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RISHWORTH SCHOOL

BEHAVIOUR POLICY
PROMOTING GOOD BEHAVIOUR, DISCIPLINE AND SANCTIONS

This policy went through extensive consultation with staff, parents and students during Michaelmas and Lent Terms 2025. This policy will be shared with all staff and parents via Rishworth Post and will be available going forward via the website and the school's internal policy files.

In order to establish this Behaviour Policy students will all be provided with a 'Home, School Agreement' which the student, parent/guardian and Tutor will sign (appendix 3)

Note: This Policy is intended to cover promoting good behaviour (including rewards), discipline and sanctions. It should be read in conjunction with:
1) Safeguarding Policy and Child Protection Procedures
2) School Rules
3) Staff, Parents' & Students' Handbooks
4) Anti-Bullying Policy (10a)
5) ICT acceptable Use Policies
6) Electronic Devices Policy
7) Rishworth School Terms and Conditions as per Parent Contract
8) Guidelines on Physical Contact Between Staff and Students (including guidance on the use of physical control or restrain) (appendix 1)
9) School Student Searching, Screening & Co?
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Introduction

We aim to provide a happy and supportive environment in which all members of the school community can thrive and feel respected, safe and secure and become responsible members of society.

This policy is rooted in the identity of Rishworth School, and aims to:
• promote good behaviour, the development of positive relationships, self-discipline and respect for others
• promote a consistent and purposeful atmosphere
• set clear and high expectations
• prevent bullying (also see the Anti-Bullying Policy 10a)
• encourage and inspire students to value learning, to complete assigned work and to achieve their potential
• encourage students to be open to personal growth, British Values and the moral dimensions of life

The underlying principle is that we encourage and students to be self-motivated, to achieve as much as they can and, in terms of discipline, to understand the consequences of their actions, the reason for sanctions, and the way they may be able to put things right.

Policy Application

The policy applies to all the students of Rishworth School, from nursery to Sixth form. Effective policy implementation requires a consistent and corporate approach from all members of the teaching staff, assisted by Middle Management and led by the Senior Leadership Team in not only the application, but also the modelling.

The school MIS system iSAMS is used by staff to input and record rewards and sanctions., while CPOMs is used to record safeguarding concerns.

Rewards

Staff are encouraged to identify and affirm good work and progress, emphasising the positive wherever possible, giving personal praise, and using the rewards system consistently.

Staff are encouraged to embrace every opportunity to celebrate the achievements of students and their colleagues through the reward system.

There are also formal avenues for students to nominate staff and their peers for recognition and rewards within specific reward categories. Students wishing to nominate an individual for an award can use the pro-forma available in reception or ask a member of staff to input the request directly into the MIS system.

In order to allow the wider community to rejoice in student and staff successes, in addition to the weekly assemblies and the termly celebration assemblies in school, we use a variety of platforms to 'shout' about these achievements such as the School website, Prize Giving, Dinners, Parent Information events, the Head's letter, social media posts and the school newspaper. We are delighted to use these platforms to celebrate student and staff success beyond the School and encourage parents/guardians and students to keep the school abreast of such achievements.

Head's Commendations

Staff are invited to recommend that the Head commends a student or colleague. Student and staff are then congratulated in an assembly by the Head and are sent a formal letter to recognise this accolade. Commendations may be for significant effort, academic and non-academic achievement or displays of community spirit, above and beyond the everyday expectations. Students with excellent work worthy of commendation can also be asked by staff to present this work to the Head.

Routinely students with outstanding grades or reports will automatically be recommended for a Head's commendation.

Students receiving a commendation will be issued with 5 credits.

Spotted Awards

A spotted award is given to students or staff who are spotted demonstrating the School Motto 'Res Non Verba' and embrace the School Values: Curiosity, Valour, Kindness and Individuality. Spotted students and staff will be announced in assembly and will receive a postcard home. Students who exhibit particularly noteworthy behaviour can also be presented to the Head, and colleagues are encouraged to arrange this.

Students receiving a spotted award will be issued with 3 credits.

Heads of Year (HoY) and Curriculum Area Manager (CAM) Recognitions
Routinely, Heads of Year and Curriculum Area Managers meet with their Tutors or teaching staff and identify students who have stood out within their area since the last meeting. This recognition is followed up with either a phone call or a postcard home.

Students receiving a HOY or CAM Recognition will be issued with 3 credits.

Credits

These are awarded by a member of staff and are usually recorded in a student's exercise book or planner and are then collated on iSAMS. Credits can be entered directly by the issuing member of staff on to iSAMS or can be collected from the student by the Tutor during the weekly Wednesday Tutorial sessions.

Students are given credits for good work and behaviour around school or for joining in activities in a positive way.

Students earn credit certificates for each multiple of 100 credits gained (a Bronze Award for 100 credits; a Silver Award when 200 credits are gained, and so on).

The House Credit Shield

All credits contribute to the annual Inter-House Credit competition. The Winning House is presented with the Credit Shield in the final celebration assembly of the year.

The End of Year Credit Reward Trip/Event

Each year group is given a specific credit target (based on the number of students in the year). Successfully reaching this target as a collective entitles the year group to use one day in the last week of term to go on a reward trip (the location of which is agreed within the student voice meetings early in the year) or to incorporate a specific reward within an event already taking place (e.g. Prom)

Credit running totals will be published and announced at regular intervals.

School Colours

These are issued at the end of the playing season to recognise team commitment within sport.

Annual Prizes and Honours Prizes

Annual Prizes are awarded at Prize Giving in the Summer Term. Students are nominated for a range of prizes recognising Rishworth Spirit, effort and attainment across the school.

At Rishworth Prize Giving, the named Honours Prizes are awarded, which in addition to being announced on the evening are celebrated with students' names being added to the school Honour's Boards.

Staff can be nominated for specific Annual Staff Prizes, presented at Prize Giving; nominations are collected by the Head prior to the event.

Additional Reward Opportunities

Each Curriculum and Enrichment & Extension Area actively look for opportunities for students to be rewarded in other ways, e.g.:
a) additional qualifications such as Further Maths,
b) nationally recognised awards such as the Duke of Edinburgh or Trinity Music Awards;
c) certification to recognise successful achievements such as in paddle boarding or British Sign Language;

d) opportunities to enter local and national competitions, such as 'Make it in Manufacturing', poetry writing or poster design
e) House competitions where there is the opportunity to compete within the school such as the weekly Inter House competitions or the annual Young Musician of the Year and Sports Day.

Sanctions

The key purpose of sanctions is to promote good behaviour by educating students to help them avoid further repetition of a misdemeanour. Initially staff will act to defuse any incident that they come across to de-escalate rather than escalate. The graduated structure of formal sanctions complements less formal measures as necessary. Sanctions are there to correct, deter and on occasion, protect. The imposition of a sanction should never be an act of retribution.

Rishworth School sanctions are:
• proportionate to the offence committed
• designed to be fair and consistent whilst also educating students
• designed to involve some form of restorative justice where possible
• not intended to be demeaning

Note that corporal punishment is prohibited for all students in independent and maintained schools. The prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the school premises.

There are few instances where a direct equation can automatically be made between a given offence and a particular punishment, although there needs to be a generally accepted view of the kind of misbehaviour that is likely to result in a certain type of punishment, and is the premise of the examples offered within the policy: it is important that students as well as staff understand, for instance, that throwing a snowball is (depending upon circumstances) likely to fall within the sanction range of a warning, whereas stealing from another student's wallet would (depending upon circumstances) be more likely to warrant expulsion.

Adjustments

We do not apply sanctions without considering extenuating circumstances which may lead to clemency and the reduction of a sanction.

Duties under the Equality Act (2010), include issues related to students with Special Educational Needs or Disabilities (SEND) and how reasonable adjustments are made for these students.

Where a student has specific diagnosed needs there may be instances where the school needs to make some reasonable adjustments to the reward and sanctions structure in order to recognise the challenges presented to the individual. However, note should be taken that such adjustments would be subtle and will not detract from the overall emphasis of the policy itself. Any such adjustments would be specifically recognised within the student's personal profile, as shared by the SENDCo with staff. The SEND range model guides the scope and limit of the adjustments the School can make.

Parent Contract with School

In accordance with the Terms and Conditions, as signed on acceptance of a student place at the school, the Parent Contract states that where the school has cause to impose a formal sanction on a child, parents are expected to support these sanctions. Where a parent refuses to accept a sanction imposed by the school or support the decision of the school, this may be in breach of the contract. Break down of this contract may require the immediate removal of the student from the school.

Managing Transitions From One Educational Establishment to Another

Before students join Rishworth School we will request a reference which will include details of their discipline record and any special needs from their previous school. Additionally, we seek the cooperation of parents in providing such information in order that suitable plans can be made where necessary. Please refer to the Admissions Policy for further details.

When a student moves on to another establishment, we will always provide a reference which may include sanction records if appropriate or requested. Where a student joins us from another school outside of Year 7, they may be accepted on a trial basis or (depending on circumstances) be asked to sign a behaviour contract before starting.

Investigations of Misbehaviour That Has Taken Place Off School Premises

The school takes the conduct of its students outside of the school grounds extremely seriously. A student's misbehaviour outside of school can be damaging to the reputation of both the student and the school. We will investigate any reports from the public or members of the school community related to any student misbehaviour occurring off the school premises, such as on school or public transport, outside the local shops or on social media platforms. We will also investigate any allegation which could cause harm (physical or emotional) to others. The investigation of such allegations will follow due process and will take place on school premises.

Formal Sanctions

Poor behaviour in and out of the classroom will be addressed by staff with responsibility for the group or area at the time. If a student is misbehaving and disrupting the learning or play of others, staff will follow the behaviour management system as outlined below.

Any apparently significant disciplinary matter will have been investigated as thoroughly as is appropriate before any sanction is imposed. If a student is accused of a misdemeanour, the principle of "innocent until proven guilty" will be applied until sufficient evidence is gathered. The Pastoral team will fully investigate the incident and the student will always be presented with the evidence before a serious sanction is applied.

To tackle misdemeanours staff should consistently apply the following four step system:

Four Step System

Step 1 Verbal warning
Step 2 Formal Warning issues, which is recorded on iSams (the student will be informed)
Step 3 Level 1 detention issued and action taken, e.g. student moved within the classroom
Step 4+ Removal from space and / or Level 2+ detention applied (as appropriate)

More serious or recurring misdemeanours (three at any stage) can result in a student moving straight to Step 2, 3 or 4 or being escalated within the graduated system. Where a student's behaviour is disrupting learning, they may also be removed from a lesson via our On Call system to work in isolation for a period of time.

Chain of Communication

When disciplinary action relates to academic matters, the typical chain of communication is: Subject Teacher – CAM – Form Tutor – Head of Year – Pastoral/Teaching and Learning Manager – Deputy Head.

When disciplinary action relates to non-academic matters, the typical chain of communication is: Teacher – Form Tutor – Head of Year – Pastoral Manager – Deputy Head.

Where a student is a boarder, his or her House Parent is kept informed of disciplinary issues during the day and, when appropriate, the disciplinary issue and any subsequent allocation of a sanction may be dealt with by the House Parent.

Where disciplinary action relates to an incident within boarding, the typical chain of communication is: Boarding Staff Member – House Parent – Head of Boarding – Pastoral Manager – Deputy Head.

Most problems should follow these 'chains'. There will be times when this does not happen and a disciplinary matter is 'fed' in higher up the chain. Where possible these should always be referred to the correct member of staff, towards the beginning of the chain, in the first instance to ensure proper process and the best outcome for students.

Staff should communicate with each other, each piece in the chain 'linking' securely with the next – and be prepared to refer a matter to the correct colleague in the system; in each case, examples are given of behaviours, but these are not intended as exhaustive and circumstances may well dictate some variation in response where appropriate.

Step 1 – Verbal Warning

The lowest level of sanction is a Warning. A Warning is not usually formally recorded. A single Warning per unit (as reasonable) may be given to students for misdemeanours relating to initial or minor incidence of poor attitude or work in lessons, uniform/jewellery/make-up infringement, poor punctuality, poor organisation (e.g. failure to bring appropriate equipment to class), poor independent learning (e.g. missing a homework deadline).

Please note that students who attend school without basic equipment, will be provided with a new set (or lent a replacement where it is the first instance and is a non-consumable item, e.g. ruler) and parents will be invoiced accordingly, e.g. where basic equipment is not provided such as a pencil / calculator or where a replacement is needed due to students losing or not looking after that which has been provided by the school e.g. exercise book, planner or textbook.

Step 2 – Formal Warning

Complaints are used to record on iSAMS when a student exhibits poor or inappropriate behaviour, for example:

I. Poor attitude or work in lessons
II. Poor attitude or work outside of lessons
III. Uniform/jewellery/make-up infringement
IV. Poor punctuality (less than 2 minutes)
V. Poor organisation
VI. Poor Independent learning (eg missing first homework deadline)

The Detention System

The sanctions are outlined below and ordered in level of severity. Further details on detentions can be found in the appendices.

Level 1 Detention

These take place in classrooms at lunchtimes, with a member of staff overseeing. Parents will be automatically notified when a detention is issued. Detentions take priority over any other activity scheduled at lunchtime.

Level 1 detentions are issued for:

i. repeated low-level disruption in class
ii. Second incidence of homework or equipment missing

iii. Failure to meet a homework extension
iv. Poor punctuality (2 or more minutes)
v. Second incidence of poor punctuality (to the same class, or on the same day)
vi. Second uniform reminder in the same day
vii. Single incidence of unruly behaviour
viii. Student has to be moved within the seating plan
ix. Initial refusal to follow a direct instruction
x. First incidence of using AI to produce homework
xi. Accumulation of Formal warnings

Level 2 Detention

This takes place after school on Tuesday and Thursday afternoons from 15.40 – 16.30 (which means missing any optional Enrichment & Extension) and is supervised by a Tutor, HOY, CAM or Middle Manager.

The issuing staff member will either contact home to explain the reason for the sanction or will ensure sufficient details are entered into iSAMS for parents to understand why the sanction has been issued.

When the detention is authorised in iSAMS parents will receive an email notification at least a day before the detention. This sanction can be viewed in the Parent Portal.

Level 2 detentions are issued for:

I. Repetition of behaviour where a Warning and/or Level 1 has been issued (such as repeated low-level disruption, missing homework, third incidence of poor punctuality)
II. Third uniform reminder
III. Failure to attend a Level 1 detention
IV. Failed a Level 1 detention
V. Student has had to be moved a second time within the seating plan
VI. Horseplay which is dangerous in nature (e.g. contact games outside of games lessons)
VII. Deliberately failing to follow a direct instruction/school rule
VIII. Thoughtless but hurtful (physical or emotional) behaviour
IX. Talking in an internal exam
X. Chewing gum or littering (these sanctions will include appropriate community service such as removing gum from tables while wearing appropriate safety items or litter picking)
XI. General defiance
XII. Accumulation of Level 1 sanctions

Level 3 Detention

This takes place on Friday, students should report for detention to reception at 3.40pm prompt. This detention runs from 15.40 – 17.30 (which means missing any optional Enrichment & Extension) and is supervised by a HoY, CAM, Middle Manager or member of the SLT.

The issuing staff member will always contact home to explain the reason for the sanction.

When the detention is authorised in iSAMS parents will receive an email notification at least a day before the detention. This sanction can be viewed in the Parent Portal.

Level 3 detentions are issued for:

I. As a result of receiving 3 Level 2 detentions within a rolling 18 school week window.

II. Failure to attend a Level 2 detention
III. Repeated deliberate horseplay
IV. Deliberate hurtful behaviour
V. Misuse of Social Media
VI. Failure to attend a single lesson
VII. Phone is unlocked/not in pouch/not handed in
VIII. Use of AI for homework (KS4)
IX. As a consequence of a HoY Referral

Level 4 - Head's Detention

This is held on Saturday morning, from 09:30 to 12:00. The detention is supervised by the member of SLT and the students' work is set by the Head.

The issuing staff member will always contact home to explain the reason for the sanction. The issuing member of staff will write to parents to formalise the reason for the sanction and any further follow up needed (e.g.in the case of vandalism, the cost of repairs). This sanction can be viewed in the Parent Portal.

Level 4 detentions are issued for:
a) Accumulation:
    i. As a result of receiving 3 Level 3 detentions over the course of a rolling academic year
b) A failure to attend a Level 3 detention
c) Deliberately, persistent failure to follow school rules
d) Deliberate damage to school property
e) Horseplay that was deliberate and has caused injury
f) Deliberate hurtful behaviour over a sustained period
g) Deliberate and persistent misuse or serious misuse of Social Media
h) Caught with nicotine/vape products
i) Caught smoking or vaping off-site
j) Failure to attend more than one lesson
k) As a consequence of a repeated HOY Referral

Other Sanctions

In addition to the list of sanctions above, there are a number of sanctions which may also be issued by staff:
• Students, their belongings or their bedroom (boarders) may be searched, please see search & confiscation policy (appendix 2)
• Items can be confiscated, e.g. jewellery, mobile device, banned substances (these will be held for student or parent collection) please see search & confiscation policy (appendix 2)
• Gating (boarding students only – given by Boarding house staff)
• Extra Work issued
• Early Wake up (boarding students only – given by Boarding house staff)

The School reserves the right to remove a student from lesson where an ongoing investigation or behaviour requires the student to be interviewed/isolated for a period of time.

Serious Matters of Discipline

Rustication

Authorised only by the Head, Deputy Head or Pastoral Manager, rustication is the release of the student to his/her home or (in the case of international boarders) to a guardian for a specified period

of time without prejudice. Rustication is a temporary arrangement which is indicated by a C code (authorised absence code) in the register. Rustication is used where a student has been identified as requiring a 'cooling off period' before returning to school or where an investigation is ongoing and the attendance within the school may compromise the safeguarding of the student or a member of the school community, or where the attendance of the individual may compromise the investigation and therefore the outcome of any serious incident investigation.

Suspension (Fixed Term Exclusion)

Authorised only (and rarely) by the Head, Deputy Head or Pastoral Manager for severe disciplinary breaches of the school rules or for a repetition of less serious offences any one of which, on its own, may warrant a lesser sanction but which, taken together, form a graver picture.

As with any apparently significant disciplinary matter, the case will have been thoroughly investigated before any disciplinary action is taken. This will normally include the offender and other relevant parties being interviewed.

Parents will always be contacted by either a member of the SLT, the Pastoral Manager or HoY and a consultation meeting offered.

In order to safeguard their emotional and mental wellbeing, any student being suspended MUST be collected from School by a parent or guardian.

Suspension is recorded as an E (excluded code) on the attendance register and will be visible to any reference request asking for an attendance report within the period of time the suspension occurred in.

A formal letter confirming the School's action will be sent.

A suspension is issued for:

a) Accumulation
    i. An incident or accumulation of incidents which would result in a student serving a third Level 4 detention in any rolling 12-month period.
b) A failure to attend a Level 4 detention
c) A severe breach of the school rules
d) Smoking or vaping on school site
e) Repetition of less serious offenses resulting in working through the system or persistent referral to HoY
f) An initial breach of any condition outlined within a student contract
g) certain kinds of bullying

Agreement to Withdraw, Removal and Expulsion

Authorised only by the Head and always after extensive consultation with staff concerned, these are the School's ultimate sanctions and their use is very rare. The offence will be very serious or will be the culmination of less serious offences that have already led to repeated sanctions, usually (but not necessarily) including suspension.

The difference between Expulsion, Removal and Agreement to Withdraw are very significant indeed, even if all share the same central outcome: that the student has to leave the School permanently. However, there are key technical differences between them:

a) Contractually a student who is Removed or Expelled would incur fees in lieu penalties, a student for whom parents make up and Agreement to Withdraw are required to pay the current term fees but fees in lieu can be waivered at the discretion of the Head.

b) Expulsion and Removal implies an enforced departure in disgrace, with a permanent stain left on that student's disciplinary record, whereas Agreement to Withdraw indicates parental choice in removing their son / daughter and exhibits a level of cooperation on the part of the parents and improves the prospects of the student being placed at an alternative Independent Educational provider.
c) Agreement to Withdraw enables the School to provide a reference which does not reference a need for permanent exclusion.
d) The decision to offer parents the opportunity to Agree to Withdraw is the sole discretion of the School. Parents are unable to request this option where Removal or Expulsion actions are taken.
e) The difference between Removal and Expulsion is that in the case of Removal the School will allow the student to access certain services, e.g.to sit public exams at the school.

Examples of behaviour that could warrant Agreement to Withdraw, Removal or Expulsion include the following. It should be noted that this is not an exhaustive list and other substantial reasons are considered:
• Drug / alcohol abuse
• Theft or fraud
• Gambling on school premises
• Peer on peer abuse, including racist, sexist or discriminatory bullying
• Sexual harassment or sexual violence
• Physical assault/ threatening behaviour, violence or fighting
• Arson or damage to the property
• Significant incidents of disobedience
• Improper behaviour towards a member of staff or another student
• Malicious accusations against staff
• Misuse of Information Technology, electronic devices or social media
• Jeopardising the health, safety and/or well-being of others
• Persistent, or one (or more) very serious instance(s) of, disruptive
• Refusal to do work or to apply sufficient effort
• Accumulation of incidents though the Referral process
• Damaging the School's reputation or acting in such a way as this might happen or might have happened • Infringing school rules
• Acting in ways which are at variance with the School's values
• Where the continued presence of the student is incompatible with the interests of the School
• Unacceptable or unsupportive parents or breach in contract • Any activity that is illegal under English Law
• Interfering with the work of the School

As with any apparently significant disciplinary matter, the case will have been properly investigated before any disciplinary action is taken. This will normally include the offender and other relevant parties being interviewed.

Parents will normally be contacted by the Head, Deputy Head or Pastoral Manager and invited into school for consultation. A formal letter confirming the School's action will be sent.

Boarders will be provided with an appropriate advocate such as a guardian, designated adult or other advocacy provision, to ensure they have suitable support.

In order to safeguard their emotional and mental wellbeing, any student who is removed or is expelled from the School MUST be collected from School by a parent or guardian.

Prefects

Prefects, who are appointed in part to help the staff run the School, are a part of its discipline structure. They receive training and on-going advice from the Head, Deputy Head and Head of Sixth Form or Assistant Head of Sixth Form who monitor their progress. Prefects do not impose sanctions but may require students to take certain actions (which include requiring students to see a member of staff in order for a disciplinary matter to be dealt with). Students are expected to comply.

Appeal against a sanction

In disciplinary situations there can be occasions when sanctions are perceived to be unfair, and all students have a right to appeal against any punishment in an appropriate manner. A sensible discussion with the teacher issuing the punishment can usually lead to clarification but, failing that, a student's Tutor, Head of Year or House Parent may assist. The Deputy Head is also available for consultation and arbitration. In the rare instance where a disagreement is not resolved satisfactorily, the Head may also be consulted for a final verdict.

Expulsion / Removal: Governor's Review

Where a student is expelled or removed, parents may ask for a panel of Governors to review the decision made by the school. If they choose to do this, they should:

a) Submit the grounds for review and the outcome that they seek in writing to the Clerk to the Governor's within 7 days of the decision to expel or be removed

b) The Chair of Governors will consider the grounds for review and the outcome that they seek. For the avoidance of doubt, a mere disagreement with the Head concerning the decision would not normally form sufficient grounds for review

c) A panel of three Governors will be convened to hear the review. They will have no prior knowledge of the individuals involved or the incident or matter that has led to the decision to expel or be removed

d) The role of the panel would be to consider the information and arguments presented by the parties (the Head and/or other Senior Staff and the parents or people who requested the review) and to decide whether to uphold the decision to expel or removal, or refer the decision to expel or removal back to the Head with recommendations so that they may consider the matter further.

e) Should the Review Panel refer the matter back to the Head for reconsideration, the decision to expel or removal will be reconsidered. The Head's decision will be final.

Reporting Incidents to Other Agencies

The Deputy Head (DSL) deals with any behaviour involving law breaking and the need to liaise with the police. Depending on circumstances this may also involve the Pastoral Manager. The Pastoral Team works with the Designated Safeguarding Lead (DSL) to help establish the facts in any Safeguarding and Child Protection matter, before the DSL makes contact with any necessary external agencies such as the Social Care or the Local Authority Designated Lead (LADO).

Implementing and Reviewing the Behaviour Policy

New staff will be introduced to the policy during their induction.

Students will be made aware of the policy by summaries which are discussed during tutor time and which are updated each year. Students and parents/guardians will read and sign the "home school behaviour agreement".

There will be a formal review of the policy at least every other year by the Pastoral team and SLT with any necessary amendments circulated to staff and students.

Appendix 1: Guidelines on physical contact between staff and students (including guidance on the use of physical force to control or restrain)

Distribution: as per the Promoting Good Behaviour, Discipline and Sanctions Policy

Aims

- To provide a workable framework for healthy and constructive staff-student relations
- To protect students from awkward and dangerous situations and from genuine exploitation
- To shield members of staff from misunderstandings of their intentions and from allegations
- To help define parameters of acceptability in staff-student interactions as a reference point in dealing with any complaints

Policy

As a general rule, physical contact between staff and a student is not encouraged unless such contact is necessary for the proper professional discharge of that member of staff's specific responsibilities and/or general duty of care.

It is not illegal to touch a student. There are occasions when physical contact, with a student is proper and necessary.

Where legitimate physical contact occurs staff should ask a student for permission to do so first and, to avoid misunderstanding, do so in the presence of others.

Examples of where touching a student might be proper or necessary include:

a) When comforting a distressed student;
b) When a student is being congratulated or praised;
c) To demonstrate how to use a musical instrument;
d) To demonstrate exercises or techniques during PE lessons or sports coaching
e) To give first aid; and
f) To use reasonable force to control or restrain a student

If a member of staff has to use physical force to control or restrain a student, such force should be applied within the guidance given within this document and the details of the circumstances should be brought to the immediate attention of a Deputy Head or Head and before parents or guardians are informed.

Any incident involving the use of physical force to control or restrain should be documented in line with the School's incident-reporting procedures. This should include a record of the circumstances and justification for the use of the physical force to control or restrain.

Any incident involving the use of physical force to control or restrain should be reported to the affected student's parents or guardians as soon as possible after the Head or Deputy Head has been informed, unless there are reasonable grounds for believing that to do so might subject that student (or any other(s)) to risk of harm, in which case the Child Protection and Safeguarding Policy and accompanying documentation should be referred to.

Any incident involving the use of physical force to control or restrain should be followed up, as necessary, by guidance and support for the student and staff involved. The Head will also consider

whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between students, or potentially violent behaviour, to minimise the need for restraint.

The use of reasonable force to control or restrain is a power not a duty. Staff should use their professional judgement before exercising the power. Lawful use of the power **will** provide a defence in any related criminal prosecution or other legal action.

Where a serious incident has occurred, parents will be contacted, in line with general policies relating to pastoral care and good practice.

Definitions, circumstances, guidelines

Out of context it is impossible either to provide water-tight definitions of the key terms in the Policy or to catalogue all possible circumstances and responses (acceptable and unacceptable) to such circumstances. This advice takes note of the non-statutory advice entitled the 'Use of Reasonable Force' (Department of Education, July 2013 (updated July 2015)).

It is the responsibility of every member of staff to have read, and to act in accordance with, this policy and to consult these guidelines as necessary.

What is reasonable force?

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 students.

Force is usually used either to control or restrain. This can range from guiding a student 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.

'Reasonable in the circumstances' means using no more force than is needed in the circumstances that the power is exercised.

Where force is used in schools generally it is invariably to control students and to restrain them.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

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

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 student.

The failure of a particular intervention to secure a child's compliance should not automatically signal the immediate use of another more forceful form of intervention. Escalation should be avoided if possible, especially if it would make the overall situation more destructive and/or unmanageable

In some circumstances (e.g. where it is clear that feasible physical intervention would be likely to avoid serious personal injury) it could be construed as a failure in the duty of care on the part of the teacher (or other responsible adult) not to restrain physically, or not to attempt further feasible restraint where one method has been unsuccessful.

The age, competence and particular needs of the child should be taken into account in deciding what degree/type of intervention is necessary.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force to control or restrain where it is necessary.

In extremis, and where serious consequences are judged to be likely if intervention does not occur, volunteers or parents, accompanying students on a school organised visit within an official capacity, for example, may also exercise the power.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force cannot be used:

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

In addition to the general power to use reasonable force as described, the use of such force may also be applied, given the right circumstances, to conduct a search for 'prohibited or school banned items' (as listed below) without consent. Any such search must be conducted in line with the **School Student Search Policy** (Appendix 2 to this policy).

a) knives and weapons
b) alcohol
c) illegal drugs
d) stolen items
e) tobacco and cigarette papers vaping devices and paraphernalia
f) fireworks
g) pornographic images
h) any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

When can force NOT be used?

It is unlawful to use force as a punishment. Corporal punishment is not practised or condoned at Rishworth School.

Whilst force may be used in a search for prohibited or school banned items it **cannot** be used to search for other items banned under the school rules. Any such search must be executed under the guidelines in line with the **School Search Policy** (Appendix 3 to this policy).

When force is used, it must be proportionate (as described within section 4 of this guidance) to the circumstances.

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

In most instances, where reasonable force to control or restrain has been used within appropriate circumstances as defined within this policy, it is highly unlikely that a complaint will be made.

If a complaint is made, however, the matter will be investigated appropriately and as speedily as possible, in line with existing policies. In most instances, this will lead to a swift resolution.

In the rare or extreme instance of a child or a parent decide to take legal action against a member of staff as a result of the use of force to control or restrain, it should be understood that the lawful use of force, i.e. reasonable force has been used in order to prevent injury, damage to property or disorder, will provide a defence in law.

When a complaint has been made the onus is on the person making the complaint to prove that his or her allegation is true. It is not for the member of staff to show that they have acted reasonably.

Where an allegation is made against a member of staff the **Allegations Against Staff Policy** will be followed.

Pre-empting difficulties regarding physical contact with a student

Every member of staff should be conscious of the risks of, and should try to avoid or risk-manage situations which could be awkward or compromising for either the member of staff or student(s) concerned.

Staff should be mindful of how appropriate physical contact might be in relation to the age of a child. *Example:* Comforting (especially young) students when they are injured or distressed may well form part of a member of staff's proper duty of care in certain circumstances. However, the risks of the teacher's 'comforting arm' being unwelcome – or misconstrued - tend to grow in proportion with the age of the student and the privacy of the circumstances. Male members of staff should be aware of the implications of a perceived gender imbalance here: there seem to be more potential problems with a male member of staff putting a 'comforting arm' around a girl's shoulder than when the gender-roles are reversed.

Appendix 2: School Student Searching, Screening and Confiscation Policy

Distribution: as per the Behaviour Policy: Promoting Good Behaviour, Discipline and sanctions

General Approach

Rishworth School is committed to safeguarding the welfare of all children and cultivating an environment of mutual respect where students and staff are treated fairly and sensitively. In the unusual event of a student, or a student's room, locker, bag or other repository for possessions, being searched, the School and its agents will take all reasonable steps to maintain the usual high standard of safeguarding. Professional judgement will be exercised in all cases: if in any doubt, advice should be sought from a senior member of staff, unless the urgency or another overriding aspect of a situation makes such referral impractical.

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe.

The fundamental principles that need to be kept in mind are as follows:

a) Act with due care, consideration and sensitivity and remain mindful that students have a right to respect for their private life and a certain level of personal privacy; particular thought should be given to boarders for whom, during term time, the School is their 'home'. Interference by the School with this right must be justified and proportionate.
b) Remember that the need to protect persons/property from injury/damage and from loss is paramount and that this duty of care can in certain circumstances override all other protocols

When exercising the searching, screening and confiscation policy staff will consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

CCTV footage can be used to decide whether to conduct a search for an item.

Searching

Searching can play a critical role in ensuring that the school is a safe environment for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

The Head and the staff they authorise have a statutory power to search a student or their possessions where there are reasonable grounds to suspect that the student may have an item listed below.

The list of prohibited or school banned items is:

- knives and weapons;
- alcohol;

• drugs (legal and illegal);
• stolen items;
• any article that the member of staff reasonably suspects has been, or is likely to be used:

a) to commit an offence, or
b) to cause personal injury to, or damage to property of; any person (including the student).

• tobacco and cigarette papers or nicotine based products;
• Vape devices, vape products or paraphernalia
• fireworks; and pornographic images.

Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited or school banned item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services. See Keeping children safe in education and working together to safeguard children.

The Role of the Head, the Designated Safeguarding Lead and Authorised Members of Staff

Only the Head, the Deputy Head, or Pastoral Head are authorised to carry out a search. These staff are authorised to search for any of specific items listed above.

The Head may not require any other member of staff to undertake a search if they refuse.

The Head oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the Designated Safeguarding Lead (or Deputy).

The Head will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. These staff understand their rights and the rights of the student who is being searched.

The Designated Safeguarding Lead (or Deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited or school banned item. The staff member should also involve the Designated Safeguarding Lead (or Deputy) without delay if they believe that a search has revealed a safeguarding risk.

If the Designated Safeguarding Lead (or Deputy) finds evidence that any child is at risk of harm, they will make a referral to children's social care services immediately. The Designated Safeguarding Lead (or Deputy) should then consider the circumstances of the student who has been searched to assess the incident against potential wider safeguarding concerns.

Before Searching

A search can be considered if the member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited or school banned item, or if the student has agreed.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other students and staff.

Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited or school banned item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a student continues to refuse to co-operate, the member of staff may sanction the student in line with the School's Behaviour Policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Head, Designated Safeguarding Lead (or Deputy) or Pastoral Lead who may have more information about the student. During this time the student should be supervised and kept away from other students.

If the student still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for a 'prohibited' items (as defined in subsection (3) of Section 550ZA of the Education Act 1996) but not to search for items which are identified only in the school rules.

The decision to use reasonable force will be made on a case-by-case basis. The member of staff will consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the student themselves.

During A Search

Where

An appropriate location for the search should be found. Where possible, this should be away from other students. The search must only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Who

The member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

• if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

• in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The Extent of the Search

A member of staff may search a student's outer clothing, pockets, possessions, bag, room or locker.

The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A member of staff is able to search rooms and lockers for **any item** provided the student agrees. It is a condition of having a boarding bedroom or a locker that the student agrees to have these searched. If the student withdraws their agreement to search, a search may be conducted both for the prohibited or school banned items

A student's possessions can only be searched in the presence of the student 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.

The member of staff may use a metal detector to assist with the search.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

Strip searching

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times.

Before calling police into school, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the student(s) involved.

Informing Parents

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

Parents should always be informed by a staff member once a strip search has taken place.

School will keep records of strip searches that have been conducted on school premises on iSAMS and monitor them for any trends that emerge.

The Process The Police Must Follow During a Strip Search

Except in cases of urgency where there is risk of serious harm to the student or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the student, one of which must be the appropriate adult.

If the student's parent would like to be the appropriate adult, the school should facilitate this where possible. Police officers carrying out the search must be of the same sex as the student being searched. An appropriate adult not of the same sex as the student being searched may be present if specifically requested by the student. Otherwise, no-one of a different sex to the student being searched is permitted to be present, and the search must not be carried out in a location where the student could be seen by anyone else.

Except in urgent cases as above, a search of a student may take place without an appropriate adult only if the student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search and the appropriate adult agrees. A record should be made of the student's decision and signed by the appropriate adult. The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances.

Strip searching can be highly distressing for the student involved, as well as for staff and other students affected, especially if undertaken on school premises. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the student might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

After-Care Following a Strip Search

Students should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the student's wellbeing and involves relevant staff, such as the Designated Safeguarding Lead (or Deputy). Safeguarding should also be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the student to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, students should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. School staff should give particular consideration to any students who have been strip searched more than once and/or groups of students who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

After a Search

Whether or not any items have been found as a result of any search, school staff should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the student is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the Safeguarding Policy and Child Protection Procedures and speak to the Designated Safeguarding Lead (or Deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited or school banned items are found during the search, the member of staff should follow the guidance set out below on confiscation.

If a student is found to be in possession of a prohibited or school banned item then the staff member should alert the Designated Safeguarding Lead (or Deputy) and the student should be sanctioned in line with the School's Behaviour Policy to ensure consistency of approach.

Recording Searches

Any search by a member of staff or by police officers should be recorded on iSAMS, including whether or not an item is found. This will allow the Designated Safeguarding Lead (or Deputy) to identify possible risks and initiate a safeguarding response if required.

The record of the search must include:

- the date, time and location of the search;
- which student was searched;
- who conducted the search and any other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The Head will monitor whether the searches fall disproportionately on any particular groups of students by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, the Head will consider whether any actions should be taken to prevent this.

Staff should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited or school banned item listed that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Screening

Rishworth School does not use any screening technology.

Confiscation

Items Found as a Result of a Search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or students;
- is prohibited or school banned, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

Prohibited or Illegal Items

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance:

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When 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. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Where a person conducting a search finds **alcohol, tobacco, cigarette papers, nicotine products, vape devices or associated items or fireworks**, they may retain or dispose of them as they think appropriate but should not return them to the student.

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 an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.

Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images. See below for further advice on searching electronic devices.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the following guidance:

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:
• the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
• whether the item is banned by the school;
• whether retaining or returning the item to the owner may place any person at risk of harm; and
• whether the item can be disposed of safely.

Any **weapons or items which are evidence of a suspected offence** must be passed to the police as soon as possible.

Items that **have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the guidance:
The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:
• whether it is safe to dispose of the item; and
• whether and when it is safe to return the item.

If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

Members of staff should use their judgement to decide to return, retain or dispose of any other **items banned under the school rules**. In deciding what to do with such an item, the member of staff must have regard to the guidance:
The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:
• the value of the item;
• whether it is appropriate to return the item to the student or parent; and

• whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

Confiscation of Items Not Prohibited or Banned by the School

Items found in school or on a student's person may be confiscated for a time. An example may be a laptop which a boarder persists in using after 'lights out' or a mobile phone used when it should not be or in an inappropriate way during school hours.

Any item confiscated, should be kept safe and the details of the confiscation (item, date, time, location, owner, reason, etc) logged. An indication should be given at the time of confiscation to the student by the member of staff who has confiscated an item of when the item is likely to be returned.

The duration of a confiscation should be reasonable and proportionate and, as in all matters, not unduly (or necessarily at all) punitive. 48 hours might be a reference-point for a confiscation period. Consideration should be given to the possible consequences of keeping the item and the student apart.

Electronic Devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited or school banned items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead (or Deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance:

In determining whether there is a **'good reason' to examine** the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is a **'good reason' to erase** any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the student and/or the parent refuses to delete the data or files themselves.

Confiscation as a Sanction

The School has the general power to confiscate, retain or dispose of a student's property as a sanction, where reasonable to do so.

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.

RISHWORTH HOME SCHOOL BEHAVIOUR AGREEMENT (Appendix 3)

Name of Student:

Date of Agreement:

Students and parents are requested to sign a home school agreement which clarifies the high standards we expect from all our students. The school believes strongly that young people perform at their best when rules on behaviour and respect are applied consistently. The close involvement of parents, students and school is vital for this to be successfully achieved.

Rishworth School agrees to:

- Provide a learning environment that is stimulating diverse and engaging
- Ensure that each pupil has the opportunities, support, and guidance to achieve his/her full potential
- Provide a safe and secure environment
- Treat everyone with respect
- Expect high standards, set clear rules, promote mutual respect, and develop a sense of responsibility
- Set and mark class and homework tasks in line with school and subject policies
- Report regularly to keep parents informed about the progress of their child
- Contact parents if there are problems/concerns with attendance/punctuality, behaviour, or equipment
- Provide a range of enrichment and extension activities
- Make every effort to enable all students to achieve high standards of work and behaviour by building positive relationships and developing a sense of individual responsibility
- Teach students the principles of personal safety e-safety and support them in the appropriate use of social sites
- Value all students as individual members of the school community

The responsibilities of the young person are to:

- Attend school regularly and on time
- Bring the correct books and equipment needed for each lesson
- Wear correct uniform at all times on school premises
- Work hard in class and at home, so that I can achieve my full potential
- Treat all staff and students with respect
- Behave in a way which is courteous, kind and in line with the school rules and classroom protocol
- Treat staff, students, school property and equipment with respect
- Use the planner to organise homework and record achievements
- Tell an adult about any issues that might affect work or behaviour
- Take part in enrichment and extension activities offered by the school
- Observe the ICT and Electronic devices policies and report any misuse immediately to a member of staff
- Complete homework
- Behave in an appropriate manner on the way to and from school

The responsibilities of the parent/carer are to:

- Ensure that my son/daughter attends school regularly and on time and to contact the school with an explanation on the first day of any absence before 9am
- Avoid taking their child out of school during term time except under urgent or exceptional circumstances
- Ensure that my son/daughter is equipped for work each day
- Encourage their child to work hard and support them in homework by checking and signing the planner each week
- Support the school's policies and guidelines, including those on behaviour, uniform, and home study
- Support the school with all rewards and sanctions issued
- Encourage their child to engage in the enrichment and extension programme
- Make the school aware of any problems/concerns that might affect their son's/daughter's work or behaviour
- Attend Parental Consultation Evenings and other information evenings
- Check my son's/daughter's use of social networking sites and seek advice if and when appropriate
- To support the school in ensuring that my child behaves in an appropriate manner on the way to and from school

Signed by school staff:

Signature of young person:

Signature of parent or carer:

Appendix 4: Promotion of Good Behaviour and Sanctions in the Prep School

In accordance with statutory regulation which requires a statement to this effect, the school confirms that corporal punishment is not used.

We endeavour to promote a hard-working and caring School where the personal feelings and possessions of each individual are respected and where each individual is appreciated by every other one, both children and adults, and their talents valued. We emphasise the importance of fostering strong links between home and School.

At the Preparatory we aim to promote and safeguard the welfare of all children. We recognise the importance of a sound and workable system to promote good behaviour in safeguarding children.

It is the Preparatory's policy to ensure that the strands from the; Every Child Matters agenda and the articles from the United Nations Charter for Children are addressed wherever and whenever possible through the policies.

Behaviour Policy Aims

Our behaviour policy aims to promote:

- Self-esteem
- Self control
- Respect for others
- A sense of the value of property, both personal and School resources
- Security from aggression
- Good standards of behaviour

We actively promote our expectations in the children.

- To act thoughtfully and with consideration for others.
- To move from place to place sensibly and with consideration for others.
- To be punctual.
- To listen to and follow instructions.
- To play in a manner which allows others their own space.
- To take a pride in their appearance.
- To observe the Dining Room routine.
- To converse in an appropriate manner.
- To have respect for school property and the property of others.

As staff, we endeavour to:

- provide good role models
- recognise, praise and reinforce good behaviour
- value each child and his/her talents
- be aware of each child as an individual

Each class has a set of rules/expectations which detail – in positive terms - the agreed principles of good behaviour within that class. Terminology understood by the children in the class is used and these rules are displayed prominently in the classroom.

It is recognised that expectations and sanctions for poor behaviour will be different across different age ranges and children with special educational needs or disabilities (SEND).

EYFS

Children will be encouraged to adhere to the basic outlines and ethos as described but sanctions will be age-appropriate, including, for example, use of 'Time Out' as a method of enabling children to take charge of their behaviour through reflection. It is recognised that certain behaviours in EYFS may be developmental. Each child/incident is considered on an individual basis.

Instances of concern regarding behaviour should be reported to the Head of EYFS.

Principles of Good Behaviour expected at the Preparatory

1. To be quiet when the teacher is speaking
2. To listen to each other
3. To be kind / considerate / try to help others
4. To be truthful
5. To be helpful, responsible and polite
6. To respect our own and others property
7. To arrive at lessons with the correct equipment
8. To move around the School sensibly
9. To line up quietly
10. To enter classrooms ready to work
11. To try our best

Good behaviour is reinforced in every aspect of school life and recognised by:

- rewards
- verbal praise
- credits / smiley faces
- being 'spotted'
- referral to the Head of the Preparatory

The Class Teacher is a child's (and parents') first point of contact. The Class teacher is there, not simply to teach the child, but also to build up a relationship of mutual trust and respect. It is one of the primary responsibilities of the Class Teacher to provide pastoral care.

Where behaviour falls short of the expectations that the staff would expect, the pupils, parents and teachers would then follow the guidelines in the Pastoral Care Policy, where a series of options are available as sanctions, which are appropriate to the level of the misdemeanour and the age of the child.

Sanctions may include the following, although this list is not exhaustive:

One to one conversation
Removed to a separate part of the classroom (with work/task to complete)
'Time Out' (EYFS)
Removed to another classroom (with work/task to complete)
Supervised loss of part (or all) of break/ isolation within the playground
Removal of part (or all) of 'Golden Time'
Removal to the Deputy Head
Removal to the Head
Where a pupil has been removed from the classroom, or an incident deemed serious by a staff member has occurred, contact with parents will be made.

In the case of persistent or serious misdemeanours (for example, violent conduct, removal of a person's property without consent) a meeting with parents will be arranged with the Class Teacher (and the Deputy Head or Head as required) during which behaviour plans may be created.

Internal Exclusion

Authorised only (and rarely) by the Head or the Deputy Head for severe disciplinary breaches, similar those outlined below but where it is felt that a suspension would be too greater step at this stage. An internal exclusion may be for a particular period of time, usually until the end of that particular day, and will require the pupil to remain in school but under the supervision of either the Head or Deputy and where possible, away from the rest of the class. Parents will also normally be contacted by the Headteacher or Deputy Headteacher or other senior colleague and invited into school for consultation.

Suspension

Authorised only (and rarely) by the Head or the Deputy Head for severe disciplinary breaches such as certain kinds of bullying, or for a repetition of less serious offences, any one of which, on its own, may warrant a lesser sanction but which, taken together, form a graver picture. As with any apparently significant disciplinary matter, the case will have been thoroughly investigated before any disciplinary action is taken. This will normally include the offender and other relevant parties being interviewed. Parents will also normally be contacted by the Headteacher or Deputy Headteacher or other senior colleague and invited into school for consultation. A formal letter confirming the school's action will be sent.

Requirement to Leave and Expulsion

Authorised only by the Head and always after extensive consultation with staff concerned, these are the school's ultimate sanctions, and their use is very rare. The offence will be of the severest kind; or will be the culmination of less serious offences that have already led to repeated sanctions, usually (but not necessarily) including suspension.

The difference between 'expulsion' and 'requirement to leave' is very significant indeed, even if both share the same central outcome: that the pupil has to leave the school permanently. Expulsion implies an enforced departure in disgrace, with a permanent mark left on that pupil's disciplinary record; 'requirement to leave' enables the school to provide a supportive (truthful) reference for the pupil. (Parental 'agreement to withdraw' in such a situation, in addition to allowing the school to provide a supportive (truthful) reference, implies a level of co-operation on the part of the parents, which tends to be a particularly well-received sign on the part of schools that may be considering an application from a pupil in such circumstances. Parental 'agreement to withdraw' is therefore a way not only of avoiding the stigma of expulsion or the unpleasantness of a pupil's being required to leave but also of improving a pupil's prospects of joining a school of his or her choice).