Twyford School

Behaviour, Discipline, Sanctions and Exclusion Policy

This policy is applicable to all pupils, including those in the Early Years Foundation Stage.

1 Introduction

In accordance with the Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (32)(3)(a) of the Education (Independent School Standards) (England) Regulations 2015 all independent schools are required to have policies on pupil discipline and exclusion, which are to be made available to all parents and prospective parents. This Policy has been developed upon the document Behaviour and Discipline in Schools (2014).

In any well-run community there must be underlying discipline and if the pupils are well directed and purposeful the discipline, whilst being ever present, is not overtly obvious - more of an emphasis on self-discipline.

Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is the School’s intention to promote good behaviour as a priority, encouraging restorative justice wherever possible, and using sanctions only where absolutely necessary.

This policy reflects the School's stated aim of enabling all its pupils to develop the habits of self-discipline and the attributes of a good citizen. It reinforces the Values and Expectations that are published in classrooms and in planners. The spirit of the School's approach is to be positive when and wherever possible, believing that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Rewards will always have a greater effect on influencing behaviour than sanctions. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers.

Particular consideration will be given to those pupils with special educational needs and/or disability (SEND), as well as those for whom English is an additional language (EAL) when considering behaviour, discipline and sanctions.

Aim:

Our aim is that through this policy we motivate children to:

- work hard
- behave well
- obey the school rules
- treat all members of the community with respect
- show self-respect

All rewards and sanctions must be applied fairly and consistently. None of the School’s punishments will be degrading or humiliating.

2 School Ethos

Twyford School is expected to be a place where:
all individuals are respected and their individuality valued
pupils are encouraged to achieve
self-discipline is promoted and good behaviour is the norm
rewards and sanctions are applied fairly and consistently
bullying, disruption and harassment are not tolerated
early intervention is the norm
there is an emphasis on self-discipline.

3 The School's Moral Code

Twyford School is a Church of England School (designated as a school of special religious character by the DfE) and has Christian values at the heart of its Values, Code of Conduct and Expectations of Pupils (see Prep School Parents’ Handbook) and Pre-Prep Parents’ Handbook. The School's policies reflect the highest moral standards and, in particular, bullying or anti-social behaviour will not be tolerated. However, it is acknowledged that problems are likely to have underlying causes, which will be taken into account and which the School will do its best to counter.

4 Roles and Responsibilities

4.1 The Headmaster

The Headmaster’s role is to determine the detail of the standard of behaviour acceptable to the School. He has the responsibility for maintaining day-to-day discipline in the School, which will include making rules and provision for enforcing them. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster.

The Headmaster is expected to:
- promote self discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others, and prevent all forms of bullying
- ensure that the standard of behaviour is acceptable
- regulate the conduct of pupils

4.2 The Second Master

The Second Master is responsible for maintaining good discipline around the School and monitoring the discipline records. He will advise staff as appropriate and organise any school-based sanctions. He will also maintain records of sanctions and of any bullying behaviour and incidents. Bullying that occurs in boarding will be indicated as such in any records.

4.3 Head of Boarding, Heads of House and House Tutors

The Boarding House and the House structure form the pastoral backbone of the School and deal with minor discipline matters and the pastoral elements of poor behaviour and discipline. Any bullying behaviour is passed up to the Second Master and Headmaster and recorded appropriately.

4.4 Head of Prep-Prep

The Head of Pre-Prep is responsible for maintaining good discipline and behaviour in Pre-Prep, and is the practitioner with responsibility for managing behaviour in the EYFS setting. She will advise staff as appropriate and organise any school-based sanctions. She will keep the Headmaster informed of any serious breaches of discipline., and will keep records of sanctions and behavioural issues.

4.5 All Staff

All staff are expected to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently. Staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Well planned, interesting and demanding lessons make a major contribution to good discipline.
Heads of Departments/Heads of Year are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard.

4.6 Pupils
Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

4.7 Parents
Parents are expected to 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 to assist in maintaining high standards of behaviour.

5 Standards of Behaviour
The School demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the School.

All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

Punctual attendance at School and lessons is required.

It is appreciated that there will be variations in staff acceptance and tolerance of pupils’ behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such disruption is not tolerated.

Through regular discussions at staff meetings the School endeavours to ensure that staff apply all standards consistently and fairly.

As pupils move through the School there will be a smooth transfer of appropriate supportive information between teachers so that pupils may have continuity of care and encouragement. This will include a full understanding of the best ways of promoting good behaviour in particular pupils, and an encouragement of a ‘clean slate’ approach. Pupils will have opportunities to get to know their next teacher, before the end of the previous year.

Peer on Peer abuse
We are alert to issues of peer on peer abuse, that include bullying, but also that specifically relate to sexual violence and sexual harassment between children. More is said about this in the School’s Safeguarding Policy. The unequivocal message is that all staff should treat peer on peer abuse as a potential safeguarding matter that needs to be handed up to the DSL or Deputies.

6 Rewards and Sanctions
6.1 Rewards
The School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. This is the most effective way of promoting the welfare of children, and of signalling desirable behaviour. It is likely to also reduce the likelihood of bullying and undesirable behaviour.

Examples are:

- Praise (individual or group) - personal or via assemblies, newsletter, Home-School Diary (Pre-Prep), etc.
- Stickers, behaviour and achievement charts
**Plus Points** - These are awarded to individuals for hard work, good behaviour and high standards and go towards the totals of House Points. Plus points should not be given to groups of children, and should be awarded in order to recognize performance that is significant rather than routine.

- The criteria against which a Plus will be given for a piece of work or good behaviour etc should be made explicit to the children by the teacher. The criteria against which a piece of work will be judged will not be the same for all children and will reflect the differentiation of the task and outcomes for different abilities of children.

- Wherever possible, Plus points should be given when a child reaches or achieves a particular target that has been set for them or which they have set for themselves in agreement with the teacher. Children may well have different targets and certainly this will be the case for different groups. Targets must be attainable while, at the same time, presenting a meaningful challenge. The teacher should ensure that each child is stretched just a little each time unless the specific aim is to build the child's confidence in the task by repetition and consolidation of skills or knowledge, in which case a Plus could be given for the amount of work done.

**Sent Up Good (SUG)**

A pupil may be ‘Sent Up Good’ if their work or behaviour is significantly above that which is usually associated with them. A pupil who is Sent Up Good sees the Headmaster at break on a Friday to receive his congratulations. An SUG should only be awarded when a child’s performance in a specific task has been remarkable for surpassing the level for which a Plus would normally be given. It is expected that a pupil would receive an SUG only very occasionally – perhaps no more than once or twice in any term. Two House Points will be recorded for this.

**Headmaster’s Commendation**

A teacher may recommend outstanding work or achievement to the Headmaster for consideration of the award of a Headmaster's Commendation. The work or description of achievement should be passed on to the Headmaster by the teacher with their recommendation. Only the Headmaster may award this level of recognition; a child will not be told by the teacher that they are being put forward. Five House Points will be recorded for a Headmaster’s Commendation, and a suitable token will be presented to the pupil. The Headmaster will write to the child’s parents to inform them of this award. The Headmaster will make awards of Commendations in Assembly at appropriate intervals during the term.

6.2 Sanctions

Day-to-day discipline is the responsibility of all the staff and the implementation of high standards by the staff does much to ensure that there is no need for overt discipline throughout the School. Discipline and punishment are ultimately the responsibility of the Headmaster. Many infringements are of a minor nature requiring simple remedial action by the teacher or the member of staff. Minor misdemeanours will be punished with a “minus point” and more serious offences will be recorded in the discipline book and will be followed up by the pupil’s tutor. The House structure will deal with most offences in the Prep School and the Form teacher in Pre-Prep.
The Second Master or Head of Pre-Prep will be consulted if the offence is more serious and he/she may bring it to the Headmaster's notice. Persistent offenders will be mentioned at the weekly staff meeting.

Examples of sanctions are:

- talking privately to the pupil
- a warning for the first offence
- Pre-Prep sanctions may also include: stickers, pupils placed on the thinking cloud or raincloud, comments in Home-School Diary, etc.
- minus point (not the removal of plus points)
- letters of apology or explanations for behaviour from the miscreant
- a report card to be signed by a pupil’s teachers
- community tasks (providing they are of a safe and hygienic nature and not in any way demeaning)
- telephone call/email to parents by Tutor, Form Teacher or Head of House
- “gating” (Second Master and Head of Pre-Prep sanction)
- Headmaster’s Detention
- withdrawal of school privileges
- early to bed for misdemeanours related to dormitory conduct (Housemaster)
- formal letter to parents (Headmaster and Head of Pre-Prep only)
- fixed term exclusion (Headmaster and Head of Pre-Prep only)
- permanent exclusion (Headmaster only)

Minuses - These are given for poor behaviour or attitude. When the Minus is given the teacher must make it clear to the child then and there what the Minus is for. Sometimes it is helpful for the child to repeat the reason back to the teacher. This helps make the situation concrete for the child. A Minus results in a House Point being deducted from their House total. It does not result in a child’s Plus Points being reduced. A Minus should not be given for academic underachievement, but may be an appropriate sanction for not presenting work on time.

Recording Pluses and Minuses

Pluses and Minuses should be recorded meticulously. Pupils will be motivated by recognition of their good work and behaviour. Recording punishments fulfils a regulatory requirement. In Years 6, 7 & 8 all Pluses and Minuses should be recorded in pupils’ planners. They should be immediately entered on the information management system (iSams). In Years 3, 4 & 5 it is recommended that a wall chart is kept prominently displayed in each form room, on which rewards and sanctions can be recorded. Teachers other than the form teacher must pass on all Pluses and Minuses to the form teacher for recording. Each week these will be transferred by the form teacher onto the information management system (iSams) as indicated above.

The class teacher or duty teacher will address most minor behaviour problems. Where appropriate, incidents or consistently inappropriate behaviour will be discussed with the pupil’s tutor (form teacher in Years 3, 4, 5 & 6) and may be mentioned at a staff meeting. Serious offences are initially dealt with by the Head of Pre-Prep or Second Master and will be referred to the Headmaster.

The National Minimum Standards for Boarding Schools are very specific in its guidance, and all staff will ensure that they rigorously follow this. While the National Minimum Standards refers to boarders, we consider that these guidelines should be applicable to all pupils, whether they are boarders or not. 'No unacceptable, excessive or idiosyncratic punishments are used by boarders or staff, including any punishment intended to cause pain, anxiety or humiliation, corporal punishment, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline, requirement to wear distinctive clothing as a punishment (or

1 This would not include wearing school uniform instead of casual clothing as a punishment.
night-clothes by day as a punishment), use or with-holding of medical, optical or dental
treatment, deprivation of sleep, fines exceeding two thirds of the boarder’s available pocket
money provision, or locking in a room or area of a building.’

The writing of lines (of little value to the child) or isolation at night are not acceptable
sanctions.

It may be appropriate to send a child out of a classroom room for a brief time in order to
maintain classroom discipline. The child remains the responsibility of the teacher and should
only be withdrawn from participation for a short time - long enough to ‘cool off’ but not so long
that they are disadvantaged with regard to the work being done. The teacher must always
ensure the child rejoins the class before the end of the lesson, and must ensure that the child
has received clear instructions on any work that they still have to finish, or prep that has been
set.

It is not School policy to publicly ridicule a child, although reference to misbehaviour may be
made to others in the peer group or at morning assembly. Initiation rites and ceremonies that
may embarrass, or cause anxiety to pupils are absolutely proscribed at Twyford School.

6.3 Serious Offences & Exclusions

Serious offences are those that may have a significant impact on the individual pupil or others
in the School. Examples include:

- extreme or persistent bullying, racism or harassment
- stealing
- extreme or persistent violence, actual or threatened, against a pupil or member of
  staff
- sexual abuse, assault or activity
- smoking, illegal drugs (possession and/or use) or alcohol (consumption or
  possession)
- significant vandalism
- going out of bounds (especially out of the Boarding House at night)
- persistent misbehaviour when normal disciplinary measures have failed
- carrying an offensive weapon

It may be necessary to act within the terms of this policy should there be an allegation against
a member of staff that is proven to be unfounded and malicious. As stated in the Twyford
School Child Protection Policy: ‘If an allegation is determined to be unfounded or malicious,
the LADO should refer the matter to local authority children’s social care services to
determine whether the child concerned is in need of services, or may have been abused by
someone else. In the event that an allegation is shown to have been deliberately invented or
malicious, the head teacher, principal or proprietor should consider whether any disciplinary
action is appropriate against the pupil who made it, or the police should be asked to consider
whether any action might be appropriate against the person responsible, even if he or she
was not a pupil. In September 2010 the Crown Prosecution Service published guidance for
the police on harassment under the Protection from Harassment Act 1997.’

The Headmaster may punish these offences with a fixed term exclusion (permanent in the
case of drugs or sexual activity) but each case will be examined on the circumstances. In
most cases the period of exclusion will be 2 - 5 days.

The Headmaster decides what specific punishment will be imposed in all circumstances
described above. A fair hearing is given before action is taken, with a member of staff
present (usually the child’s tutor/form teacher or Second Master/Head of Pre-Prep). If the
Headmaster excludes a child, the parents are informed immediately, giving reasons
for the exclusion. At the same time, the Headmaster makes it clear to the parents that
they can, if they wish, appeal against the decision to the Chairman of Governors.
Responsibilities of the School
If the School commences an investigation which may lead to a fixed term temporary exclusion or to permanent exclusion the Headteacher must inform the parent without delay.

This will ideally be done by telephone and the telephone call will be followed by a letter within one school day. The letter will include information about:

- the nature of the offence and the results of any investigation to date;
- that the sanction of a fixed term temporary exclusion or permanent exclusion may be imposed;
- the parents’ right to state their case to the Headteacher and if that is not satisfactory then to an Appeal Panel;
- whom they should contact to do this, (the Chair of Governors,) and the latest date that the parent may give a written statement to the Appeal Panel;
- the parents’ right to see their child’s school record under the Education (School Records) Regulations 1989. Under these regulations, the Headteacher must comply with such a request within 15 school days, although in exclusion cases compliance should be prompt;
- telephone number for the Advisory centre for education. (ACE) exclusions information line is 0207 704 9822 or www.ace-ed.org.uk

The decision to exclude for a fixed term will be notified to the parent in writing with reasons. If the School determines that a child should be excluded for a fixed period, the Headteacher will provide the parent in writing with information as to:

- the period of the Temporary Exclusion;
- the arrangements, such as setting work, to allow the child to continue their education during the Temporary Exclusion. The correspondence will be easily intelligible and in plain English.

Appeals
If parents or guardians wish to appeal the exclusion then they must do so in writing to the Chair of Governors, within one week of the letter notifying the parents or guardians of the exclusion. The Chair of Governors will establish an Appeal Panel to consider the appeal. This Appeal Panel will consist of three members including an independent person to act as Chair of the Panel.

The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. The Headmaster will not be a member of the Panel but will be asked to present the supporting facts and materials. All letters and documents relied on by the Headmaster shall be made available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Headmaster or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Headmaster.

At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.
The recommendation shall be communicated to the Chair of Governors, the parents or guardian and the Headmaster.

Every child has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headmaster will write again to the parent with the reasons for this decision.

Before resorting to exclusion the School will normally try alternative solutions (for example, a restorative justice process – whereby the harm caused to the ‘victim’ can be redressed).

In extreme circumstances the child’s case may be referred by the Headmaster to the Chairman of Governors, who must then consider whether or not the child remains in the School, having first considered reports from the Headmaster and relevant staff and having taken into account any views put forward by the child’s parents. A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional ‘one-off’ offence has been committed.

Parental co-operation forms part of the contract between the School and all parents of pupils at the School. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

6.4 Educational Visits

The Headmaster will not allow pupils to participate in an educational visit or school trip (including holidays) if their behaviour at School indicates that the pupil’s presence on the trip will be prejudicial to good order and/or safety. Any serious offence whilst on an educational visit will result in the pupil being sent home at the parents’ expense.

6.5 Application of the Policy

The Headmaster reserves the right to adjudicate on any individual case of misbehaviour which may arise and to apply the above procedures, taking into account any special circumstances which may be relevant.

6.6 Appeals

Parents are entitled to appeal to the Governing Body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the school. A hearing will be set up as quickly as possible, but within 10 days at the latest.

The Governors’ decision is final.

7 Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all ‘members of staff’. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Physical Restraint

All members of staff are aware of the regulations regarding The Use of Force to Control or Restrain Children as set out in Education Act 1996, and Department for Children, Schools
and Families (2010) *The Use of Force to Control or Restrain Pupils. Guidance for schools in England*. Teachers in our school do not hit, push or slap children. Teachers in our school do not threaten physical punishment. Staff only intervene physically to restrain children to prevent them injuring themselves or others, engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmaster and recorded in the child’s personal file. The child’s parents are informed on the same day or as soon as reasonably practicable. Records are kept of when force is used and parents are informed. Training and Guidance is given to all ‘members of staff’ (as defined above) on the circumstances in which ‘physical intervention’ is allowable. See Twyford School Physical Intervention Policy appended to this document.

8 Support Systems
The School has a number of programmes and techniques for supporting behaviour management: such as chapels, assemblies, PSHEE lessons, House meetings. All pupils have a form teacher and tutor (in Years N to 6 the form teacher is the tutor. In Years 7 & 8, the tutor is usually someone other than the form teacher). The School has an independent listener (Dr Liz Harrison) and a school listener, who is also a trained counsellor (Mrs Rosy Greenleaf).

9 Involvement of Parents
Parents will be involved in discipline cases as appropriate. Parents will be informed when the Headmaster considers it appropriate. Parents are also encouraged to support good behaviour and positive habits in their children.

10 Involvement of Staff
The working of the School’s policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in form/tutor group time.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour and to suggest possible courses of action. Training in behaviour management will be provided when required.

11 Involvement of Pupils
Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views.

The School Councils (Pre-Prep Council [Reception to Year 2], the Prep School Council [Years 3, 4 5, 6, 7 & 8]) will be involved in reviewing the school’s anti-bullying policies and procedures and in the school’s programmes to reinforce self-discipline and positive work and behaviour patterns.

12 Consultation
The Head will seek the widest possible agreement for this policy, and will report on behaviour in the School at least annually to the Governing Body on its implementation.

13 Equal Opportunities
All rewards and sanctions must be applied fairly and consistently and in accordance with the School’s Equal Opportunities Policy. There will be no discrimination on the basis of gender, pregnancy or maternity, race, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, special educational needs or disability.
14 Recording
Pastoral Incident records are collated on iSams, and are monitored by the Second Master and the Head of Pastoral Care.

A copy of all discipline records is kept on file. The overwhelming majority of disciplinary offences are “in house” and, as such, are not mentioned on School transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the School to record the transgression(s) on the transfer report.

14 Publication
A copy of the Behaviour, Discipline and Exclusion policy is available to all parents and prospective parents of pupils at the School. It is on the School website, the intranet, the Parents’ Handbook, and a copy can be obtained from the School Office on request.

15 Review
The Headmaster, in consultation with the staff, will undertake regular reviews of the policy and procedures.

Dr Steve Bailey
Headmaster
September 2018
Next review due September 2019

Links

Physical Intervention Policy (appended below)
School Values (School planners, classrooms, Parents’ handbooks and staff induction handbook)
Code of Conduct for Pupils (School planners, classrooms, Parents’ handbooks and staff induction handbook)
Pupil Expectations (School planners, classrooms, parents’ handbooks and staff induction handbook)
Complaints Policy (parents’ handbook)
Anti-bullying Policy (School planners, parents’ handbooks and staff induction handbook)
THE FOLLOWING VALUES AND EXPECTATIONS ARE COMMUNICATED TO AND DISCUSSED WITH ALL BOARDING AND DAY PUPILS. THEY ARE ON DISPLAY IN THE BOARDING HOUSE AND IN ALL CLASSROOMS:

Twyford School

Values:

- RESPECT
- HONESTY
- FRIENDSHIP
- KINDNESS
- RESPONSIBILITY

Code of Conduct

- Show consideration to others, treating everyone with courtesy and respect.
- Respect the right of everyone to learn without disruption or derision from others.
- Care for and respect the environment.
- Attend School prepared to learn.
Twyford School
Expectations

You are expected to:

- be punctual at all times
- line up quietly outside the classroom unless invited in
- prepare your books and equipment quickly and quietly at the beginning of the lesson, and have your planner available
- modify your behaviour to suit any given situation
- put up your hand to ask and answer questions and refrain from shouting out
- respect the views and opinions of others in the class
- be polite to staff and other pupils
- participate in lessons and always give of your best
- have all your books and equipment in lessons
- knock on classroom doors when a lesson has started and wait to be invited in; remember to apologise for lateness or absence
- ask permission to leave a classroom (e.g. for a music lesson or sports fixture) in advance
- leave the chairs and desks tidy and put all rubbish in the correct bin
- wait to be dismissed from lessons
- leave the classroom quietly and walk to the next lesson
- be neat and wear the correct uniform at all times.

- At registration, sit quietly and read or work after preparing your books, equipment and planner for first two lessons.

- During readings, report to the staff before going to any other commitments. Otherwise read quietly. At the discretion of the staff, work may be allowed.

- During Prep, have all the right books and equipment and work individually and quietly (unless by prior agreement); it is important that prep is individual work.
Twyford School

Physical Intervention Policy

This policy applies to all pupils of Twyford School, including those in the Early Years Foundation Stage

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, in the Parents’ Handbook, on the Staff intranet, and on request a copy may be obtained from the School Office by email or printed form.

This policy should be read in conjunction with the Safeguarding and Child Protection Policy, Anti-Bullying Policy and the Behaviour, Discipline and Exclusion Policy.

Introduction

It is rare for physical intervention to be necessary in this school environment since the established discipline procedures are usually followed. Physical intervention must be considered carefully as a last resort because it can cause distress, and can be counterproductive to good order. However, it is important that staff understand the circumstances when such intervention may be necessary and would be considered reasonable and appropriate. At Twyford School all teaching and pastoral staff receive training in behaviour management and restrictive physical intervention as part of the in-service training programme (Inset). New members of staff have specific guidance as part of their induction programme.

Corporal Punishment

Under Section 131 of the School Standards and Framework Act 1998 corporal punishment is prohibited for all pupils in independent and maintained schools. The guidance provided by DfEE (now DfE) in Notes and Sections 1998 makes it clear that the prohibitions include the administration of corporal punishment during any activity, whether or not within the School premises. It is also prohibited that corporal punishment should be threatened in any way. The prohibitions apply to all members of staff. These include all those acting in loco parentis such as unpaid volunteer supervisors.

Restrictive Physical Intervention

Section 550A of the 1996 Education Act states:

“A member of staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

a) committing an offence

b) causing personal injury, or damage to the property, of any person (including the pupil himself/herself)

c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise”
Restrictive physical intervention is defined as use of physical force to control a person’s behaviour.

A member of staff means any teacher who works at the school and any other person who, with the authority of the Headmaster has lawful charge of young people at the school.

It is the school’s expectation that physical intervention should:

- only be used as a last resort, in clear and unusual circumstances.
- only be used in the best interests of the pupil and the others around him/her.
- only be used if all other preventative measures (including sending for adult support) have been explored.
- never be punitive.
- be reasonable, proportionate and necessary. It should usually be the minimum required to prevent injury to another person or to prevent them from harming themselves.

Therefore, the school would expect that there should be no planned or routine restrictive physical interventions in the course of a normal day. Wherever possible the use of physical force should be avoided.

Verbal threats of physical restraint must not be used.

If physical intervention does occur it will be as part of an unforeseen or emergency situation. It is acknowledged that staff may find themselves in a situation where there is no other option than the use of ‘reasonable force’ to keep a young person and themselves safe.

If an incident of restrictive physical contact does occur, it should be documented in writing and reported to the Headmaster as soon as possible. In the Pre-Prep this should be reported to the Head of Pre-Prep, who will inform parents. The Headmaster and Mrs Emma Hattersley, as Designated Governor with responsibility for Safeguarding, will oversee any instances of physical intervention. Parents will always be informed on the same day, or as soon as reasonably practicable, if their child has been physically restrained.

A report of physical intervention should include information about:

- The young person(s) involved, including witness names
- Where and when it happened
- The reasons why reasonable force was necessary
- The context of the incident

What is reasonable?

It would be considered reasonable to shepherd a young person away by placing a hand in the centre of the back, or by holding them so that they cannot proceed into further danger or conflict.

What is not reasonable?

Examples of what would constitute unreasonable force or restraint would include: holding a young person around the neck, or by the hair or collar; slapping or tripping a young person. It would not be reasonable to hold a pupil face down on the ground, or to restrain with rope, tape or string. **ALWAYS AVOID TOUCHING OR HOLDING A PUPIL IN A WAY THAT COULD BE CONSIDERED INDECENT.**

Alternatives

- Withdrawal - where a young person is removed from a situation which caused anxiety or distress to somewhere that they can be continuously observed and supported until they are ready to resume their usual activities
• Time Out - where a young person’s access to all positive reinforcements is restricted as part of the behaviour management programme and very exceptionally,
• Seclusion - where a young person is forced to spend time alone against their will. Note that seclusion should only be considered under highly exceptional circumstances (for example, if a young person causing actual physical harm is locked in while adults seek assistance) since it restricts the right to liberty and freedom of movement.

**Teachers must not put themselves at personal risk by intervening in an incident.**

**Complaints and Child Protection**

If the physical intervention is of a nature that causes injury or distress to a child it may be considered under child protection or disciplinary procedures.

The Headmaster may decide that further investigation of the occurrence is required. Any parental complaint arising from such intervention would be investigated under the School's normal complaints procedure.

*Dr Steve Bailey*
*Headmaster*
*September 2018*
*Next review due September 2019*

*This policy has been drawn up with reference to the following:*

a) Department for Children, Schools and Families (2010) *The Use of Force to Control or restrain pupils. Guidance for schools in England*

b) Department for Children, Schools and Families (2007) *The Use of Force to Control or Restrain pupils which refers to Section 93 of the Education and Inspections Act 2006.*

c) Hampshire County Council (2009) *Restrictive Physical Intervention in Schools: Hampshire County Council policy and guidance for schools*

d) Department for Education and Skills/Department of Health (2002) *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders*

Twyford School

Policy on Searching Pupils and their Possessions

This policy applies to all pupils of Twyford School, including those in the Early Years Foundation Stage

This advice is intended to explain the school's powers of screening and searching pupils so that school staff have the confidence to use them. In particular it explains the use of the power to search pupils without consent. It also explains the powers the school has to seize and then confiscate items found during a search. It includes statutory guidance that the school must have regard to.

What legislation does this advice relate to?

- Education Act 1996;
- Education and Inspections Act 2006;
- The Schools (Specification and Disposal of Articles) Regulations 2012;
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012; and
- Health and Safety at Work etc. Act 1974

Searching

School staff can search a pupil for any item, with the agreement of the pupil. The ability to give consent may be influenced by the child’s age or other factors.

Any search should only take place with at least two members of staff present, except where the safety of a pupil or others makes this impossible.

The Headmaster and staff authorised by him 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
  - to cause personal injury to, or damage to the property of, any person (including the pupil)

The Headmaster and authorised staff can also search for any item banned by the school rules, or which they may have reason to believe may lead to harm of the pupil or other individuals.

Extent of the search

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 should 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**

1. 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.

2. 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 other items banned under the school rules.

**Confiscation**

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

Schools’ general power to discipline, as set out in 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.

1. The member of staff may 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 thought to be a weapon the Headmaster will decide whether it should be reported to the Police.

2. 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 lawfully.

Dr Steve Bailey
Headmaster
September 2018
Next review due September 2019