The readmission interview is not part of the punishment, but rather a process to draw a line under the misdemeanour, to make sure that all involved understand why the punishment was given and to agree strategies to support the young person and to prevent any recurrence of the initial misbehaviour. A young person returning to school will usually be placed on report so that behaviour can be monitored for a week.

Actions which are likely to lead to a suspension are:

- Smoking on or near the school campus or on a school trip
- Leaving the school campus without permission
- Misuse of technology in or out of school
- Bullying of any kind
- Hitting, kicking or pushing in a way intended to cause harm
- Bringing the school into disrepute
- Refusing to meet a reasonable request
- Persistent disruption to lessons
- Intentional harm to the school building, facilities or environment

'In School Suspension' or Isolation may be used as an alternative.

Use of Isolation

Isolation, a rarely used sanction, is the placement of a very disruptive pupil away from other pupils for a limited period. On occasion it is used as a short term 'In School Suspension' until the pupil can be collected by a parent or guardian. In practice this means putting a pupil in the In School Suspension room adjacent to the staff room, or in the Health Centre. Pupils will not be kept in isolation longer than is necessary or deemed appropriate by a senior member of staff. Work will be sent to the pupil in order to use the isolation time as constructively as possible. Pupils in isolation are allowed time out to eat or use the toilet.

Exclusions

Permanent exclusion is a final response to extremely serious breaking of school rules.

Exclusion is regarded as our most serious sanction.

'If pressure is brought upon you to lower your standard of integrity, are you prepared to resist it? Our responsibilities to God and our neighbour may involve us in taking

unpopular stands. Do not let the desire to be sociable, or the fear of seeming peculiar, determine your decisions.’ Advices and Queries, Quaker Faith and Practice.

We are an inclusive community and seek to work closely with young people and parents and guardians to keep all of our students for the duration of their studies. However, we need to be mindful of the well-being of the whole community and when an individual’s actions put this at risk, it may be necessary to exclude a student.

A pupil may be excluded from the school for behaviour which endangers the welfare of themselves or others, either directly or by example. Exclusions may be permanent or for a fixed period of no more than two weeks.

Actions, which will be dealt with in this most severe manner include:

- Smoking on the school premises on more than one occasion
- The use or possession of any illegal drug, legal substance with similar effect, or solvent
- Acts of violent or threatening behaviour
- Unauthorised use or possession of alcohol
- Inappropriate sexual behaviour
- Bullying of other pupils. Racism or homophobic behaviour
- Wanton vandalism
- Theft
- Leaving a boarding house after lights out without permission
- Continued or intentionally malicious or offensive misuse of technology
- Making malicious accusations against others, including staff

If a pupil is excluded parents will be informed in writing and a record will be made in the School Exclusion Log.

Permanent exclusions are rare at Sibford School.

The Clerk of School Committee will be informed immediately of all permanent exclusions. The parent or guardian of the excluded pupil has the right of appeal against this decision to School Committee (the Governing Body).

Appeals against exclusion, fixed term or permanent.

Any such appeal must be made by the pupil’s parents or guardian in writing to the Clerk of School Committee, at the school address, within one week of receipt of the letter notifying the parents or guardian of the exclusion. The Clerk of School

Committee will establish an Appeal Panel to consider the appeal. This Appeal Panel will consist of three members, including two Governors and an independent person. The Appeal Panel will normally convene a hearing within ten days of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. The Head will not be a member of the panel but will be asked to present the supporting facts and materials. All letters and documents relied on by the Head shall be made available to the parents or guardian prior to the hearing.

The panel may call for any further information it requires. At the conclusion of the hearing, the panel shall retire to consider what recommendation it may make and communicate its decision within five days.

The panel may decide that:

1. The exclusion be confirmed
2. The exclusion is rescinded.
3. The exclusion be rescinded and replaced with an alternative sanction.

The decision will be communicated to the Clerk of School Committee, the parents or guardian and the Head.

We do not believe that our responsibility to an excluded student, or the family of an excluded student, ends at the point of exclusion. Rather, we will work to help the young person find an alternative school, explore appropriate support or consider allowing the student to return as an external candidate to sit examinations.

Physical Intervention

No member of staff or volunteer at Sibford School is permitted to use physical force or restraint as part of any disciplinary action.

Corporal Punishment: The law forbids physical contact deliberately intended to punish a pupil, or primarily intended to cause pain or injury or humiliation.

The guidance that follows forms part of our Staff Handbook and is part of this policy:

- Staff who may have to intervene must understand the options available and the strategies to use;
- Staff, School Committee (the governing body), parents and pupils need to understand what is/is not acceptable. This policy is made available to all so that everyone can be clear about our individual rights and responsibilities. Fortunately, we live in a school community in which the use of any physical

intervention is incredibly rare, but we know that we need to be prepared even for the most unlikely.

Section 550A Education Act 1996 allows teachers, in school or on authorised out of school activities, to use reasonable force to prevent a pupil from (or continuing):

- committing a criminal offence (including criminal behaviour under age);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to good order and discipline, whether the behaviour occurs in class during a teaching session or elsewhere.

The Head at Sibford School does not authorise staff to use restraint except in self-defence or in an emergency.

Any member of staff is entitled to:

- defend themselves provided the force used is proportionate
- intervene in an emergency e.g. where there is an immediate risk of injury to a pupil or other(s)

Types of incidents

Reasonable force to control a pupil might be appropriate and necessary: in selfdefence, or where imminent or developing risk of injury or significant damage to property e.g. attacking member of staff, or pupil; fighting; deliberate damage; causing or at risk of causing injury or damage by accident or rough play or misuse of dangerous materials or objects; running in corridor or stairway so might injure self or others; absconding from class or school if likely to be at risk. Where a pupil is compromising good order and discipline (eg persistently refusing to obey an order to leave a classroom; behaviour that seriously disrupts a lesson).

Reasonable force

There is no legal definition of 'reasonable force'

- it depends on circumstances of the case
- it is only reasonable if the circumstances warrant it (the use of force is never justified to prevent trivial misdemeanours, or where the situation could clearly be resolved without force)
- It might depend on the age, understanding and sex of the pupil
- The force used must be proportionate to the circumstances and the seriousness of behaviour or the consequences it is intended to prevent ☐ The force used should be the minimum to achieve the desired result.

Practical considerations

Teachers should:

- take a calm and measured approach;
- not give an impression of losing temper, or acting out of anger/frustration or to punish;
- wherever practicable, tell pupil to stop and what will happen if does not;

- continue verbal attempts to defuse or prevent escalation;
- make it clear that physical contact will stop as soon as it is not necessary
- not intervene without help (except in emergency e.g. when older/larger or more than one pupil is at risk of injury or if the teacher may be at risk of personal injury (remove pupils at risk and seek assistance from colleague(s) and/or police and inform pupil(s) that help requested)

Application of force:

Physical intervention might involve: interposing between pupils; blocking pupil's path; holding; pushing; pulling; leading by arm/hand; shepherding by hand on back; preventing a pupil running off a pavement. Staff should:

- use behaviour management strategies and techniques to help defuse and calm a situation;
- consider whether and if so when, physical intervention is right and only use when other strategies have failed (in non-urgent situations);
- consider consequences of intervention e.g. increase disruption, provoke attack;
- not act to cause injury or restrict breathing e.g. holding around neck or by collar; slapping, punching or kicking; twisting or forcing limbs against a joint; tripping up; holding/pulling by hair or ear; holding face down on ground;
- not touch or hold in a way that might be considered indecent;
- never use physical intervention as a substitute for good behavioural management.

Recording incidents

Contemporaneous records are kept and detailed, written reports, preferably in an incident book or on PASS, of all incidents where force is used. The member of staff concerned should tell the Head or senior member of staff and provide a written report as soon as possible to include:

- name(s) of pupil(s) involved and when and where incident took place
- names of any witnesses
- reason force was necessary
- how incident began/progressed
- details of behaviour and what was said
- steps to defuse/calm
- degree of force, how applied and how long
- pupil's response and outcome of incident
- details of any injury suffered by pupil(s), or staff and of any damage to property

Staff may need advice from a senior colleague or professional association when compiling a report and they should keep a copy. Parents should be told and given the opportunity to discuss on the same day, or as soon as is reasonably practicable.

Complaints

We hope to avoid confusion or complaint by close liaison with parents or guardians to report occasions when restraint has been used, and to fully explain the circumstance. We are aware that a dispute about the use of force might lead to a disciplinary investigation, or by police and social care under child protection procedures; we know that a disciplinary panel or court may have to decide whether the force used was reasonable, followed the school's policy, and was needed to prevent injury, damage, or disruption.

Physical contact in other circumstances

- Physical contact may be necessary in some instances such as; to show exercises and techniques e.g. during P.E., sports coaching, or first aid etc
- Young children and SEN children may need physical prompts or help
- Touching may be appropriate where a pupil is in distress and needs comforting (teachers will use professional judgement) as to age appropriate/situation appropriate

Staff must be aware that: Some pupils may find touching unwelcome e.g. cultural background, or because of previous abuse. Physical contact is increasingly open to question as pupils reach adolescence. Staff should realise that innocent and well intentioned contact can be misconstrued, and should report the incident as soon as possible if they feel a helpful action may have been misconstrued.

This policy has been approved by the Head and School Leadership Team and will be reviewed by School Committee.

This policy should be read alongside the following policies and the Home-School Agreement:

Social Respect (Anti-Bullying) Policy
Child Protection and Safeguarding Policy
SEN Policy
Complaints Policy
Educational Visits Policy
Early Years Foundation Stage Manual