



Behaviour & Safer Handling Policy

Rationale

As a College, we have a commitment to providing the best possible education we can for the young people in our care. In order to do this, we as a Salesian College, set our Policy on behaviour in a context which reflects the ideals of Don Bosco.

Don Bosco's approach to young people was to care for and educate the whole person and he recognised that this could only happen effectively in an orderly environment. However, he also believed that discipline, always necessary, should reflect a respect for the individual. Sanctions should always be accompanied by an explanation as to the reason for the punishment. In addition, punishments were to be meaningful and fair.

It is the responsibility of every member of staff, teaching and support, to ensure that we do not accept behaviour which falls below the high standards we expect and prevents others from learning. The policy follows the guidance from DfE, 2022. It may be read alongside other relevant college policies and documents including 'Anti Bullying and peer-to-peer abuse policy' and 'Expectations and Standards'.

Purposes

- To ensure an orderly environment and atmosphere conducive to teaching and learning
- To promote respect, good manners and self-discipline in all students
- To engender a climate based on good citizenship recognising the rights and responsibilities of all
- To prevent bully and peer-to-peer abuse
- To ensure that pupils complete assigned work

Guidelines

- The Code of Conduct is displayed on ClassCharts and guidance is outlined in the staff handbook to ensure consistency of practice throughout the college.
- Teachers should follow the clear guidance in the staff handbook around children being out of lessons.
- Behaviour which disrupts teaching and prevents others from learning will always be challenged.
- The college uses ClassCharts to award positive and negative behaviour points and these are monitored weekly by form tutors, Assistant Pupil Progress Co-Ordinators, Pupil Progress Co-Ordinators and members of the Senior Leadership Team.
- ClassCharts points will be linked to rewards and certificates throughout the year.
- Departments will agree a set of supportive consequences for inappropriate behaviour within their department and these will be communicated clearly with the students.
- Every opportunity will be made to recognise positive behaviour.
- Students who fail to adhere to this policy and code of conduct, will be sanctioned in a proportionate way. The aim of any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.
- A series of progressive sanctions will be applied to students who, despite help and support, fail to make progress:
 - A verbal reprimand
 - Negative ClassCharts points issued with sanction such as detention
 - Extra work or repeating unsatisfactory work until it meets the required standard
 - The setting of written tasks, such as writing lines or an essay

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- Loss of privileges. For instance, the loss of prized responsibility or not being able to participate in activities
 - Missing break time
 - Detention including lunch time and after school
 - School based community service or imposition of a task – such as (but not limited to) picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times or removing graffiti
 - Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed on report for behaviour monitoring (Form Tutor, PPC, Leadership)
 - Parental meeting
 - Form Tutor interview
 - Pastoral/PPC interview with student – this may involve other parties working with the school such as the safe schools’ police officer
 - Inclusion room or another suitable alternative
 - Governor’s Disciplinary Meetings
 - In more extreme cases, schools may use suspension or permanent exclusion.
- Placing on any report, ClassCharts points should be completed as this intervention is recorded. It is good practice to ‘add’ the form tutor and PPC to the ClassChart point to make them aware of this.
 - For pupils identified with specific SEND or emotional and behavioural difficulties, a range of strategies are used. The college follows the graduated approach for supporting pupils with SEND and barriers to learning. Consideration is always given to the individual and their circumstances as appropriate; for example, a student who is looked after or previously looked after or has SEND.
 - Strategies as outlined above, where appropriate:
 - EHAT raised
 - Access to the Oratory
 - Therapeutic support from LVC
 - Support from the school chaplain or our Salesian sisters
 - Involvement of Pastoral Support Team
 - Involvement of external agencies, including: The Virtual School, Early Help Hub, ADHD Foundation, Purple Circle Autism, YPAS, CAMHs, Family Support Workers, The Prince’s Trust, Social Inclusion, Safer Schools’ Police Officer
 - Referral to Student Support Centre or other appropriate provision
 - Placed on SEND Register
 - A Team Around the Child, or other equivalent, meeting is arranged.
 - Parents will be informed of any concerns and fully involved in support programmes designed to bring about an improvement in a child’s behaviour or performance.
 - When appropriate, a negative point is awarded on ClassCharts. This informs the Form Tutor of action taken by the teacher writing the record. The record on ClassCharts in itself is not an action to address or sanction the behaviour.
 - Individual teachers should follow up a strategy and not see this as a standalone action – it should have a consequence.
 - Form Tutors receiving several behaviour points on the same subject will discuss appropriate action with the Pupil Progress Coordinator. The weekly log is used by the year team to track points and inform the pastoral report system.
 - All actions, meetings and information on students must be recorded to ensure evidence is available, should fixed term or permanent exclusion be considered.

- The Headteacher may permanently exclude a student for the following:
 - Drug related incidents
 - Physical violence towards a member of staff
 - Unsubstantiated sexual allegations in regard to a member of staff
 - Persistent disruption to a class such that other students cannot learn and teachers cannot teach
 - Persistent breaches of school rules
 - Any other serious misconduct

Detention

Teachers have a power to issue detention to pupils. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The headteacher can decide which members of staff can put pupils in detention and Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

When ensuring that a detention outside school hours is reasonable, staff will consider:

- whether the detention is likely to put the pupil at increased risk
- whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- whether the parents ought to be informed of the detention; in many cases it will be necessary to do so, but this will depend on the circumstances. For instance, it may not be necessary to give notice for a short after-school detention where the pupil can get home safely
- whether suitable travel arrangements can be made by the parent for the pupil; "It does not matter if making these arrangements is inconvenient for the parent (DfE 2016)".

Bullying and Peer on Peer Abuse

Bullying and peer on peer abuse, where it occurs, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health.

At St John Bosco Arts College, we recognise that whilst bullying may occur in school, by effectively preventing and tackling bullying, the school can help to create safe, disciplined environment where pupils are able to learn and fulfil their potential. The college takes a proactive stance and our Salesian preventative approach as well as strong pastoral systems, including working with our Safer Schools' Police Officer as appropriate, ensure that instances of bullying are dealt with effectively. In addition, we have a number of student anti-bullying ambassadors who have undertaken the training from the Diana Award and support their peers to eradicate bullying behaviours. We have a specific anti-bullying and peer on peer abuse policy which gives further detail.

The school aims to:

- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Opportunities to share messages with parents include face to face meetings, Parent app and the college website. Parents can contact school

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at any time and request to speak to or make an appointment with their daughter's PPC. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

- Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
- Implement disciplinary sanctions. The consequences of bullying should reflect the seriousness of the incident so that others see that bullying is unacceptable
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Use specific organisations or resources for help with particular problems.
- Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- Work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- Create an inclusive environment. The college creates a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. Celebrating success is an important way of creating a positive ethos around the issue.
- Support children who may have been bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, work with pastoral staff in school (including A Quirk or Sr Linda Cameron) or referring to Child and Adolescent Mental Health Services (CAMHS).
- With regards to sexual violence and sexual harassment, the college assumes that this is happening here as per the findings of the 2021 Ofsted review. St John Bosco Arts College is clear that sexual violence and sexual harassment will never be tolerated. Staff have received training and the DSL has shared a flowchart of dealing with issues of SV and SH.
- St John Bosco Arts College is clear in every aspect of their culture that sexual violence and sexual harassment is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. It is clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. St John Bosco Arts College refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

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- Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing
- In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per our behaviour policy. As with all safeguarding matters, the designated safeguarding lead will be engaged and make referrals into support services as appropriate
- In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action
- Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. St John Bosco Art College has an 'Inclusion Room' which is staffed by members of the leadership team and pupils can be placed in inclusion as an appropriate sanction. This sanction is considered for serious or persistent breaches of school rules and may be used as an alternative to a fixed term exclusion if deemed appropriate.
- A child is placed in inclusion (usually for a day or 2) they will spend the school day working in this room, with a detention after school (from 8.30am-4pm). There are regular toilet breaks and pupils are taken to the canteen to collect lunch. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. The time in inclusion is used constructively as teachers send work for the lessons that the pupils would have on that day. Pupil welfare is important and staff are always mindful of individuals. However, as inclusion is often used as an alternative to fixed-term exclusion, and used for significant breaches of the school rules (in school or beyond the school gate), it is intended to be a robust sanction and a deterrent for future poor behaviour. Pastoral staff will always consider reasonable adaptations.

Discipline Outside the School Gate

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 (Guidance updated 2017) gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." In line with DFE Guidance (2022) and St John Bosco's Behaviour Policy, the school may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

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This includes ensuring that pupils are behaving in a safe and orderly manner when arriving to and leaving school. In line with the guidance from the Department for Education (2022), the Headteacher will also consider whether it is appropriate to notify the police or anti-social Behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal poses a serious threat to a member of the public, the police should always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

The Behaviour Policy is in relation to the Equality ACT 2010 in respect of students with SEND.

The College acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND Register.

For further information about the right to detain students and information regarding searching and Physical restraint, please see our 'safe handling of young people' policy.

For further information about exclusion, please request our policies on 'inclusion' and 'exclusions'.

Pastoral Care for School Staff

Allegations of abuse are taken seriously. We will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality to protect those involved while an allegation is being investigated. Malicious accusations against school staff are fully investigated and will be dealt with in a fair and consistent manner.

The investigation will be instructed by the Head Teacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.

Safe-Handling of Young People

The DFE indicates that governing bodies should have a policy on the use of force to control or restrain pupils.

The Education Act 1996 [Education Act 1996, as inserted by section 4 of the Education Act 1997. This provision was extended to include all schools by section 131 of the School Standards and Framework Act 1998] forbids corporal punishment, but allows all staff authorised by the Headteacher to use reasonable force. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Staff would be authorised to use 'reasonable force' to stop a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules

All staff authorised by the Headteacher have a legal power to use such reasonable force.

Authorisation and Training

At St John Bosco Arts College the Headteacher has authorised all staff teaching and support employed by the school to restrain pupils if necessary. All staff will be directed to the policy in the annual safeguarding training and specific training will be provided to key staff to ensure that everyone knows what they can and cannot do. Reasonable Force may also be used in exercising the statutory power under section 45 of the violent Crime Reduction Act 2006 [and re-enacted by section 242 of the ACSL Act 2009] to search pupils without their consent for weapons. This search power at St John Bosco Arts College can be exercised by the Headteacher and Leadership Team where they have reasonable grounds for suspecting that a pupil has a weapon.

Definition of Reasonable Force

There is no statutory definition of 'reasonable force' so it is not possible to set out comprehensively, when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. There are five considerations that need to be made:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour or in a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.
- Whether it is reasonable to use force, and the degree of force that could be reasonably be employed, might also depend on the age, understanding and gender of the pupil.
- Care should be taken to avoid restraining actions that might be construed as physical assault such as holding a pupil round the neck, by the collar, thereby restricting the pupil's breathing.
- Where possible no member of staff should try to resolve a situation unaided by another member of staff, even if only to act as a witness.

It is clear that force cannot be used as a disciplinary sanction to punish a pupil because corporal punishment is unlawful in all schools under section 131 of the School Standards and Framework Act 1998.

Power to search Pupils without consent and confiscate property

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. (DfE, 2016).

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules² identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;

- stolen items;
- 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 property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

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

In addition to the general power to use reasonable force described above, Head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

We work closely with our safer schools’ police officer and items would be handed to the police as appropriate.

Force **cannot** be used to search for items banned under the school rules. The Headteacher can request any member of school staff conduct a search. This should be by a member of staff of the same sex and with another adult present unless it is reasonable to believe that there would be a risk in delaying the search. Searches would take place on the school premises or where staff have lawful control or charge of pupils. 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. 12 While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

The college will use the CCTV system to support breaches of school rules as appropriate; this may inform the need to search pupils. School lockers can be searched with or without permission and whether or not the pupil is present if the school reasonably believe that a prohibited item will be found. Schools are not required to inform parents before a search takes place. Searches of pupil’s blazers, coats, bags or lockers would be for the purposes of ensuring there are no prohibited items or anything that would be against school rules. Items confiscated will be dealt with in line with ‘DfE, Searching, Screening and Confiscation, July 2022.

Screening

The law also allows for schools to require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. Although this is not a strategy currently adopted by the school, there may be occasions in which it may be necessary or the college agrees as a ‘one-off’, perhaps to support local community policing. In this case, any member of school staff can screen pupil and if a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Before completing this screening process, the Headteacher should inform Parents and pupils in advance that this is happening. Reasonable adaptations would be made for students with a disability that could alter the screening process. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil’s absence should be treated as unauthorised.

The pupil should comply with the rules and attend. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent. If the college intends to adopt such an approach, **and it is appropriate to do so**, parents would be informed.

Recording and Reporting

Detailed and up-to-date records must be kept of any incidents where restraint is used using the incident record form.

All instances of use of force must be reported to the parents of the pupil as soon as practicable after the incident an opportunity to discuss the incident should be given.

Records of incidents should include:

- the name[s] of the pupil[s] on whom force was used
- whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons
- the name[s] of staff involved
- when and where the incident took place
- why the use of force was deemed necessary
- details of the incident, including all steps taken to diffuse the situation and resolve it without force
- the nature of the force used and the pupil's response
- the outcome of the incident; and
- a description of any injuries suffered by the pupil or others and first aid or medical attention required
- a description of any property damaged during the incident
- Follow up action including any disciplinary action
- Any information shared with external agencies
- When and how parents/carers were informed
- Whether a complaint has been lodged

Risk Assessments

Risk assessments should be undertaken for all pupils deemed as being at greatest risk of needing restrictive physical interventions in consultation with the pupil and parents. All staff who come into contact with these pupils should be made aware of the relevant pupil profile of those individuals.

Staff Training and Support

Managing pupils, particularly those pupils who exhibit challenging behaviour, is a very physically, emotionally and mentally demanding task. Pupils on this continuum can be in danger of high levels of stress that must be recognised and managed appropriately. Staff will be given the opportunity to discuss incidents where physical restraint was employed and, in particular, to identify whether any alternative strategy might have been equally effective using non-physical intervention strategies.

This policy recognises an ongoing staff training need, with respect to management of behaviour and use of physical restraint and the Staff Development Coordinator will ensure that behaviour management occupies a proportion of the annual training programme as well as on staff meeting agendas.

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The Staff Development Coordinator will also ensure all newly-appointed staff are introduced to this policy and given appropriate induction training. The whole staff will need ongoing updating of current information and strategies - teachers, TAs, midday supervisors and other support staff, as appropriate.

Specific behaviour related courses will also be brought to the attention of staff by the CPD Coordinator as appropriate.

Monitoring and Review

This policy will be regularly discussed at staff meetings by the leadership team. The Governing Body will receive regular reports and review the policy, as appropriate, in the light of new legislation and behaviour management techniques.

Complaints and Allegations

Parents and pupils have the right to complain about any use of force to control or restrain by members of a staff. If a specific complaint or allegation is made then the school needs to follow guidance laid out in Keeping Children Safe in Education, September 2020. Complaints should be dealt with under the school's complaints procedure as set out in the school prospectus. It will be the Headteacher's responsibility to respond to any complaint in the light of school policy and procedure. If complainants are dissatisfied with this response, a panel of Governors may be convened. Should the complaint be against the Headteacher the Chair or Vice-Chair of Governors will address the issue.

For further information refer to DFE Guidance – Behaviour in Schools: Advice for Headteachers and School Staff, 2022, Use of Reasonable Force –July 2013, Screening, Searching and Confiscating Guidance, 2022, Keeping Children Safe in Education September 2022, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022.

This policy will be reviewed annually. Copies of up-to-date policies upon request.