

Behaviour & Rewards Policy

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| Date last reviewed | October 2025 |
| Committee Responsible | Student Behaviour & Safety Committee |
| Designated member of staff | Daisy Weston |
| Date of next review: | October 2026 |

STATEMENT OF INTENT

The school aims to promote positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist, extremist, homophobic, discriminatory or potentially damaging to any group, will not be tolerated. Our aim is to ensure that all students achieve the highest standards. Our policy is underpinned by an appreciation of how race, class, gender, sexual orientation, size, religion, or the challenges of Special Educational Needs and Disability (SEND), and should not disadvantage or impact on learning. We operate in a climate which celebrates diversity.

We are committed to being schools that operate a 'Restorative Approach' to resolving conflict and improving student behaviour and staff-student relationships. The principles of Restorative Approaches are covered later in this policy.

The Governing Body reserves the right to exclude, up to and including permanently, students who are involved in any incidents of violence, theft, serious damage, anti-social behaviour, smoking, alcohol use or possession, drug use including possession or dealing and offensive weapons.

BEHAVIOUR POLICY

All staff are expected to be part of maintaining good behaviour in the school by being consistent in their implementation of this policy. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. The Headteacher has ultimate responsibility for behaviour in the school (including to and from school and on trips and activities) and will make the final decision on matters of behaviour.

AIMS

- Promote good behaviour, self-discipline and respect
- Regulate the conduct of students
- Ensure that students' age, SEND and religious requirements are taken into consideration when deciding on a punishment/consequence and if necessary follow the safeguarding policy
- Prevent bullying
- Ensure that students complete assigned work
- Outline rewards for excellent work and effort
- Celebrate success

STAFF EXPECTATIONS OF STUDENTS

Students should:

- Wear the correct school uniform both in school and when travelling to and from school
- Behave in a responsible way both in school and when travelling, to and from school
- Be conscientious about attending school every day
- Arrive at school punctually and be on time throughout the day
- Prepare for lessons by bringing all necessary equipment and books
- Respect and look after the school's and other students' equipment, etc.
- Work to the best of their ability in lessons
- Submit Homework and assignments on time
- Return both texts and library books promptly
- Take full advantage of the opportunities offered by the school and be willing to contribute to the school community
- Keep to the school's policy on Equal Opportunities
- Keep to the school's Health and Safety regulations and follow the systems
- For health and safety reasons remain on site during school hours, unless they are given permission to leave
- Treat everyone in the school community with good manners, politeness, understanding and respect in registration, lessons, corridors, cafeteria and the school grounds and on trips
- Share responsibility for maintaining a clean and tidy school environment.

REWARDS

We consider it is important that praise and rewards should have a considerable emphasis within the school and students will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to school expectations. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is constantly poor.

It is expected that good standards of behaviour will be encouraged through the constant application of our expectations supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system. We are always looking to find more ways of celebrating student success.

The rewards system at Grey Court is based partly around a House System. Students have been placed into four houses: Aztec House, Roman House, Spartan House and Trojan House. Each year

there will be a House Competition between these four houses. This system is an inclusive system aimed at rewarding students at individual level while also building a sense of collective aspiration. The House Cup will be awarded to the House that has the most points at the end of the year. Students will also be individually rewarded based on their endeavours. Points are accumulated through department competitions, individual Achievement Points and Sports Day.

Achievement Points

One of the fundamental aims of the House system is to recognise, acknowledge and wherever appropriate reward students' academic achievement or school life participation. The system aims to be accessible to all students regardless of ability. Any member of the Grey Court staff can award Achievement Points. The aim of the system is not to bribe or cajole students. An Achievement Point can reward the completion of a long or short term goal. It can also be used to acknowledge a "one off" achievement.

The system encourages no more than one Achievement Point per piece of work. The expectation is that students will have to work a little harder to achieve their next Achievement Point. If departments deem the work to be worth more than one Achievement Point, then they are encouraged to acknowledge the excellence through a postcard home or through the Faculty Award at Celebration Assembly (KS4 only). There is no set time period over which effort or achievement needs to be sustained. The aim of this system is not to be so prescriptive as to dictate to staff exactly what they should give an Achievement Point/ award for.

Achievement Points are logged on SIMS or edulink so parents/ carers can see these if they have the Edulink One app.

Any of the following areas of achievement can be recognised by the award of an Achievement Point:

- Consistent improvement in work and academic attainment. This may include:
 - Work in class
 - Tests / assessments
 - Coursework
 - Homework
- Evidence of independent learning
- Sporting and Art achievements
- Meeting a work related target agreed between student and teacher
- Frequent contribution and participation in lessons
- Community awards will be for contribution to the community, outstanding / community centred behaviour in local business / organisations

House System Rewards

- Individual Achievement Points received by individuals will contribute to the whole House score.
- Individual points received by individuals will contribute to their own tally.
- The winning house will most importantly win the House Cup and a special event for that house only.

OTHER REWARD SYSTEMS

Postcards

Achievement points are not the only method of rewards in the school. Faculties and departments can send postcards home for a variety of different reasons. These are logged by teachers on a regular basis and sent by curriculum assistants.

Stars of the Week

Stars of the Week are another way to recognise achievement, regardless of academic ability. Each week a different faculty (on rota) nominates their stars for every year group. This is displayed in the eBulletin and emailed home.

Celebration Assemblies

These assemblies recognise student achievements in various different ways: individual and collective achievement points, attendance scores, lack of behaviour points. In addition, each tutor group nominates individual students for pastoral reasons, and achievement points and attendance are also recognised. KS3 and KS4 assemblies vary slightly to reflect the age of the students.

SANCTIONS AND RESTORATIVE APPROACHES

The aim is to develop a consistent pattern of sanctions which are known, understood and agreed by all members of the school community. Students have a right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the code of conduct. Sanctions can be applied for incidents outside of the school grounds e.g. on the way to and from school; on school trips etc. They may also be applied if a student brings the school into disrepute.

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a student or students.

The school endeavours to involve students in the disciplinary process and apply, wherever possible, restorative approaches as the first step to repairing the harm done to the school or others. Restorative approaches aim to resolve conflict in a calm and positive way prior to sanctions. They involve everyone who has been involved in a conflict or difficult situation together to find a way forward. At this meeting, everyone has the opportunity to talk about what has happened, how they have been affected and what needs to happen next. The meeting is structured so everyone has the opportunity to have their say and to listen to others. The next stage is for everyone to agree what needs to happen to put things right and to stop the same thing happening again.

All members of staff, including the Senior Leadership Team, Pastoral Leaders and Heads of Faculty have been trained fully in restorative approaches.

The present policy contains the types and levels of sanctions available to those responsible for applying the Behaviour Policy.

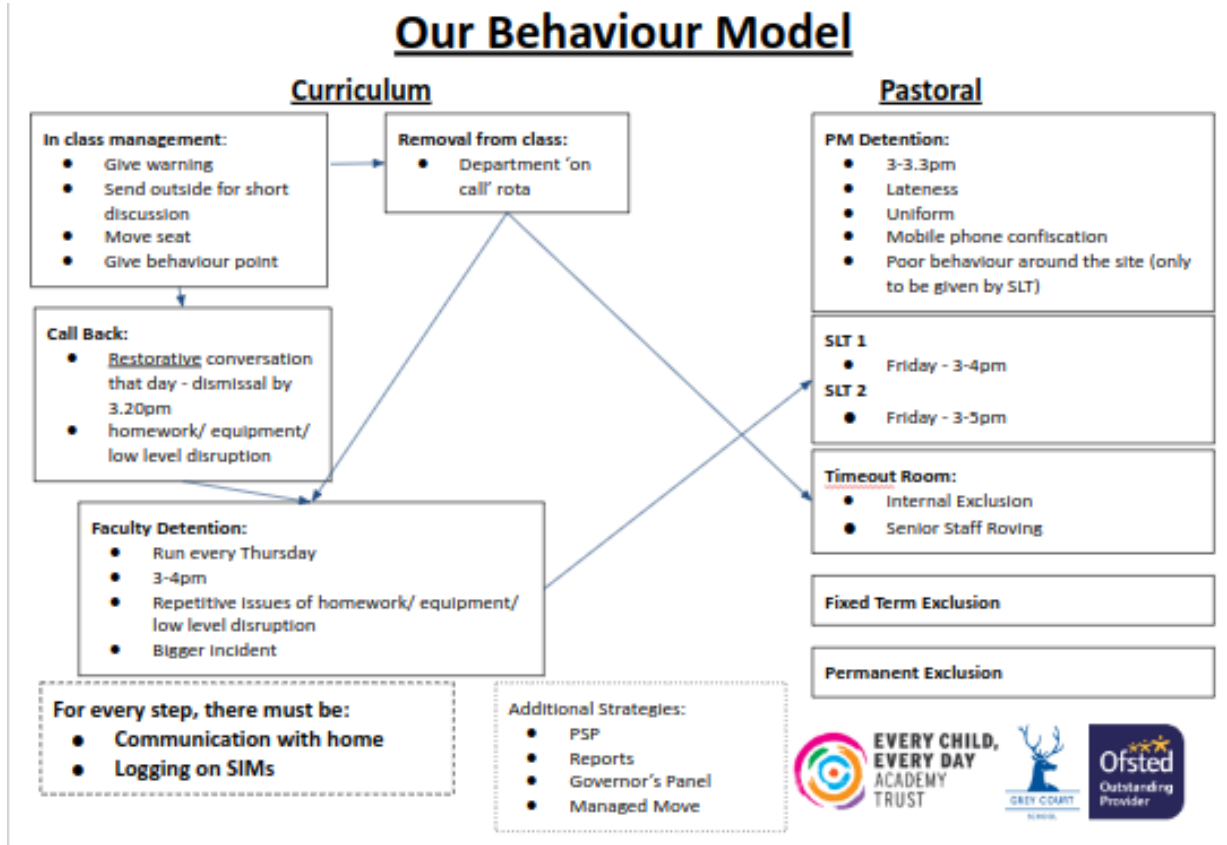
BEHAVIOUR MANAGEMENT IN THE CLASSROOM

n.b. It is the responsibility of staff to prepare appropriate lessons that are inclusive of all students, including students with SEND. If such students are to be sanctioned staff should consider if the lesson was appropriately differentiated for the needs of that student. SEND students who cause concern should be referred to the SENCO as well as the Pastoral Leaders.

To ensure greater consistency in classroom management staff need to ensure the following procedures for staged consequences within the classroom are followed before a student exits the classroom:

- Tactically ignoring/use of proximity/praise/general rule reminders/check for their understanding of the work/check for any other unmet student needs.
- Specific rule reminders to student with referral to visual prompt (e.g. displayed posters of expectations).
- Verbal warning with consequential choice of name on board (allow take up time) if appropriate.
- Change of seating place to maximise the learning of all students (give time for take up) and/or send outside for five minutes to reflect– a ‘call back’ or detention may be set at this point to allow for a restorative discussion.
- If the student is still causing disruption to the teaching and disturbing the learning of other students then they should be sent to the Head of Faculty or another area on the Faculty rota for the remainder of the lesson. A Faculty detention should be arranged, via email or phone call home to follow up.
- If none of the above resolves the problem a member of the Senior Leadership Team should be sent for (SSRO - Senior Staff Roving) by calling/emailing reception or by sending a reliable student with a message. The member of the Senior Leadership Team will attempt to resolve the incident through a restorative approach dialogue and return student back into class if appropriate. Alternatively the student will be removed and placed into the Timeout Room. A follow up email/ phone call should be made home and a Faculty/SLT detention may be appropriate.

DEALING WITH INCIDENTS IN A LESSON



CONTROL OF BEHAVIOUR OUTSIDE OF LESSONS

Departments should ensure that their corridors are calm and that staff greet students at the door and dismiss them calmly from lessons. If a member of staff observes poor behaviour outside the lessons then this can be dealt with directly by them and a relevant consequence administered. Otherwise incidents of serious disruption should be referred to the Pastoral Leaders or SLT as appropriate.

BEHAVIOUR OFF SITE

Objectives:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- To secure behaviour, which does not threaten the health and safety of students, staff or members of the public.
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school.
- To provide protection to individual staff from harmful conduct by students of the school when off the school site.

When students are off-site and not under the lawful control or charge of a school staff member, the school must act reasonably both in relation to expectations of student behaviour and in relation to any measures determined for regulating behaviour of the students. Sanctions can be applied, as appropriate, if there are breaches in our expectations and/or the school is brought into disrepute.

SANCTIONS

The school can sanction a student for any misbehaviour when the student is -

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform or
- in some other way is identifiable as a Grey Court School student

Any misbehaviour at any time, whether or not the conditions above apply, that –

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

Sanctions are set within a graduated framework through consultation with the Head of Department/Faculty, Pastoral Leaders and Senior Leadership Team. At each stage students are encouraged to reflect on their actions and resolve the issue in order to prevent further negative consequences. Our behaviour policy is underpinned by choice and consequence approach; positive choices present positive consequences, negative choices present negative consequences.

There will occasionally be times when students will bypass the initial stages. A student who acts in a dangerous or threatening manner or who consistently disrupts or undermines a member of staff would immediately be removed by a senior member of staff. A restorative meeting between the student and teacher will take place before the student is returned to the class.

The restorative questions and process should be referred to at all times to find a resolution which will enable all students in the classroom to continue with their learning without disruption. Should there be a need to remove a student from a classroom then the faculty support system should be used in the first instance. However, Senior Leadership will remove a disruptive student from the classroom should that be necessary. Students who are taken from lessons are expected to work quietly in our Time Out Room. Students spend a limited and minimum amount of time in the Time Out Room before potentially being referred to the Re-Start Centre or (in the majority of cases) returning to mainstream lessons, having resolved the difficulty following this period of respite. We provide a clear structure for all students within the behaviour policy and at each stage students will reflect on their choices and consequences in order to resolve any difficulties in a calm but appropriate way.

Students can only be placed in the Re-Start Centre/ Timeout by the Senior Leader responsible for the year group and in consultation with the Senior Leader i/c Inclusion or the SSRO. On entry they are expected to reflect on the circumstances that led to their exclusion from class. Students in the Time Out Room follow a slightly altered school day with different break and lunch times.

Formal exclusions may be used for a fixed term depending on the behaviour issue. Where this is applied a restorative meeting between student, parent and those affected is arranged (a reintegration meeting).

n.b. Any procedure following an incident of poor behaviour needs to be appropriate to the needs of the student e.g. taking on board if the student has any SEND.

Detentions

Students may be detained at the end of school for 60 minutes without prior warning – though if in excess of 30 minutes we would normally attempt to contact parents as a matter of courtesy. Break or lunch time detentions are allowed providing they have adequate time to get something to eat/drink and go to the toilet. Often this is in order to allow for a restorative discussion with the teacher. There should be no whole class detentions.

PM Detention

A central pastoral PM detention is held daily, run by members of the Pastoral team from 3-3.30pm. Parents are not informed of the detention and if students are given this sanction, they should sit it the same day. In exceptional circumstances students can complete the detention the following day, but with permission of the Pastoral team. Failure to attend PM detentions will be followed up with the Head of Year and may result in SLT detentions. Students are placed into PM detention for:

- Lateness to school
- Uniform infringements (including jewellery)
- Low level poor conduct around the school site

Faculty Detentions

Faculty detentions are held weekly and are organised by the Head of the Faculty. Should a student

miss their Faculty detention then the matter will be referred to their SLT line manager for follow up.

Senior Leadership Detentions

There are two types of SLT detentions and they are both held on a Friday afternoon. SLT is 1 hour (3-4pm) and ESLT is 2 hours (3-5pm). Parents are contacted in advance to inform them of the detention. SLT detentions are given for a variety of behaviour issues, and should only be given by the Pastoral team or SLT.

Report System

In common with most schools, we use both a Daily and Weekly Report to monitor students' behaviour/work/uniform etc. It also provides an opportunity for dialogue between adults and students. Students causing particular concern can be placed on report. There are two different routes for reports - Faculty or Pastoral. Students should not be on report, at any given level, for longer than three weeks. If necessary, reports can be escalated up or down.

Types of reports:

- (green) Tutor
- (amber) Pastoral Leader
- (red) Senior Leadership Team
- (blue) Progress in Learning
- Faculty/subject report
- Attendance report
- HW report
- Uniform report
- Positive report

n.b. If a student has SEN then the SEN department should be informed and involved wherever appropriate.

The Time Out Room

The purpose of the Time Out Room is to ensure that students reflect on their behaviour. It is not to counsel a student about their behaviour.

The Time Out room has two basic functions:

- As a place for students to go if they are sent there by a member of SLT as part of a 'Senior Leadership Response' request from a teacher (SSRO).
- As a place for internal exclusion from the rest of the school as a final sanction before external exclusion may be used by the Headteacher.

The Time Out Room can also be used as an interim placement if a student is being extremely disruptive and un-cooperative. Only Headteacher, Deputy Headteachers or the member of SLT in charge of the Time-Out Coordinator can place a student in the Time out Room for more than one day. Students can be placed on a temporary basis if required by a Senior Leadership Response.

The Re-Start Centre

The purpose of the Re-Start Centre is to support students to reintegrate back into full time education; provide a respite for students; provide support for students with emotional needs.

Pastoral Support Plan

Where students are struggling with behaviour and other reporting strategies and interventions have failed, a student can be placed onto a Pastoral Support Plan (PSP). This is a 12 week programme, whereby the Pastoral Lead will meet with the student and parents every 2-3 weeks, setting targets and reviewing previous targets.

Managed Moves

Managed Moves are a trial period to try and start a student in a fresh school. The Headteachers in both schools will initially agree to this and follow the Achieving for Children protocol for making such transfers. The aim is to avoid having to exclude students from the host school and/or to offer them a fresh start in a new environment.

Suspensions and Permanent Exclusions

This section of the policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023
- The European Convention on Human Rights (ECHR)

This section of the policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Behaviour in Schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'

The school will only suspend or exclude a pupil where it is absolutely necessary. The following examples of behaviour may warrant the decision to suspend or exclude a student (this list is not an exhaustive list of why a student would be suspended or excluded):

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse
- Repeated instances of defiance or failure to follow staff instructions

Students can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, students can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a student will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

Only the headteacher has the power to suspend or exclude a student from the school, and is able to decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds. When sending a student home following any suspension or exclusion, the headteacher will ensure that they exercise their duty of care at all times and will always inform the parents.

Any decision made to suspend or exclude a student will be lawful, proportionate and fair. The headteacher will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.

The headteacher may cancel any suspension or exclusion that has already begun, or one that has not yet begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the governing body. Where a suspension or exclusion is cancelled, the headteacher will notify the student's parents, the governing body, the LA, and, where relevant, the virtual school head (VSH) and the student's social worker. The notification will also provide the reason for the cancellation.

Before taking a final decision to exclude, the headteacher will consider whether it is in the best interests of all parties to initiate off-site directions as preventative measures to exclusion.

The headteacher will decide, in communication with the student and their parents, whether off-site direction is an appropriate solution to manage a student's behaviour and avoid suspension or exclusion. Where all parties agree to this course of action, the school will work with the student and their parents to discuss and agree a plan for the off-site direction, including a proposed maximum period of time that the student will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.

Following the headteacher's decision to suspend or exclude a student, they will immediately inform the parents of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

The headteacher will inform the parents in writing of the following:

- The reasons for the suspension or exclusion
- The length of the suspension or permanency of the exclusion

The headteacher will inform the parents that for the first five days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.

The headteacher will inform the governing body of the following:

- Any permanent exclusions
- Any suspensions which would result in the pupil being suspended for more than 5 school days in a term (or more than 10 lunchtimes)
- Any suspensions or exclusions which would result in the pupil being absent from an examination or national curriculum test

For any suspensions and exclusions, other than those above, the school will notify the governing body once per term.

The headteacher will inform the LA of all suspensions or exclusions, regardless of their length, as soon as possible. All notifications to the governing body and LA will include the reasons for suspension or exclusion and the duration of any suspension. If a student who is suspended or excluded lives outside the LA in which the school is located, the headteacher will notify the student's 'home authority' where possible.

When a student has been suspended or excluded, the school will notify the student's social worker, if they have one, and the VSH, if they are a looked-after child. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

Following a suspension, a reintegration meeting will take place between the Headteacher (or a designated member of the SLT), parents and the student. This should take place before the student returns to lessons. The Student will be placed on a red report, and any support or interventions to prevent a further suspension will be explored.

Physical Intervention, Restraint and Searching of Students

Grey Court School believes that it is important to establish a safe, secure and stable environment to enable students to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention and the use of reasonable force, is necessary.

The school understands that behaviour is often a means of communication which may signal that a student is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

This section of the policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to handle students' emotions or aggressive behaviour when other measures have failed to do so.

This section of the policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2011
- Children Act 1989
- Equality Act 2010

This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2023) 'Keeping children safe in education 2023'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

Definitions

For the purposes of this section of the policy, 'physical intervention' is used to refer to any situation in which physical contact with a student is necessary – this includes reasonable force, e.g. to defuse a situation in which a student is at risk of harming themselves or others.

'Positive handling' is defined as the overall, graduated approach of responding to students' behaviour and emotions with the intention of protecting students and staff, and limiting damage to others and property. Positive handling adapts the least intrusive intervention techniques in response to situations, before using gentle physical intervention and reasonable force as a last resort.

'Reasonable force' is considered to refer to a broad range of actions that may be used to control or restrain a pupil to prevent that student from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

There are two key types of reasonable force:

'Control' – actions used in an attempt to direct a student's movements; this includes passive physical contact, e.g. standing between students or blocking a student's path, or active physical contact, e.g. leading a student out of a classroom by their arm.

'Restraint' – actions used in an attempt to physically bring a student under control. This type of force is typically used in more extreme circumstances, e.g. where two students are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.

'Safe touch' is defined as physical contact which, if avoided, would be inhumane, unkind or cause distress to a student, e.g. where a student is significantly distressed and in need of physical comfort.

The principle of positive handling means that the school expects staff to assess whether the incident requiring a response can be resolved without physical intervention. Where possible, the school implements an approach of prevention, recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with students displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns and levels of need of students in their class, and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual students' needs. Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention.

Staff will question whether:

- Verbal de-escalation can be attempted.
- There are actions that can be taken to remove triggers from students, e.g. dimming the lights and encouraging quiet where a student is having a meltdown in response to sensory overstimulation.
- The student can be removed from the situation without physical intervention, e.g. if they will follow a member of the teaching staff out of the classroom.
- The student has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour.
- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the student or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the student. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, e.g. in the event that a student attempts to run out into a busy road, or where students begin a violent fight with one another and staff are forced to pull the students apart. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

Reasonable force

Staff members will use actions that are appropriate and in proportion to the circumstances. Physical restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the student's circumstances, e.g. their age or SEND. The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control students risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips.
- Members of staff must prevent a student from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others.
- A student is attacking a member of staff or another student.
- A student is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- The headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs and reasonable force is needed in order to conduct the search, to ensure the safety of the staff, student or school community.

All members of staff will be permitted to use reasonable force in extreme or necessary circumstances where they believe it to be appropriate in line with their training, as long as all necessary precautions

are taken, and as a last resort. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the student's individual needs.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a student's arm to escort them from a particular scenario. Staff will also be aware that, in some instances, it will cause more distress to a student, and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a student to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

Reasonable force techniques that involve restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly and prolonged restraint will not be used, i.e. restraint beyond that which is necessary to remove the immediate threat a student is posing to themselves or others.

Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the student and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to the student before making physical contact to minimise distress and/or further aggressive behaviour from the student; however, the school recognises that this is not possible in some emergency situations.

Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Following the incidents where reasonable force is used, the student involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

Post-incident support

Following an incident of reasonable force or restraint, all students and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support. Wherever reasonable force is used, staff members and students involved in incidents will be given separate opportunities to reflect on what happened.

Reporting incidents

A detailed written report will be kept of all incidents where reasonable force or restraint is used. Following an incident, the member(s) of staff involved will verbally report the incident to the headteacher and provide a comprehensive written record of the situation as soon as possible, using the Restraint Log.

Where reasonable force or physical restraint has been used, the student's parents will be informed as long as this would not place the student at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a thorough discussion and action plan will be discussed and decided within the safeguarding team and with the headteacher.

The school has the statutory authority to search students for prohibited or banned items. For more

detailed information about searching students, please see the **‘Searching, Screening and Confiscation’ Policy**.

Mobile Phones

Mobile Phone Use Y7-11

Our aim is to provide our students with a mobile phone free school environment. With the pressures of mobile phone trends, and social media, we want our school environment to enable a digital detox for our young people. Therefore, all students in Year 7-11 will be required to hand their phone in daily.

The following is taken from the Department of Education ‘Mobile Phones in Schools’ February 2024 Guidance:

Every school has a duty to create an environment that is calm, safe and free from distraction so all pupils, whatever their background, can learn and thrive. One of the greatest challenges facing schools is the presence of mobile phones. Today, by the age of 12, 97% of pupils own a mobile phone.

Mobile phones risk unnecessary distraction, disruption and diversion. One in three secondary school pupils report that mobile phones are used in most lessons without permission. This not only distracts the single pupil using the phone, but disrupts the lesson for a whole class, and diverts teachers’ efforts away from learning.

We owe it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom. We also owe it to our pupils to keep them safe at school. One in five pupils have experienced bullying online. By removing mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices.

Phones will be taken in during AM registration and stored in a secure environment, and collected by the student at the end of the day, in PM registration. This will allow them space from their phones throughout the school day. They will be kept in a secure locked box in the tutor room, with the exception of days when students have assemblies, or the Daily 1K, in which case they will be secured in portable lock boxes. If students have a detention after school, the phone will be returned after the detention has been completed. Failure/ refusal to attend the detention may result in phone confiscation until the detention has been completed/ a sanction has been served.

Any students who are late arriving at school, will hand their phone into the Attendance Office when they sign in. They will collect their phone after their PM detention (if they are late without a reason), or if the lateness is authorised, they will collect from the Attendance Office at 3pm, after PM registration.

Any students who have a planned medical appointment are advised to hand their phone into the Attendance Office before AM registration, rather than to their form tutor.

School trips, visits and fixtures:

Many trips that take place do not require students to bring their mobile phones with them. As part of the organising of every trip, a risk assessment will be carried out by the trip leader and SLT, to decide if students need to bring their phones with them. If it is felt that they are not needed (i.e. students are safe and not at risk by not having their phones with them), phones will be collected in school before the trip departure, and stored in the normal, safe location. Phones would then be collected upon return to school. If the school feels students do need their mobile phones on school trips, we will apply the 'not seen, not heard' rule, whereby students should not use, or take out their phones for the duration of the trip, unless instructed to do so by a member of staff. This includes travel, as well as the trip activity/destination.

Any students going on a trip which takes place part way through the day (i.e. they are in school at the start of the day) or a fixture which also leaves part way through the day, will hand their phones in at the start of the day as usual. However, if they are not returning until after the school day, they will collect their phones before they leave the school site to go on the trip/fixture. As above, if students are carrying their phones themselves whilst on the trip (including journeys), we will operate a 'not seen, not heard' policy. Phones should only be used in cases of emergency or when instructed by a member of staff.

When on residential trips, mobile phones will be collected every evening of the trip and kept in a secure location by the staff on the trip. They will be returned to students the following morning.

Exemptions:

We have a small number of students who have medical conditions which require the use of mobile phones, e.g. students with diabetes who monitor their blood sugar levels. These students will be allowed to keep their phones on them. They should use their phones only for this medical reason. They will be issued with an exemption card once confirmed by parents, to authorise their mobile phone use.

Sanctions:

Any student who states that they do not have a phone with them that day, may be subject to a search, as per our 'Searching, Screening and Confiscation' policy and our 'Behaviour' policy.

If a student in Y7-11 is found to have a phone on them at any point during the school day, they will be sanctioned.

School sanctions are in line with the DoFE guidance:

Schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

The school retains the right to alter and adapt sanctions depending on the circumstances and manner of defiance. The duration of phone confiscation will reflect the manner of the transgression.

KS5 (Year 12-13) Students

Students in KS5 should not have mobile phones out in lessons. They are permitted to have them in their communal areas in the Sixth Form building, but phones and earbuds/headphones should not be seen or heard in any area in the main school.

KS5 students are expected to follow the above mobile phone policy on residential trips (when on residential trips, mobile phones will be collected every evening of the trip and kept in a secure location by the staff on the trip. They will be returned to students the following morning (if deemed appropriate/ necessary by the trip leader.) Staff leading other trips will brief students on any regulations around mobile phone use.

ROLES AND RESPONSIBILITIES

Headteacher

The Headteacher is responsible for implementing this policy and the expectations outlined in it. He/she is responsible for regularly reviewing the application of discipline within the school and to ensure regularly that practice follows the principles of the policy. He/she is responsible with the governors for ensuring that this policy is reviewed on an annual basis.

The Governors

The governors are responsible as “critical friends” of the school for monitoring the application of this policy by the Headteacher and his/her staff. On an annual basis they will review the policy and agree with the Headteacher any changes that might be agreed as necessary. They will ensure that they receive regular reports and data concerning discipline within the school, the effect of student behaviour on attainment, sanctions imposed, etc. and will consider these at their full Governing Body meetings and at their committee meetings.

The governors have a statutory role to play in the application of the exclusion procedures and will ensure at all times that they review dispassionately the actions of the school, always bearing in mind the overriding interest of the students and the school community as a whole.

The governors will ensure that they witness the working of the school first hand and will always reinforce with staff, students, parents and carers the messages conveyed by the Code of Conduct. The governors will also have a panel of governors to review certain cases if the need should arise. This has the power to convene meetings with parents and to hear a management case from the school regarding students.

Remit of Governor’s Disciplinary Panel

In the case of students who have been displaying anti-social behaviour or cases of frequent infringements of the code of conduct outlined in this behaviour policy, the school may consider

inviting parents and students to a formal disciplinary panel. In this meeting the school will present to a board, made up of governors and a senior leader(s) from the school, the nature of the difficulties presented by the student alongside the support which the school has already actioned. Parents and students will be provided with an opportunity to express their response to the situation in this formal context.

The panel may question further all who are present to establish a clear understanding of the situation and the nature of the behaviour. Finally the panel will discuss each case after they have heard from the school representative, parents/carers and the student involved and then will set recommendations regarding next steps; these recommendations will be put in writing and be presented to parents/carers of the student who is causing the school serious concern.

With regard to sanctions, the governing body has no power to exclude a student nor can it make the Headteacher's original exclusion more severe by extending the period of a fixed-term exclusion. The governors' role is essentially one of reviewing the Headteacher's exclusion decisions as the need arises. The governors must, however, be informed of any permanent exclusion and of any fixed-term exclusion subsequently converted to a permanent exclusion and of any exclusion that would result in the student missing an examination. In cases of:

- permanent exclusions;
- fixed term exclusions converted to permanent exclusions;
- fixed-term exclusions totalling more than 15 school days in any one term;
- fixed-term exclusions totalling more than 5 school days in any one term where the parent expresses a wish to make representations to the Governing Body;
- exclusions that would result in the student missing an examination

The Governing Body (or a panel from its membership of no fewer than three governors) must meet to:

- consider the circumstances in which the student was excluded;
- consider any representations about the exclusion made by the parent and the LA;
- consider whether the student should be reinstated immediately, reinstated by a particular date or not reinstated.
- It should be noted that we will sometimes try to avoid fixed term or permanent exclusions by using internal exclusions in our Time Out Room and/or the 'Fair Access Panel' Achieving for Children system of alternative education for students e.g. 'managed move'.

Panels are usually made up of three Governor's, these may be Grey Court Governor's, or in some cases Governor's from our schools in the Every Child, Every Day Trust.

Parents/Carers

The school is well aware that the primary role in a student's upbringing lies with their parents/carers. The school wishes to build a positive and supporting relationship with the parents of our students, through mutual understanding, trust and cooperation. To promote this objective we will:

- inform parents about our behaviour policy;
- answer any questions parents may have about their child's behaviour and discuss any problems with them;
- take seriously any issue which parents raise with teachers or governors about this policy, or about behaviour in the academy;

- inform parents about procedures and policies within the school so that the parents can support the key messages being given to students at the academy;
- keeping parents/carers fully informed of the circumstances of any incident involving their child and of any action arising from such an incident.

MONITORING AND REVIEWING

The Headteacher and the Governing Body will review this policy every year.