

WATFORD GRAMMAR SCHOOL FOR BOYS



BEHAVIOUR POLICY

Headmaster's signature

7/5/19

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Chair of Governors' signature

7/5/19

A handwritten signature in black ink that reads 'Stephen A. Wake', written in a cursive style.

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1. Introduction

This policy should be read in conjunction with the Child Protection policy, Online Safety policy, Learner Agreements Years 7-11 and 6th Form.

Contained within this policy are various codes which were correct when this policy was produced but in all cases these might change within the lifetime of this policy. Therefore the most recent versions can always be found on the school website

This policy is developed to support the general aims and objectives stated in the core values published in the WBGs Strategic Plan and endorsed by the staff and Governors. In particular, this policy aims to realise these specific objectives:

- to have a high expectation of conduct which may extend beyond the school site and normal school day, as defined by the School's Code of Conduct, for every student;
- to teach every student the need to respect others, both contemporaries and adults, regardless of gender, sexual orientation, disability, religion or ethnic group;
- to provide a working environment within which all other targets and objectives can be achieved.

We aim to develop an atmosphere wherein all members of the School community treat each other with respect and courtesy and where models of appropriate behaviour abound.

2. School Code

As a member of Watford Grammar School for Boys you are expected at all times to

- Show consideration for others and behave courteously. Avoid taking part in any form of online, verbal or physical harassment.
- Attend school regularly, arrive punctually, and make sure that you are fully prepared for all lessons.
- Take responsibility for yourself, your personal possessions and for your work.
- Be responsible for your own safety and the safety of others.
- Take pride in your uniform and in your personal appearance.
- Respect school property and the possessions of others.
- Tell the truth.
- Obey the school rules.
- Work conscientiously and contribute fully to the life of the school.
- Uphold our good reputation by your behaviour in and outside school.

The School Code is printed in the School Planner, and is therefore in the possession of all members of the School. Copies are also displayed around the School and on the School website. The Code embodies the expectations that the School has of its students. Adherence to this Code will ensure the development of a purposeful School community based on mutual respect for British values and courtesy.

3. Roles and Responsibilities

The governing body will establish in consultation with the Headteacher, staff and parents/carers, the policy of promotion of good behaviour and keep it under review.

- The Headteacher will be responsible for the implementation and the day-to-day management of the policy.
- The Assistant Headteachers (Pastoral) and Heads of Year will be responsible for the day-to-day running of the Rewards and Sanctions system, and provide regular reports to the Education committee of the governing body and to the SLT.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Parents/carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school (see Learner Agreements Years 7-11 and 6th Form).
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to a member of staff or the Designated Safeguarding Lead (Mr. J Macleod).

Staff are expected to

- Be consistent in implementing the Rewards and Sanctions system.
- Reflect the expectations of Watford Grammar School for Boys.
- Deliver lessons that are prepared well and ensure work is appropriately differentiated to meet the individual needs of all the students.
- Act as a positive role model.
- Encourage and praise good work and behaviour, using the House Points system.

4. Definition of School Jurisdiction

This policy applies on school premises and during school hours, on visits and trips, on school events and other occasions related to the school, and any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave, work experience or on Alternative Learning Placement.

When students are travelling to and from school in uniform (or non-uniform dress on particular days), they are considered to be representing the school and therefore the school rules apply. The school reserves the right to take interest in and impose consequences for any misconduct by any Student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. The school can impose consequences on students who have used the internet or a mobile phone to harass another student or member of staff outside school. In addition to this policy, further details are given in school policies on Online Safety and Child Protection, there is an Online Safety Code printed in the School planner, and on the School website.

5. Staff guidance

Staff adhere to the following key points:

- Consequences will be just, fair, appropriate and clearly explained. They will also be documented and retained on the School's information management system SIMS.
- Staff will take account of the needs and circumstances of individual students with particular identified needs when implementing the policy.
- Whole class punishments are rarely appropriate.
- Parents/carers will be informed, as appropriate, of consequences by a detention card, email or by telephone.
- At least one of the following: Form tutor /HOY (Head of Year)/ HOD (Head of Department) / Assistant Headteacher will be informed when students receive a sanction.
- All standards of behaviour expected at school should also be expected of students on trips, whether in or out of uniform.
- Students will be given the opportunity to learn from their mistakes and make a fresh start.

Expectations of Classroom Behaviour

Classroom behaviour at all times should be in keeping with the School Aims as expressed through the School Code, the Classroom Code and the Online Safety Code.

5.1 Classroom Code

Everyone in every lesson has a responsibility to contribute to a positive and supportive learning environment for all.

- Enter and leave the classroom in an orderly and safe way, under the direction of your teacher.
- Everyone in the classroom should address each other courteously and with respect. Differences of culture, religion and gender must be respected at all times.
- Always apologise for arriving late for a lesson.
- Respect the fact that teachers and students making positive contributions have the right to be heard in silence.
- Always catch up with any work missed as soon as reasonably possible.
- Always write down homework assignments in your planner when they are set and complete them on time.
- Always bring the correct equipment for every lesson.
- Teachers alone direct what goes on in the classroom. You should sit, work, contribute to discussions and behave as the teacher tells you.
- Always respect the fabric of the room; there must be no eating or drinking under any circumstances.

5.2 Online Safety Code

Pupils are allowed to bring mobile phones to school subject to the school's online safety rules as set out below.

- I will make sure that all my electronic communications are responsible and sensible
- I understand that cyberbullying (i.e. any form of electronic communication that aims to, or could foreseeably offend, upset or embarrass) is completely unacceptable and that any incident of cyberbullying will be subject to school sanctions
- I will follow the rules as set out in the student online safety acceptable use agreement
- I will not take (or collude in the taking of) any pictures/video in school.

The use of mobile phones is permitted before school, at break time, lunchtime and after school in the playgrounds and the 6th form café area.

For the avoidance of doubt, the use of mobile phones is therefore not permitted:

- indoors except for 6th formers in the 6th form cafe
- during lessons or form time
- anywhere in school (inside or outside) between Periods 1 & 2 and between Periods 3 & 4
- in corridors
- in the Main Hall
- in the canteen
- in the library

Year groups who do not have digital devices as part of the school's BYOD scheme (Years 7 & 8 in the 2019-2020 academic year) may use mobile phones in lessons when directed to do so by the supervising teacher.

5.3 Smartphones

From September 2019, students in Year 7 will not be allowed to have a smartphone (that is, a mobile phone that performs the functions of a computer, with internet access and an operating system capable of running downloaded apps) without the school having received a declaration from the parents/carers that the phone is equipped with a 'parental-control app' set to an age-appropriate filter.

A recommended screen time limit during school hours will be issued to parents/carers.

Any student may have possession of a 'brick' phone (that is a phone without internet access) without having provided such a declaration.

Apps will be recommended to parents in advance of students joining the school.

Sanctions

Breaches of the mobile phone code will incur significant sanctions, including detentions and the withdrawal of permission to have a smartphone on the school site.

5.4 Lessons

Students are expected to attend lessons promptly, ready to learn. They should be properly equipped, with all necessary books and apparatus (including tablets and laptops) for the subject. At all times there should be respect shown for the learning being done within the class and for the fabric of the room itself. There should be an orderly entrance to and exit from the classroom and any safety codes must be followed at all times.

The teacher has the responsibility to ensure that the lesson proceeds without disruption towards a definite outcome. The students have a responsibility to themselves and to each other to ensure that they are not a source of disruption. Anything which impedes the progress of the lesson is a disruption.

Staff and students should treat each other with respect. Students should refer to staff as 'Sir', or 'Mr. Jones'; 'Miss', or 'Mrs. Jones', while they should be able to expect that they will also be addressed in a civil manner. Students should expect to listen to the teacher and also to each other. In everything that is done in the classroom, everyone should know that they are there to learn.

5.5 Classwork

All classwork should be as well presented as possible. Work should be titled and dated and written in ink. Work that is not up to a minimum standard should be rewritten. Students should bring the correct equipment (e.g. writing implements, books and textbooks) to every lesson.

5.6 Homework

We believe that homework is an important part of the education we offer at Watford Boys Grammar School. The same standards of presentation as apply to classwork must apply to homework and there is the same expectation that all homework will be completed to the best of the student's ability. This must be the case if the setting of homework is to be worthwhile. Students are expected to record all homework in their planners, which should be monitored by teachers, form tutors and parents each week.

Homework that is not satisfactory may be returned to the student to be redone. If homework is late, or not handed in, the student will incur sanctions, up to and including a green card detention for persistent offenders. We ask that parents are aware of their role in ensuring that students have a place and time to study. We would expect parents to endorse our insistence upon homework being completed properly. Students' teaching timetables are available online and can be written in their planners. Parents are therefore able to monitor the learning that their sons should be doing. We welcome contact from any parents who have concerns over homework.

Homework will be marked in line with the school's assessment and marking guidelines. At times students will conduct peer-marking of other students' homework, or complete activities in preparation for a lesson which does not require formal marking by teachers. In all cases, marking and feedback should be either formative or summative in nature, and may be communicated in writing or verbally based on the teacher's professional judgement.

5.7 Corridor code

Students are expected to adhere to the following rules when moving around the school site:

- keep to the left
- mobile phones and headphones should not be in use or visible
- respect the personal space of others
- walk
- move without delay to the next lesson
- queue sensibly and in single file for lessons
- keep noise level low
- no eating

Protocols are also in place for the English and Science blocks and can be found in Appendix A.

6. Rewards and Sanctions

6.1 Rewards

In this school there is a wide range of achievement to celebrate every day throughout the whole community. Most of this is done with words of praise, written comments on work or with complimentary reports. These celebrations, which are integral to the life of the school, act as incentives to further success and engender positive behaviour and a sense of belonging.

House points play an important role in rewarding effort and behaviour as well as motivating students. House point totals are recorded for each individual student, and collectively as part of a whole school inter-house competition. House points can be collected by participating in house competitions as part of a team, or through individual efforts in school life such as high standards of personal conduct or performance in school work.

Any member of staff can reward boys with one of the following categories of House Points for effort in lessons or around school, using the guide below.

Award	House point equivalent	When to issue.
Merit	10	Consistent/repeated exceptional performance in work; major test success; significant voluntary work/commitments.
Half Merit	5	Great courtesy, much improved work; excellent standard of homework.
Commendation	3	Voluntary contributions to school life; charity events etc.; improved effort in work.
House point	1	Noteworthy improvement; contribution; behaviour or effort; a whole class could receive 1 house point each for an exceptional lesson.

A well-established 'prize giving' event occurs annually in January. This is an opportunity to celebrate the academic success and hard work of KS4 and 5 students in areas ranging from curriculum success in exams to running the school council. Well renowned speakers add formality to this prestigious event to which parents and governors are invited.

6.2 Sanctions

When staff encounter examples of behaviour that transgress the School Rules and Code, there is a wide range of sanctions that may be used. In most cases a word from the member of staff will be enough to point out the misdemeanour to the student concerned. It should be remembered that good order is best maintained by good teaching and high expectations. For more serious situations there exists a range of sanctions, as outlined below (see also Appendix A). In most cases the student will be asked to write an account of what happened using the school's student statement pro forma.

1. Minor offences are dealt with by the teacher concerned and should be recorded on SIMS. Actions include reprimands, extra study and lunchtime detentions. Red cards may be issued for such offences.
2. More serious minor offences may result in the teacher awarding a school evening detention (**yellow card**). The Form Tutor and the issuing teacher's Head of Department (if the offence took place within a lesson) or the student's Head of Year will sign the card. The event will be recorded in SIMS (see Staff Handbook). Heads of Year and Heads of Department will monitor this. Parents are required to sign the detention card to indicate that they are aware of the punishment.

In the event that a student fails to attend a detention the School Office will check to see if the student has attended school that day. An InTouch email will be sent to parents alerting them to the missed detention, and the student will be automatically entered in to the next available detention. The teacher who enters the student in to detention should also check to see that the detention attendance sheet and consider escalating the sanction to a green card if the student cannot provide a suitable reason for the absence. Heads of Year should also regularly monitor attendance rates in detention, and support teachers if they wish to escalate the sanction.

3. More serious offences, or repeated minor offences, may result in the award of a Saturday detention (**green card**). The Form Tutor, Head of Year and Assistant Head (Pastoral) will sign the card. In the case of academic problems, the Head of Department will also be involved. The event will be recorded in the student's file on SIMS. Parents are required to sign the detention card.

Where a lesson is seriously disrupted, a student may be isolated: they will be collected, in the first instance, by the on-call member of the senior leadership team and escorted to the relevant pastoral office. A yellow or green card detention might also be issued by the member of staff whose lesson was disrupted.

4. Some offences, or repeated offences, will result in the student being interviewed by the Head of Year. In most cases, the parents will be contacted by email or by telephone, and may be asked to come to school to discuss matters with the Head of Year or Assistant Head (Pastoral). In addition, a sanction may be applied, including Saturday detention.

Where there is a persistent problem with a student, the Head of Year may decide to implement a Daily Report. If this is not effective, then the Head of Year, in consultation with the Assistant Head (Pastoral) and then, if appropriate the SENCO, will consider appropriate further action, such as implementation of a Pastoral Support

Programme, involving the school's counsellor or liaison with other agencies e.g. the Educational Psychologist or the Behavioural Support Team at Chessbrook.

5. More serious offences still, or repeated serious offences, may result in withdrawal from lessons to work in isolation (Internal Exclusion). In such cases the Headteacher or Assistant Head (Pastoral) will involve parents. More serious offences still, or a further series of repeated serious offences, may result in fixed period exclusion (suspension), the number of days of exclusion depending on the seriousness of the offence.
6. More serious offences, or a series of repeated very serious offences, may result in much longer periods of fixed term exclusion up to a maximum of 45 days per school year. The most serious offences, or a series of repeated very serious offences, will result in permanent exclusion (Expulsion) from the school.

6.3 When do we exclude?

Fixed term and permanent exclusion are usually only considered after other significant interventions and support have been unsuccessful in assisting the student to make the necessary improvements.

Careful consideration is given in each circumstance to the age of the student concerned, as well as any special educational needs or if the child is in care.

However, some offences may lead to an immediate exclusion. These include:

- Assault, including sexual assault
- Vaping or smoking
- Possession of illegal drugs
- Abuse of alcohol in school
- Bringing weapons into school
- Behaving in a confrontational manner towards staff including the use of offensive language.
- Being violent and aggressive to other people, staff or students
- Behaving in a way which puts the health and safety of self and others at risk
- Deliberately damaging the building or equipment
- Stealing or attempting to steal
- Bullying
- Defiance and disobedience
- Racial abuse
- Persistent disruptive behaviour
- Inappropriate sexual behaviour

This is an indicative, but not exhaustive list. There will be other special circumstances and events when exclusion will be used.

In an emergency or where it is considered that a criminal offence may have been committed, the school will contact the police. Parents/carers will be contacted and invited to attend where it is appropriate for the police to speak to a child.

In every case students and Parents/carers will be clearly and promptly advised why the exclusion has occurred and the timescale involved.

6.4 Who excludes?

The Headteacher decides on the basis of all the evidence available to him whether to exclude. However, there may be occasions when the Headteacher is absent from school and the Deputy Headteacher will then make the decision. Thus the Deputy Headteacher assumes the title and role of "Acting Headteacher" on such occasions.

6.5 Information and Communication with parents at the start of Exclusion

The school will strive to make contact with parents and carers as soon as the decision to exclude has been reached. The written notification of the decision to exclude will include a letter from the Headteacher (or Acting Headteacher in his absence) and a guidance sheet for parents/carers about the reasons for and the purpose of the fixed term exclusion. The written communication will be sent within 24 hours of the decision to exclude.

If the reason for exclusion requires further investigation then the initial exclusion may be extended pending the outcome of the investigation. Fixed term exclusion can be extended or changed to permanent exclusion as a result.

For fixed period exclusions work will be provided for the student to complete for the first 5 school days. This should be returned to the school, for assessment, on the student's return.

The school investigates serious incidents with appropriate care and in adherence to best practice. Where there is a conflict of evidence or facts are in doubt, the decision to exclude will be based on the Headteacher's assessment of the 'balance of probabilities', the standard of proof required for exclusions to be lawful. The more serious the allegation, the more convincing the evidence needs to be.

There is a statutory procedure for dealing with permanent exclusions and the Governing Body keeps under review the use of exclusion of students from the school. This is an item on the agenda of every Education Committee meeting. The Governing Body has delegated appropriate powers to the Education Committee.

6.6 Returning from exclusion

Students are re-integrated into the school after a temporary exclusion. This will involve the student and parents meeting with the Headteacher (or Deputy Headteacher) to discuss and clarify future expectations of behaviour. The Pastoral Team will work with parents and students to create individual support programmes, such as PSPs, appropriate for each student's needs. Action might include involving the SENCO, or the school's counsellor or liaison with other agencies e.g. the Educational Psychologist or the Behavioural Support Team at Chessbrook.

6.7 Types of exclusion

1. Fixed period exclusions

1 to 5 days

These exclusions are the least serious and are, therefore, the most common. The actual number of days will be decided in the light of the factors above. Parents have the responsibility to ensure their child is not present in a public place in school hours during this period.

6 days or more

Students can be excluded for 6 or more days for an offence if it is thought the incident is sufficiently serious. The school will provide full-time education (off-site or in a shared provision) from the sixth day of fixed term exclusions of 6 days or more.

No students will be excluded for more than 45 school days in one academic year.

2. Permanent Exclusion

This type of exclusion is normally the last resort and is employed when the Headteacher decides that it is in the best interests of the school and/or the student that the student no longer attends the School.

However the Department for Education have made it clear in response to concerns raised by the Local Authorities (January 2000) that:

*The exception (in para 6.6. Chapter 10/99) that a Headteacher would **not** normally permanently exclude a pupil for a first offence would not rule out permanent exclusion for a first offence, for example using violence.*

The Headteacher will consider permanent exclusion as the appropriate sanction for single, most serious (one-off) offences, or for a repetition of very serious offences. Offences that would merit consideration as being most serious (one-off) offences further to investigation include:

- Serious actual or threatened violence towards a member of staff.
- Serious actual or threatened violence against another student.
- Sexual abuse, assault or harassment
- Possessing/Supplying an illegal drug or bringing such a substance into school.
- Carrying an offensive weapon or bringing it into school.

Very serious offences such that their repetition would give reason for consideration of permanent exclusion include those offences set out under the “When do we exclude” section of this policy. This is an indicative but not exhaustive list. There may be other special circumstances and events when permanent exclusion will be used.

A meeting of the Governing Body’s Pupil Discipline Committee, attended by a Local Authority representative, is arranged within 15 school days of the decision to permanently exclude and the exclusion is considered. Parents/ carers have the right to be present at this meeting, to bring representation with them, and to appeal against the Headteacher’s decision. The Panel will either uphold the Headteacher’s decision or direct the Headteacher to readmit the student. If the Governing Body declines to reinstate the excluded student, Parents/carers

will be notified of this decision. Parents/carers have the right to appeal against this decision to an independent panel. No student who is excluded will be prevented from taking a public examination and special invigilation arrangements will be made if necessary.

The Local Authority is required to provide full-time education from the sixth day of a permanent exclusion.

7. Other Interventions

- Managed Move - when appropriate, and as an alternative to permanent exclusion, a move to another school is arranged in conjunction with Hertfordshire Integration Team and Chessbrook Education Support Centre
- Part-time placement at Chessbrook – when appropriate, as an alternative to permanent exclusion, a temporary fixed period is arranged for the student to attend Chessbrook. At the end of this placement one of three options is taken – a managed move back to school, a managed move to another school, or a longer period at Chessbrook

8. Malicious Allegations against Teachers and Other Staff

It is a serious offence to make a malicious allegation against a teacher or other member of staff. Sanctions for such offences are likely to be temporary or permanent exclusion. A referral to the police may also be made if there are grounds for believing a criminal offence has been committed. For further detail, please refer to the school 'Allegations of abuse against staff' policy.

9. Peer-on-Peer Abuse

The Department for Education definition of bullying is: Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms and also includes behaviour online, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling) or indirect (e.g. spreading rumours, excluding someone from social groups).

Bullying is treated as serious anti-social behaviour, whether in the form of physical, verbal or indirect actions.

Racial Harassment is defined as 'any incident which is perceived to be racist by the victim or any other person' (Report of the Stephen Lawrence Enquiry (February 1999)).

Bullying and racial harassment lead to educational under-achievement, to unhappiness, to a loss of self-respect and to possible physical or mental harm. Action to stop bullying and racial harassment reinforces the message that we are a caring community that wishes to promote models of acceptable social behaviour, and to develop confident and responsible students. All members of the community have a responsibility to ensure that they model acceptable behaviour in all of their interactions with others.

All staff at this school have a duty to respond to reports of peer-on-peer abuse and to deal with the situation in accordance with the school's behaviour policy.

Staff should ensure that the matter is reported to the Form Tutor and Head of Year in the first instance, but the Designated Safeguarding Lead can also be contacted at any stage. All follow-up work should be documented (see Child Protection policy).

Parents should encourage their sons to report incidents of Peer-on-Peer abuse and not expect their son to deal with the matter himself.

The school expects students to report incidents when they see them occurring: not to do this is to condone and tacitly encourage forms of peer on peer abuse. The confidential box is a discrete way for matters of concern to be swiftly reported by students, or students can email a teacher or confidentialbox@watfordboys.org. There is also link on the school website for students to report bullying. Students are also provided with a Peer-On-Peer Abuse (Anti-Bullying checklist) in their calendars and planners:

- You must report any incident to your Form Tutor or Head of Year, whether you are being bullied or see someone being bullied.
- Your Form Tutor or Head of Year will document the incident.
- Your Form Tutor or Head of Year may speak to other members of staff or students to

clarify the incident and check details.

The school will deal with this by:

- Offering help to both the victim and the bully.
- If it is a serious incident, the school will take severe action against the bully.
- Communicate with parents and possibly other external organisations

The school is committed to confronting any form of peer on peer abuse including bullying, cyberbullying, gender based violence, racial harassment, sexual assaults and sexting, in all aspects of school life. Assemblies and the well-being curriculum and PHSE programme reinforce awareness of all aspects of peer-on-peer abuse and how students can help to keep themselves safe from it.. Form Tutors are especially vigilant with regard to members of the form who are at risk, and they are the first point of contact in the case of an incident, before consulting with the Head of Year.

The school may use a variety of measures to deal with an incident. The perpetrator of any peer-on-peer abuse may well need help as much as their victim does, and the school can provide programmes to address the self-image of both. We seek to embed peer-mentoring into the culture of the school. However, if serious and/or repeated incidents of aggression, abuse or violence are proved then the school would have to consider taking the most severe action against the perpetrator.

The school monitors and records all reported racist incidents in line with Hertfordshire protocols. This evidence forms the basis of ongoing review of measures in place to reduce such incidents of negative behaviour. The levels of all reported online safety incidents are reported termly at the online safety committee

10. RESTRAINT AND SEARCH

10.1 Use of Reasonable Force

The complete document, prepared by Herts Local Authority, is available from the school office.

Key issues are as follows:

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- Staff have a legal obligation to safeguard the welfare of students in their care. Specific details, including risk evaluation, methods of handling and recording of incidents, are in the full document

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

10.2 Power to search without consent

Search without consent can take place where there are reasonable grounds to suspect the possession of a prohibited item. Prohibited items include but are not limited by the following list:

- weapons e.g. knives
- alcohol
- illegal drugs
- stolen items
- tobacco products e.g. cigarettes
- vaping products
- pornographic images (of any kind)
- mobile phone with potentially inappropriate content
- anything banned by the school
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

Members of staff who are authorised to search for offensive weapons include:

- SLT
- Pastoral Leaders

As well as the searcher, one other member of staff must be present. The search should normally be undertaken by someone who is the same sex as the child. The searcher can

require the student to remove outer clothing. Where the student refuses to do so, the searcher can use reasonable force to remove, for example, an overcoat.

10.3 Confiscation

Certain items which a student brings to school may result in confiscation, for example:

- Mobile phones used inappropriately.
- Jewellery

The general power to discipline enables a member of staff to confiscate or retain a student's property and protects them from liability for damage to, or loss of any confiscated items.

Appendix A

Good Behaviour in the Corridors

1) Main Block corridor protocol

Students in the main block will:

- keep to the left
- keep mobile phones and headphones should not be in use or visible
- respect the personal space of others
- walk
- move without delay to your next lesson
- queue sensibly and in single file for lessons
- keep noise level low

2) English Block corridor protocol

In addition to the Main Block corridor protocol, students in the English block will

- use the one way system

3) Science block protocol

In the Science Block, there is a well-established one-way system on the stairs. Meanwhile, students are expected to behave sensibly both on the stairs and in the three foyers. Students whom teachers perceive to be behaving dangerously on the stairs are subject to sanctions.

At times when there is a large flow, into or out of the Science Block, teachers are encouraged to have one of two priorities. Either they should ensure that their classes are ushered promptly into their laboratory, so that a lesson can commence whilst clearing the corridors, or they should act as a presence in the foyer to keep the boys calm and to direct, if necessary, their behaviour. The latter would be our priority at busy times when students are leaving the building, in particular, say, at the end of the school day or at the end of the morning session.

Students, of course, are not allowed into laboratories without their teacher.

Appendix B

Sanctions

All of the following sanctions should be logged by the teacher who issues the sanction in SIMS in the behaviour management part of the student's record. Teachers and form tutors are encouraged to make direct contact with parents (where appropriate) about discipline issues but should keep their HOY or HOD informed of any such contact. Teachers should consult the HOY if they are unsure about the level of sanction required.

Minor offences are dealt with by the teacher concerned. Actions include reprimands, extra study and lunchtime detentions. '**Red cards**', which formalise private detentions with the teacher, may be issued for such offences. Although these incidents should be recorded in SIMS there is no requirement for parents to be informed about this level of sanction.

More significant offences may result in the teacher awarding a school evening detention (**yellow card**) that take place on Wednesdays and Fridays from 3.25pm. Teachers should enter the offence as a behaviour management incident in SIMS, add the student's name to the appropriate detention register in SIMS and hand out a yellow detention to the student (directly or via the form tutor pigeonhole). This should include an instruction about the work that the student should complete in the detention. Parents are required to sign the detention card to indicate that they are aware of the punishment. There will be a record of who attended the detention in the 'detention lists file' kept in staffroom P.

Serious or repeat offences may result in the award of a Saturday detention (**green card**). This sanction can only be issued after consultation with the Head of Year. In the case of academic problems, the Head of Department will also be involved. Again the incident should be logged on SIMS and the student's name added to the detention register in SIMS. Parents are required to sign the green detention card too.

Isolation If a student becomes unmanageable in the classroom then the student can be collected by the on-call member of the SLT, in the first instance, and escorted to the relevant pastoral office. This measure should only be taken as a last resort. This will be recorded by the duty staff and the student will be required, in most cases to complete a written statement.