



CORPUS CHRISTI CATHOLIC HIGH SCHOOL

Together in One Body

# BEHAVIOUR POLICY

March 2023

Approved: March 2023 | Review: March 2024

## **Introduction**

The purpose of our Behaviour Policy is to fulfil the Governors' duty of care to pupils and staff at Corpus Christi Catholic High School; to promote teaching and learning and high standards of attainment; and to preserve the reputation of the school in the community in which it works. The Governors expect this policy will be in accordance with their responsibilities under equality legislation.

The school has undergone a process of consultation with all members of its community including Governors, staff, pupils and parents in the process of writing this Policy and it will monitor and review it through the means of Governor Committee Meetings and staff meetings at regular intervals throughout the year.

The Behaviour Policy at Corpus Christi Catholic High School reflects the fact that we are a Catholic community.

The School Mission Statement sets the context for the foundation of the policy: Together, as one body, the staff and pupils of Corpus Christi Catholic High School aim to create a learning community in which;

- Relationships are based on the example of Christ;
- Close links exist between home, school and parish;
- An ethos of courtesy, self-discipline and mutual respect readies pupils for the challenge of making a positive contribution to society;
- The academic and vocational potential of all pupils is realised through a curriculum that is broad, balanced, relevant and supported by a wide variety of extra-curricular activities;
- Achievement will be valued; support and encouragement will be available to all.

## **Aims**

- To promote a calm, purposeful and inclusive environment in which learning can flourish and in which the school's Code of Conduct is respected by all;
- To establish a safe, supportive and caring environment in which all achievements are valued;
- To encourage a sense of responsibility, self-discipline and respect for the needs and feelings of others;
- To establish a fair, consistent and clearly understood system of rewards and sanctions.

This Policy links with the school's other Policies namely: -

- Protected Characteristics
- Race Equality
- Child Protection
- Anti-Bullying
- ICT Use
- Special Educational Needs / Disability
- Equal Opportunities
- Staff Related

**Please note – the Policy applies to all pupils at all times. It must be remembered that our pupils are the school’s ambassadors and we therefore expect the highest standards of behaviour both in School, travelling to and from School, and whilst representing the School on activities such as sports fixtures, musical events, trips, work experience etc. Sanctions will follow the pattern as set out later in this document and will be taken against pupils who do not behave appropriately at any such events**

## **Classroom Behaviour Policy**

### **Objectives**

- To bring about a consistent approach to behaviour management across the curriculum
- To establish a constructive atmosphere for teaching and learning
- To reduce disruptive behaviour
- To minimise stress on staff
- To improve pupil-teacher relationships
- To encourage parental support and increase parental involvement

### **Basic Principles**

- Rights, responsibilities, rules and routines are known and understood by all pupils
- Good behaviour is recognised and rewarded in every lesson
- Failure to meet expectations always leads to the same consequences in any lesson
- Rewards and sanctions are consistently applied by all members of staff

## **Rights, Responsibilities and Rewards**

### **Rights:**

- To learn
- To teach
- To feel safe
- To be treated with respect and dignity as equals

Corpus Christi’s school motto: ‘Together in One Body’, encapsulates our attitude towards bullying, in whatever form this may take. We recognise that in order to achieve anything in life it is important that we work together and treat everybody, regardless of age, gender, sexuality, race, colour, social conditions, language or religion, in a fair and respectful manner. We also believe in the intrinsic dignity and equality of all.

## **Definition of child-on-child abuse**

Child on child abuse is hurtful, unkind or threatening behaviour which is deliberate and repeated. Child on child abuse can be carried out by an individual or a group of people towards another individual or group, where the abuser or abusers hold more power than those being abused. If child on child abuse is allowed it harms the perpetrator, the target and the whole school community as we strive to foster secure and positive environment.

The nature of child-on-child abuse can be:

- physical (e.g., hitting, kicking, pushing or inappropriate/unwanted physical contact)
- verbal (e.g., name calling, ridicule, comments)
- Online (messaging, social media, email)
- Emotional/indirect/segregation (e.g., excluding someone, spreading rumours)
- Visual/ written (easy graffiti, gestures, wearing racist Insignia)
- Damage to personal property
- Threats with a weapon
- Theft or extortion
- Persistent child on child abuse

Peer on peer abuse can be based on any of the following things:

- Race (racist abuse)
- Sexual orientation (homophobic or biphobic)
- Special educational need or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist abuse)
- Appearance or health conditions
- Religion or belief
- Related to home for personal circumstances
- Related to being a member of an identified vulnerable group

## **Discrimination**

It is against the law to discriminate against anybody for any of the protected characteristics below. As referenced in our mission statement as a Catholic School we believe in maintaining the intrinsic dignity of all members of our community.

The protected characteristics of all pupils and staff at Corpus Christi are as below:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Any incidents of discrimination/bullying or unkindness whereby a member of our school community has been targeted for any protected characteristic will be dealt with in the same manner. As a Catholic school we believe that all people were created in the image of God and all members of the school community should be treated with respect and dignity regardless of their characteristics.

## Responsibilities

Pupils must be educated to understand that we all have responsibilities as well as rights. The school will help with this understanding through the normal curriculum, including CPSHE, assemblies and individual discussion. Staff should take every opportunity to reward pupils who act responsibly and to ensure that lack of responsibility does not go unchallenged.

## Rules

Our classroom expectations and classroom code are displayed in every teaching area. The agreed expectations for each classroom are:

To help everyone at Corpus Christi Catholic High School to be the best that they can be, we agree to:

- i) Treat each other with **RESPECT** and use good **MANNERS** at all times
- ii) **SUPPORT** each other and help everyone to feel part of our **TEAM**.
- iii) Follow **INSTRUCTIONS** without argument or delay.
- iv) Apply our best **EFFORT** with everything that we do.
- v) Bring the right equipment to every lesson so that we are always **READY** to learn
- vi) Wear our **UNIFORM** correctly and with **PRIDE**.

## Rewards and the House System

We wish to acknowledge and encourage the vast majority of pupils who follow school rules and contribute positively to the ethos and life of the school. Every pupil will be placed in one of the school Houses: Arrowsmith, Clitherow or Haydock. At the heart of the House system are strategies that promote and acknowledge good behaviour and that systematically encourage and reward pupils. House points can be awarded for any aspect of school life that a member of staff deems appropriate for example: excellent homework, good verbal responses in class, representing the school, an act of kindness to others etc.

At the start of each academic year, and at regular intervals thereafter, the school's expectations will be explained to all pupils. Parents will have received the school uniform letters and reminders of the school rules will be given in assemblies and in registration time.

Examples of positive behaviour rewards:

- Rewards points allocated on Synergy
- Pupils are allowed to have an early lunch
- Postcards may be sent to parents/carers
- Verbal praise is given during/at end of lesson
- Recognition for excellent attendance
- Termly and Yearly Rewards trips
- Personal Certificates in Assembly for Bronze, Silver, Gold and Super Gold progress scores.

**Routines that staff and pupils should follow include;**

- Classes entering the classroom in silence and standing behind their chairs in silence at the start of the lesson.
- The teacher greeting the class formally and the class responding appropriately.
- Using a seating plan.
- Using PARS to register attendance at registration in the morning and at the start of every lesson.
- Pupil planners are out on desks during lessons.
- Classes are dismissed in an orderly way at the end of a lesson.
- Starting every day with a prayer.
- Praying every day before lunch.
- Finishing the day with a prayer.

**Behaviour Stages:**

Pupils will be given opportunities to modify their behaviour if they make a mistake. At Corpus Christi Catholic High School we use a stage process which is outlined in the table on the following page. If a pupil works their way through the stages they will be referred out of class and taken to the exclusion room for the remainder of the lesson by a member of the Extended Leadership Team. If the set work is completed to an acceptable standard then the pupil will be allowed to carry on to the next lesson.

If a pupil is referred, they will automatically have an after-school detention the following night in the Exclusion Room from 2:30pm until 3:30pm.

All detentions linked to behaviour must be scheduled in Synergy to allow notification and reminders to the pupil, Exclusion Room Manager and parents

If a pupil continues to be disrespectful, questions the teacher or causes further disruption they will then be issued with a 'Failed Referral' which will mean they will be escorted by a member of ELT to the Exclusion Room for the remainder of the day and the following day until 3:30pm.

Staff may use the 'On Call' button at any point to call a member of the Senior Leadership Team for assistance.

## Stage 1

This is the starting point where a teacher will let you know they are unhappy with an element of your behaviour.

Sanction: Verbal warning and explanation of reason.

Example of Stage 1 Behaviour: Talking when coming into class, not entering the class in an appropriate manner, talking when a teacher is talking, being consistently off task, work avoidance, anti-social behaviour, shouting out.

**Stage 2** If you progress to 'Stage 2' it is likely that you have either disagreed in some way with your Stage 1 decision or continued at a later point in the lesson with the behaviour described above.

Sanction: Verbal warning, explanation of reason and reminder that progressing to 'Stage 3' may result in a change of seating.

When you are placed on 'Stage 2' this must be recorded on Synergy.

Example of 'Stage 2' Behaviour: Continuation of talking when a teacher is talking, being consistently off task, work avoidance, anti-social behaviour, shouting out.

**Stage 3** If you reach 'Stage 3' you will have persistently displayed elements of low-level disruption and not acted on the warnings you have been given and you may now be required to move to a designated seat.

If you refuse to move seats then this becomes an immediate call for SLT and you will be placed in our 'Exclusion Room' for the remainder of the day and the following day.

This is a final warning and a last chance for you to modify and manage your behaviour to ensure your learning and the learning of others can continue.

When you are placed on 'Stage 3' this must be recorded on Synergy and a lunch-time detention will be issued.

Sanction: Final verbal warning, movement to a designated desk, recorded on Synergy.

Example of 'Stage 3' Behaviour: A continuation of all the behaviours described above.

**Stage 4** For you to reach a 'Stage 4' you will have persistently displayed elements of low level disruption through the stages or you will have behaved in a single inappropriate way. If you reach 'Stage 4' you will be immediately referred out of the classroom to a designated member of staff. You will be given a red referral card to take to the designated teacher.

If you cause any further problems at this stage for example arguing or refusing to complete the work then this becomes a 'Failed Referral' and a member of SLT or a HOY will escort you to the 'Exclusion Room' where you will spend the remainder of the day and the following day.

Your parents will be contacted within one hour of the referral explaining the situation and the 'Referral Detention' the following evening. This call will be made by the relevant Pastoral Support Officer or Head of Year.

Sanction: Pupil is referred from class, referral detention the following evening in the Exclusion Room. Incident recorded on PARS and the referral detention scheduled by the classroom teacher for the following evening.

Example of 'Stage 4' Behaviour: Continued persistent lesson disruption after following all the stages.

## Stage 4 Referral Tracking

A pupil who deliberately and persistently breaks our classroom code will be referred out of class.

- The referred pupil will be sent to the Exclusion Room.
- Parents will be contacted within 1 hour of the referral.
- Any pupil referred will receive a 1 hour detention after school the following day.
- Detentions will be centralised in the Exclusion Room or Il Cenacolo.
- A referral will be logged on Synergy and a detention scheduled by the classroom teacher for the following afternoon (2:30-3:30pm)
- Any pupil who is uncooperative will be issued a 'Failed Referral' and immediately removed by SLT to a member of SLT to serve the remainder of the day (2:30pm) and an extended day the following day until 3:30pm.
- Pupils will not return to class unless the relevant parental meeting has taken place and we are confident that the pupil is ready to behave appropriately.

**Pupils who are regularly referred will move up through our 'Referral Ladder' as shown below.**

Level	Trigger	Sanction
1	Four referrals	A letter sent home and parents called in for a meeting with the relevant Head of Year and PSO.
2	Eight referrals	A letter sent home and parents called in for a meeting with the PSO and Assistant Headteacher.
3	Twelve referrals	A letter sent home and parents called in for a meeting with relevant PSO and Headteacher. Managed Move discussed.

4	Sixteen referrals	A letter sent home parents called in for a meeting with the Assistant Headteacher, Headteacher and Behaviour Governor Panel. Interventions and Behaviour Contract reviewed. Possible Managed Move or Permanent Exclusion.
---	-------------------	---

### **Behaviour Outside the Classroom**

- It is essential that staff are present in corridors between lessons to ensure the orderly movement of pupils between classrooms.
- Duty teams should assume their allotted positions promptly at the start of lunch/break time.
- Staff should make efforts to ensure all pupils return to class promptly.

If staff observe poor behaviour on the corridors or anywhere on the school site, they must take action. Poor behaviour must not be ignored.

#### **The action may be:**

- i) Asking the pupil to stay with them for a set period of time
- ii) Talking to the pupil about the potential risks to others and him/herself that his/her actions may cause.
- iii) Taking them to a Head of Year /Member of SLT

Detentions at lunch may be given by any member of staff either for inappropriate behaviour or because a pupil has failed to complete work to the standard required by that teacher.

Where a pupil fails to attend an after-school referral detention they will serve an extended day the following day in the Exclusion Room until 3:30pm.

### **Pupils' Conduct Outside the School Gates – Teachers' Powers**

#### ***What the law allows***

- Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.
- The school's behaviour policy should set out what the school will do in response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

- Subject to the school's behaviour policy, the Headteacher may discipline a pupil for:
  - Any misbehaviour when the child is: -
    - Taking part in any school-organised or school-related activity or
    - Travelling to or from school or
    - Wearing school uniform or
    - In some other way identifiable as a pupil at the school
  - or misbehaviour at any time, whether or not the conditions above apply, that:
    - Could have repercussions for the orderly running of the school or
    - Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## **Exclusion Room**

The Exclusion Rooms are situated in rooms 30 & 31 and is where pupils spend the school day in a supervised environment. During the course of the day, they are expected to work through work that is set from the work packs provided completing work from English and maths, to ensure they do not fall behind as a result of the exclusion from lessons. Pupils who have received multiple sanctions in the exclusion room may be provided with a laptop to access the national curriculum through the Oak Academy and United Learning's online learning platform to ensure pupils do not fall behind in as a result of exclusion from lessons.

Pupils will be able to order their lunch in the Exclusion Rooms (sandwiches only) and they have access to toilet facilities. If pupils complete the day successfully and don't receive a second warning then they will continue to follow the normal school day once their time has been completed.

If a pupil disrupts the Exclusion Rooms or fails to complete the work that is set then the pupil will be removed by a member of the Senior Leadership Team to work outside their office. The day will then be re scheduled for an extended day until 4:30pm the following day. A pupil will not return to normal lessons until the exclusion room day has been completed to the required standard. Multiple failures of the Exclusion Room may result in a day of exclusion.

Pupils may be isolated in the Exclusion Room if there are issues around uniform or extreme haircuts. This isolation will be until 2:30pm on the first day of the issue and 3:30pm on each day after. A letter will be issued to parents regarding this information. If this issue is repeated then the sanction will be escalated.

In addition, it is there to ensure that the learning of others is not interrupted.

## **Suspensions**

Incidents of physical violence, bullying and discrimination against the protected characteristics of another pupil, racial abuse, defiance or theft or behaviour that it is the

next stage of the behaviour policy may result in the pupil having to serve a suspension. The decisions for all suspensions are at the discretion of the Headteacher and Assistant Headteacher with responsibility for Behaviour. Included in this process are 'extended days' in school, that take place in the school Exclusion Room. These are in place to try and reduce the number of days where a pupil is out of the school.

Support is provided for all pupils who are suspended from school. Please note that this list is not exhaustive:

- Use of a behaviour card to track and reward pupils for improved behaviour
- Restorative Justice Programme
- Counselling
- Mentoring
- Elevate Programme
- Pastoral Support Intervention
- Managed Move

Following a period of repeated suspension or an extremely serious incident and a failure of the other systems to rectify behaviour, the Headteacher reserves the right to permanently exclude a pupil from the school. The Headteacher may decide that an incident warrants a pupil 'jumping' stages in the process because it is deemed to be of a more serious nature. In extreme circumstances a pupil may be permanently excluded without all the previous stages being applied.

It is recognised that suspending a pupil from the school is a serious step and is a decision which is not taken lightly. We will endeavour to give every pupil the opportunity to amend their behaviour through a variety of strategies and interventions before taking this course of action using the procedures outlined previously. Pupils will not return to class after a suspension without a reintegration meeting with either a Head of Year, the Assistant Headteacher or the Headteacher.

## **Permanent Exclusion**

Pupils who have persistently disrupted the day to day running of the school and who undermined the rules laid out in the behaviour policy or if there is a single incident related to aggression, violence, knife crime or drugs are likely to be permanently excluded from school. Guidance for permanent exclusions can be found on the government website.

## **Screening, Searching and Confiscation**

### **Key Points**

- School staff, Senior Leadership Team and a Heads of Year can search a pupil for any item if the pupil agrees.

- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a **prohibited item**.
- School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the school rules as an item which may be searched for.

## **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

## **Screening**

### ***What the law allows***

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour<sup>2</sup> and their duty as an employer to manage the safety of staff, pupils and visitors<sup>3</sup> enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

### **Also Note**

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

## Searching with Consent

### *Schools' common law powers to search*

- School staff can search pupils **with their consent** for any item.

#### **Also Note**

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

## Searching without Consent

### ***What the law says***

#### *What can be searched for?*

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Can I search?**

Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

### **Under what circumstances?**

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not

conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **When can I search?**

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. Also note:
- The law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

### **Authorising members of staff**

- Headteachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A headteacher can require a member of the school's security staff to undertake a search.
  - If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.

### **Training for school staff**

- When designating a member of staff to undertake searches under these powers, the headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

### **Establishing Grounds for a Search**

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases, as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

### **Searches for items banned by the school rules**

- An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and publicised by the headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – advice for headteachers and school staff' via the link under Associated Resources.
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

### **Location of a search**

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.
- The powers only apply in England.

### **During a Search**

## **Extent of the search – clothes, possessions, desks and lockers**

### ***What the law says:***

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.
- ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### **Also note:**

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

## **Lockers and desks**

- Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

## **Use of force**

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.
- Separate advice is available on teachers’ power to use force – See DFE guidance on Use of reasonable force: Reference: DFE-00295-2013 July 2013

## **After the search**

### **The power to seize and confiscate items – general**

#### **What the law allows:**

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

#### **Also note:**

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawful

## Items found as a result of a 'without consent' search

### What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate but this should not include returning it to the pupil.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or 12 disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- **Fireworks** found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds **an item which is banned under the school rules**, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

## **Classroom Behaviour Policy**

### **Statutory guidance on the disposal of controlled drugs and stolen items**

- It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
- In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

## **Statutory guidance for dealing with electronic devices**

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
  - In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
  - If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.<sup>4</sup>
  - If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
  - All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice - <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> sexting in schools and colleges - responding to incidents and safeguarding young people

### **Also note:**

- Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

## **Telling parents and dealing with complaints**

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

## **Classroom Behaviour Policy**

- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Note – Police may be called to deal with any search if that is considered appropriate.

- Mobile phones are permitted to be searched, and data downloaded and retained. Data may be wiped from it, if inappropriate, before returning it to a responsible adult in line with School Policy.

### **Restraining of Pupils**

It is good practice for teachers not to make physical contact with pupils with the intention of trying to make them do something. It is better to adopt a 'hands-off' policy wherever possible, even if this means the pupil actively disobeys one's requests. In this case the matter should be referred to a member of the Senior Leadership Team.

If the pupil's behaviour is likely to endanger his/her own safety and/or that of others it is permissible to intervene and use the minimum force necessary to restrain the pupil. Wherever possible, other staff should be present if this is the situation.

If a member of staff has to take this action, they should write an account of the incident stating the details of the incident and giving the names of witnesses. This should be done at the earliest opportunity after the incident occurred. Please refer to the Policy on 'use of Force to restrain pupils' for further guidance and to the information below – 'A Summary of Government advice – Ref No: DFE-00295-2013– July 2013.

### **Use of Reasonable Force**

#### **Key points**

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

#### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

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

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

## Classroom Behaviour Policy

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### Schools cannot:

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

### Communicating the school's approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). • Schools do not require parental consent to use force on a student.
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

### Using Force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are: -

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

### **Staff training**

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

### **Telling parents when force has been used on their child**

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and
  - the child's age

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where

## **Classroom Behaviour Policy**

an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. • Examples of where touching a pupil might be proper or necessary:
  - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - When comforting a distressed pupil;
  - When a pupil is being congratulated or praised;
  - To demonstrate how to use a musical instrument;
  - To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - To give first aid

# **ROLE OF SENIOR LEADERSHIP TEAM**

## **Responsibilities**

- Support all staff within the school with all aspects of the behaviour for learning policy.
- Be available to be 'on call' when required.
- The Headteacher and Assistant Headteacher with responsibility for behaviour have the authority to suspend and permanently exclude where appropriate.
- Ensure all staff within School follow the behaviour for learning policy consistently.
- Meet with new staff or supply staff to explain the BfL system
- Analyse all behaviour incidents and provide support where necessary.
- Meet with parents when necessary to support Heads of Year.
- Discuss behaviour with individual pupils who receive sanctions.
- Oversee detentions and follow up any issues arising from these detentions.
- Praise pupils who receive rewards.
- Visit classrooms to speak to whole groups where appropriate.
- Evaluate and review policy with Heads of Year and Heads of Department.

## **Classroom Behaviour Policy**

### **ROLE OF HEAD OF DEPARTMENT**

At Corpus Christi the Head of Department is responsible for classroom discipline within the department.

#### **Responsibilities**

- Ensure all staff in each department follow policy consistently and fairly.
- Analyse sources of referral within department.
- Discuss behaviour with individual pupils who receive sanctions.
- Oversee departmental lunchtime detentions and follow up any issues arising from these detentions.
- Praise pupils who receive rewards.
- Visit classrooms to speak to whole groups where appropriate.
- Evaluate and review policy with SLT and Heads of Year.

## **Classroom Behaviour Policy**

### **ROLE OF HEAD OF YEAR**

#### **Responsibilities**

- To manage all behaviour incidents that occur within their specific year group.
- To be the nominated signatory of letters home for their specific year group.
- To monitor the behaviour log for each year group.
- To monitor pupils identified for sanctions.
- To provide regular behaviour data to show progress of the year group and where further intervention is required.
- To meet parents contacted through the system.
- To decide on appropriate action for pupils building a persistent pattern of referrals.
- To evaluate and review policy with SLT and Heads of Department.
- To identify the pupils in need of a Pastoral Support Plan
- To report on the number of bullying instances half-termly and the subsequent actions

## **Classroom Behaviour Policy**

# **ROLE OF PASTORAL SUPPORT OFFICER**

### **Responsibilities**

- To support the Heads of Year and SLT in their role.
- To counsel pupils identified for sanctions.
- To meet parents contacted through the system and to discuss strategies for improving the behaviour of the pupil.
- Remind pupils who are on detention to attend at the given time.
- To assist with detentions rota.
- To liaise with external agencies.
- To mentor identified pupils.

## **Review of Policy**

The policy will be reviewed at least on an annual basis through extended leadership meetings and any amendments/actions will be reported to the Governors at the meeting of the

Date last reviewed: March 2023

Next Review due:

March 2024

Signed: Mr. J. Hankin

Headteacher

Signed: J. Butterworth

Chair of Governing Body