



Rewards, Reflection and Reset Policy

Date adopted: July 2020

Prepared by: Mark Barlow, Deputy Headteacher

Ratified by: Governing body

Review date: July 2021

Other relevant School policies include:

- St James School Computer/Mobile device and online use policy - pupils
- St James School Equality Policy
- St James School Reducing Bullying Policy
- St James School Uniform Policy
- St James School Exclusion Policy
- St James School Attendance Policy
- St James School Supporting pupils at school with medical conditions Policy
- St James SEND Policy

Contents:

1.0 St James School Behaviour Policy

1.1 St James' Pillars

2.0 Rewards

2.1 Merits

2.2 Merit Badges

2.3 Headteacher Awards

2.3 Headteacher Awards

2.4 Attendance

2.5 Recognition

2.6 Celebration Assemblies

2.7 Awards Evenings

2.8 Tutor/House System

3.0 Reflection and Reset

3.1 Aims

3.2 Practice

3.3 Classroom Expectations

3.4 Repeated or more Serious Incidents

4.0 Appeal and Restoration

5.0 Time-Out

6.0 Punctuality and lateness

7.0 Sanctions

8.0 Homework

9.0 Support

10.0 Reset and Internal Exclusion at a Host School

11.0 Fixed Term Exclusion (FTE)

12.0 Permanent Exclusion (PEX)

13.0 The Bridge

14.0 Consistent Expectations

15.0 Maintaining a Positive Learning Environment

16.0 Restorative Justice

17.0 Smoking- including all forms of e-cigarette/vaping devices

18.0 Confiscation

19.0 Use of reasonable force

19.1 What is reasonable force?

19.2 Who can use reasonable force?

19.3 When can reasonable force be used?

20.0 Regulating student conduct and misbehaviour outside the school premises

20.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises and/or online

21.0 Behaviour of parents/carers

22.0 Allegations against staff

23.0 Wilful and Accidental Damage

Appendix List

1. Sanctions Flow Chart

2. The Bridge Partnership Process for Serious Incidents

Note: *This behaviour policy has been written as a policy for the whole school. While it should be followed; it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability, then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability, the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions, they should seek guidance from a pastoral senior leader.*

1.0 St James School Behaviour Policy

St James School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning.

St James has in place a range of rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the School's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work and regulate the conduct of students.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. St James reserves the right to apply this policy to all students and any time a student is recognisable as a St James student, regardless of whether this is before/during/after school hours. The application of this policy is not dependant on whether the student is wearing school uniform.

1.2 St James' Pillars

St James pillars are the values that underpin the choices that we make and the way that we behave. We have four pillars and we believe that each pillar is very important.

Our first pillar is uncompromising high standards. That means that we expect everyone, staff and pupils, to always try their very best, both in their behaviour and in their attitude to work.

Our second pillar is being outward facing. This means that we think about others as well as ourselves. In practice, this means thinking about the way your actions will impact on others, both individuals and the community as a whole. It also means that we engage with our local community and beyond, volunteering, partaking in extracurricular activities and joining in with trips and events.

Our third pillar is keeping the arts at the heart of the school. At St James, we love the arts and believe that they are part of what gives a school its soul. Therefore, all of our pupils study a range of arts subjects and we offer a great choice of extracurricular arts clubs and visits.

Our fourth and final pillar is the most important pillar. It's the one that, for us, defines a person. The fourth pillar is our belief that everyone should be kind. This includes making behavioural choices that are kind to yourself as well as kind to others and doing the right thing because it is the right thing. We believe that if we can help all of our staff and pupils be kind that we can help make the world a better and more friendly place.

2.0 Rewards

St James regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and may be reviewed by students, parents and staff during the academic year.

2.1 Merits –Merits, which are used by all staff to reward positive behaviour, are given through Class Charts for behaviours such as the following:

- **demonstrating uncompromising high standards** (doing their best);
- **being outward facing** (extra-curricular activity, volunteering, activities beyond school);
- **keeping the arts at the heart of the school** (engagement in the arts); and
- **kindness** (caring for others and making positive choices).

2.2 Merit Badges

Bronze, Silver, Gold, and Platinum badges and a Headteacher’s Commendation are awarded for students achieving merits.

2.3 Headteacher Awards

A Headteacher Award certificate and pen are given to students who have shown exceptional achievement, either in school or as part of an extra-curricular activity or an event outside of school. A letter is also sent home to inform parents about the Award.

2.4 Attendance

Students are celebrated over the year for high levels of attendance.

2.5 Recognition

The School Newsletter, Twitter & Facebook are used to highlight students’ achievements.

2.6 Celebration Assemblies

Individual students are recognised in Year Group termly assemblies for exceptional achievement and certificates are handed out by the Head of Year.

2.7 Awards Evenings

Annual awards evenings are held for each key stage, with Year 11s having a Graduation Evening in the November after leaving St James. Awards are given in the following categories:

- outstanding attainment, progress or effort in individual subjects;
- tutor;
- TWMAT; and
- student of the year.

2.8 Tutor/House System

Competitions are held between tutor groups/Houses for particular activities and occasional prizes given. Inter-House sports competitions are held between Tutor Groups during the year.

3.0 Reflection and Reset

Reset is an internal exclusion space where students complete their work in silence whilst supported and supervised by a member of staff. Reflection is a space where students can reflect on their behaviours and receive intervention and mentoring support from staff.

3.1 Aims

1. To **support students taking pride in their behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted.
2. To provide **clarity for staff, students and the community** about acceptable behaviour and the consequences of misbehaviour.
3. To encourage students to **take responsibility** for their own actions.
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural interruptions as barriers.

3.2 Practice

If a student does not adhere to the Classroom Expectations, a teacher will clearly tell them that they have a Behaviour Point. If a student does this for a second time, they will be sent to the Reset Room for one learning cycle of the five consecutive lessons that follow the lesson they received the Reset, including a one hour (same day) detention from 3.00pm until 4.00pm.

In Reset, students are supervised in a room and given work to do. During their time in Reset, students will be given the opportunity to reflect on their behaviour and will receive interventions and support from the pastoral team to help them make improvements in their behaviour choices.

These interventions can comprise of 1:1 sessions, discussions with staff and pupils involved, completion of a reflection sheet and completion of a lesson about the consequences of their behaviour choices. In Reset, students also receive shorter breaks and lunches than the rest of the school and at slightly different times.

3.3 Classroom Expectations

Students are expected to meet the following expectations in the classroom:

1. Arrive on time, within 3 minutes of the bell, or before the second bell after break/lunch.
2. Enter the room calmly, in correct uniform, and observe all safety measures required.
3. Sit down where they are asked, showing they are ready to work by having equipment out, sitting up straight in their chair and beginning their first task.
4. Listen respectfully and in silence, tracking the speaker.
5. Work in silence when asked.
6. Show pride and effort in their learning by always working to the best of their ability, promptly attempting all work set and seeking help where needed.
7. Show pride and effort in their behaviour by following all reasonable requests, not distracting others and by being kind.
8. Keep their phones and headphones in their bag and on silent during the school day. They are not to be seen or heard.
9. Leave the room tidy. Exit calmly and in correct uniform when they are given permission to leave.

3.4 Repeated or more Serious Incidents

We are committed to inclusion for all and to preventing exclusion. However, where a student is involved in repeated or more serious incidents, the student will be sent to the Reset Room for a learning cycle of 5 lessons, to be successfully completed.

Circumstances that could result in a student spending time in Reset include, but are not limited to, the following breaches of the behaviour policy:

Repeated offences:

- incorrect uniform;
- jewellery; and

- unkindness

More serious incidents

- truanting;
- refusal to follow instructions;
- refusal to go to Time Out;
- refusal to attend detention;
- bullying;
- swearing;
- aggression;
- rudeness; and
- dangerous behaviour.

4.0 Appeal and Restoration

If students feel they have been unfairly or incorrectly placed in the Reset Room they have the right to appeal. All students will complete a reflection sheet upon entry to the Reset Room and may use this to indicate if they feel they have been sent on an unfair basis. The pastoral team will investigate these appeals. Any staff member who sends a student to the Reset room will visit the student to complete a restorative conversation and discuss with the student the intervention and reflection they have received that will help them make different behaviour choices.

5.0 Time-Out

Time-Out is a break or lunch time detention for anti-social behaviour in and around St James School. At St James School, we expect everyone to behave and treat each other with respect at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. Our Time-Out detentions enable us to quickly address any behaviours that do not meet our high expectations.

There are no warnings for these behaviours. Behaviours that could result in a student being sent to Time Out include, but are not limited to, the following breaches of the behaviour policy:

- running indoors;
- shouting indoors;
- being out of bounds;
- dropping litter/throwing food;
- inappropriate language or attitude;
- eating or drinking in banned areas;
- not cleaning away litter/crockery/tray when asked;
- hitting or kicking school property; and
- not keeping hands and feet to yourself.

There are two ways in which a Time-Out Detention can be issued.

- A) Before or between lessons: if a student does one of the things above, an adult will tell them that they have a Time-Out, and that they must serve a 20-minute break/lunch-time detention at the next available session.
- B) During break time or lunch time: a student could be sent to 'Time-Out' at any point during this time. They will remain in the Time-Out detention for the rest of that break time or lunchtime. At lunchtime, students are allowed to collect food before going to their detention.

Failure to attend Time Out will result in Reset.

6.0 Punctuality and lateness

Students who arrive in school after the second bell at 8.35am will be issued with a 30-minute late detention after school and parents/carers notified by text message. Failure to attend this detention will result in Reset.

7.0 Sanctions

As stated previously, sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions, these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The **only** sanctions/systems to be used **within** a lesson are Behaviour Point and Reset. See Appendix 2 for a staged sanctions diagram.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal Behaviour Point by correcting their behaviour can be sent to the Reset room in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom.

When issuing a verbal Behaviour Point to a student, it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student removed will be met by the member of staff responsible on the same day as the incident. Uniform expectations are detailed on the school website. Uniform is checked regularly by school staff. Students who are not in correct uniform (unless carrying a school signed permission slip) and refuse or are unable to correct it will be supported to make a positive choice through resetting behaviour (Reset room), reflection and restoration.

8.0 Homework

Students receive a minimum of 1 hour of homework each day which will be set on ClassCharts and follows the set homework timetable. Knowledge Organiser booklets are used for homework and students are expected to use a range of advised strategies in their homework book.

All homework is checked the following day by the Tutor; a merit is given for completed work, a one hour same day detention is issued for incomplete homework. Parents will be notified by text message. Failure to attend this detention will result in Reset the following day.

9.0 Support

We aim to support all our students to ensure that every child succeeds during their time at St James. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Some examples of support are listed below:

- monitoring report cards with targets to promote success in lessons;
- increased communication between home and school;

- key worker(s);
- dog walking;
- mentor support sessions;
- music mindfulness;
- art therapy;
- cognitive behavioral therapy;
- sensory room;
- allotment/gardening;
- referral to extra-curricular clubs;
- myPlans and Pastoral Support Plans;
- referral to relevant agencies;
- referral to Learning Support;
- support from the Inclusion Support Team which consists of the SENDCo (Special Educational Needs and Disabilities Coordinator), Heads of Year, Attendance Team, Safeguarding Team, School Mentors and Pastoral Support Workers;
- small group work or 1:1 support in self-esteem, emotional literacy and/or anger management;
- additional literacy and/or numeracy support where this is identified as a barrier to learning and impacts on a child's behavior;
- targeted and specialised curriculum provision;
- reduced timetable;
- referral to outside agencies such as the school's Educational Psychologist, Primary Mental Health Worker, local PCSO etc.;
- additional support around transition points; and
- managed move – in line with locally agreed protocols and overseen by the Local Authority's Inclusion Officer, students may be offered a move to another school in order to have a 'fresh start' and break a pattern of poor behaviour.*

*Managed moves only take place with parental approval and the student is dual registered throughout the transitional period. St James also accepts students on Managed Moves from other schools.

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.

10.0 Reset and Internal Exclusion at a Host School

In certain incidents of very poor behaviour but where the school wishes to avoid fixed term exclusion, or this sanction seems inappropriate, the school may place the student in Reset or Internal Exclusion (where they use this term instead of Reset) at another Exeter school (with parental consent). This allows the student to continue to learn. If a student refuses to attend IE at another school then FTE is likely to be issued.

Circumstances that could result in a student spending time at a Host School include, but are not limited to, the following breaches of the behaviour policy:

- failure of Reset at St James;
- refusal to follow instructions;
- bullying;
- swearing;

- aggression;
- rudeness;
- dangerous behavior;
- inappropriate use of computers, the internet, images or social media; and
- fighting.

11.0 Fixed Term Exclusion (FTE)

We will endeavour to avoid exclusion wherever possible. A decision to exclude a student for a fixed period is taken only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, Reset, or Host School Reset to be appropriate. All exclusions are authorised by the Headteacher or designated representative (Deputy Headteacher) or in their absence the next most senior member of staff.

Circumstances that could result in a Fixed Term Exclusion include, but are not limited to, the following breaches of the behaviour policy:

- failure of Host School Reset/Internal Exclusion;
- persistent refusal to follow instructions;
- persistent disruption to the orderly running of the school;
- bullying;
- swearing at staff;
- aggression;
- rudeness towards staff;
- dangerous behavior;
- inappropriate use of computers, the internet, images or social media;
- fighting;
- physical assault;
- smoking/vaping; and
- using the language of hate against protected groups (e.g. racist, sexist or homophobic language).

Under exceptional circumstances, a student may receive a FTE but if further investigation reveals more serious circumstances then a permanent exclusion may be issued to begin directly after the end of the FTE.

All excluded students will be given some work to complete and will be expected to write a restorative letter apologising for their actions leading to the exclusion. The completed letter will form part of the reintegration meeting. All excluded students will spend at least one day in the Reset room as part of their reintegration.

A re-integration meeting will take place at the earliest available time on the first day the student is to return to school. Failure to attend will result in the student remaining in Reset until the reintegration meeting can be held.

12.0 Permanent Exclusion (PEX)

A decision to exclude a student permanently should be taken only:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Persistent breaches of the school's behaviour policy are likely to have led to a number of Resets, Host School Resets and/or FTEs. This can then lead to a Permanent Exclusion.

A serious breach of the school's policy may result in a Permanent Exclusion.* The list below indicates the circumstances where a Permanent Exclusion may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted serious assault on staff;
- violent assault;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- persistent setting off of the school fire alarm.**

*In order to avoid a Permanent Exclusion for a one-off serious breach of the school's behaviour policy, the school may work with The Bridge to instigate their process for serious incidents if there is consent from the parent/carer. Please see section 20 about The Bridge and Appendix 3, Partnership Process for Serious Incidents

**The act of setting off the fire alarm without good cause may lead to Permanent Exclusion, due to huge disruption caused and potential harm to vulnerable students.

The school follows the latest DfE guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent DfE guidance. Statutory Guidance: Exclusion from maintained schools, academies and student referral units in England <https://www.gov.uk/government/publications/school-exclusion>.

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

13.0 The Bridge

The Bridge is a dual hub, intervention unit committed to supporting students to be successful and remain in mainstream education. Students who are identified as benefiting from this level of support and provision will be referred from the School, which will then be considered by the management panel. The Bridge provides intervention and support to enable students to return to their 'home' school or transfer to another appropriate school within the Ted Wragg Multi Academy Trust as both an early intervention tool and as a 'bridge' to transfer.

The Bridge may also be used to avoid a permanent exclusion where a student has committed a serious breach of the school's behaviour policy. Here, the Bridge can be a transition intervention to new school. See Appendix 3.

St Lukes Church of England School and Cranbrook Educational Campus host Inclusion Reintegration Hubs that offer support with students' curriculum, health and wellbeing, and personal development; enabling students to gain the support and skills they require until a managed transfer is confirmed and is successful.

All aspects of this policy are applicable to Bridge students in any of the hubs.

14.0 Consistent Expectations

Consistency is hard to achieve in any organisation but here at St James School we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

This consistency will be applied to all issues relating to uniform. Students will be expected to follow the uniform policies at all times. If a student is unable to meet uniform expectations an alternative will be offered (if possible). Refusal to accept the alternative will be viewed as defiance and the student may be placed in Reset until the issue is rectified. Where a student is unable to immediately rectify a uniform issue, eg. Hair dye or false nails, they will spend time in the Reset room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

15.0 Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. At St James School, we recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal Behaviour Point and staged sanctions, they are committed to doing so in a calm, non-confrontational and professional manner at all times.

16.0 Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. Staff and students can request a restorative meeting when there has been a behaviour incident or when there has been a conflict between pupils. When there has been an issue, the people involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Conferences are ideally held in a neutral place and occasionally with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

17.0 Smoking- including all forms of e-cigarette/vaping devices

Smoking/vaping is not permitted anywhere on the school site.

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a St James Student on their way to and from school.

18.0 Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' January 2018.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Students should keep their phones and headphones in their bag on silent. Any student with a phone or headphones that are seen or heard on site will have them confiscated. The school can confiscate any electronic items being used inappropriately on the premises, such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection (by the student) at the end of the school day.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all, e.g. mobile phone and bag searches will be used to support this. Following a second offence of this nature in a half term, parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected, the school will dispose of them at the end of every term.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including fixed

term exclusion or permanent exclusion. Items that will be confiscated include, but are not limited to the following:

- knives or weapons;
- alcohol;
- illegal drugs/drug paraphernalia;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) - this would include: matches, lighters, water balloons, 'legal highs', and laser pens;
- E-cigarettes/fluid;
- fizzy drinks;
- energy drinks;
- pictures of staff or students without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches should only be conducted by Progress Leaders, Student Support staff or SLT.

Search protocol - key points:

1. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
2. Staff should always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, staff should refer them immediately to SLT and escort them to the Reset room.
3. Students should be asked to empty their own pockets fully and allow staff to look through the student's bag and any coat/jacket pockets.
4. Anything found which staff believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated and should be passed to SLT.
5. Parents should be informed of anything found which is inappropriate.
6. All searches should be logged.

19.0 Use of reasonable force

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies', July 2013:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Some points to note in this guidance:

19.1 What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force 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.
5. 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.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

19.2 Who can use reasonable force?

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

19.3 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.

In a school, force is used for two main purposes – to control students or to restrain them. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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

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

Schools cannot:

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

20.0 Regulating student conduct and misbehaviour outside the school premises

St James School aims to prepare students for a life beyond education. The School therefore reserves the right to apply all aspects of this policy to students recognisable as St James School students (not just by their uniform) even if they are outside of the school grounds or outside the usual hours of

attendance. What the law allows is laid out in the latest DFE Guidance 'Behaviour and discipline in schools. Advice for Headteachers and school staff' January 2016.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

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 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

St James School may discipline a student for any misbehaviour when the following applies:

- they are taking part in any school-organised or school-related activity;
- they are travelling to or from school;
- they are wearing school uniform; or
- they are in some other way identifiable as a student at the school.

St James School may discipline a student for any misbehaviour at any time, whether the conditions above apply when the following applies:

- it could have repercussions for the orderly running of the school;
- it poses or posed a threat to another student or member of the public; or
- it could adversely affect the reputation of the school.

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students of the school when not on the school site.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

20.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises and/or online

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, Reset room, fixed term exclusion or, in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and

- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

21.0 Behaviour of parents/carers

St James School is passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of St James School staff will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails. As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to present their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

22.0 Allegations against staff

The School has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

St James School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication on social media such as Facebook.

All allegations against staff will be investigated in line with the School's Complaints Policy and all complaints have the potential for consequences for the staff concerned. For this reason, where it is concluded that a student has made a malicious allegation against a member of staff, the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the

allegation made and its potential impact on the member of staff concerned, and other factors, for example the length of time for which the allegation was sustained. The sanctions are likely to include restorative justice but may include fixed term or permanent exclusion from the school.

23.0 Wilful and Accidental Damage

Our approach is as follows:

1. If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
2. If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
3. Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Reset. Details of the incident will be placed on internal files.
4. If the damage is the result of a wilful act the school will consider whether there were any mitigating circumstances. Students causing wilful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage likely be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

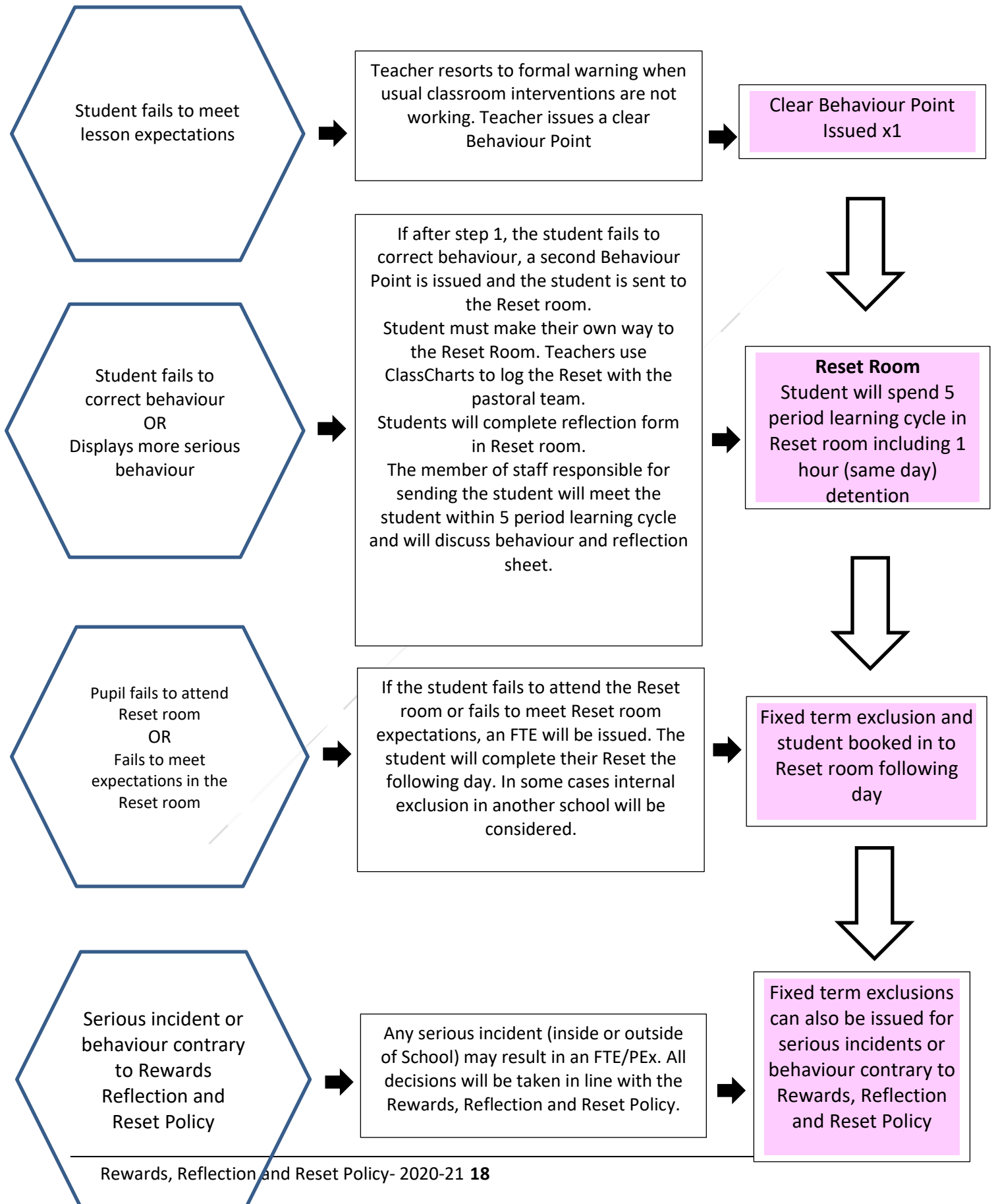
Appendix List

1. Sanctions Flow Chart

2. The Bridge Partnership Process for Serious Incidents

Appendix 1

Behaviour Flow Chart



Appendix 2



The Bridge is a dual hub intervention unit committed to supporting students to be successful and remain in mainstream education. It is led by Aimee Mitchell, Headteacher of ISCA. There is a hub at St Lukes School and one at Cranbrook Educational Campus.

In the event of a student committing a one-off serious incident or breach of the school's behaviour policy which would otherwise result in a permanent exclusion, the school will review whether The Bridge Partnership Process for Serious Incidents can be instigated to prevent the student being permanently excluded.

Partnership Process for Serious Incidents

Stage One

A serious incident occurs which would usually result in a Permanent Exclusion (PEX). The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted serious assault on staff;
- violent assault;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behavior; and
- Persistent setting off of the school fire alarm.

Schools convene a Pre-PEX Hearing **within 15 days** which will be heard by A Head Teacher from the group (ideally from the exit school). A bridge representative should also be present who could be Aimee Mitchell (Head Teacher of ISCA and responsible for the Bridge) or another from the strategic board.

The purpose of a Pre-PEX hearing is to deduce if there is a viable alternative to avoid PEX, not to question if the merits of the PEX decision. This is not a PEX hearing and the parent/s still have a right to appeal any decision to PEX.

Structure:

1. Agreed facts of the case from the school, the student and the parents
2. Outline the proposed next steps to avoid PEX including Exit school & timelines
3. Confirmation that all parties are in agreement with the next steps (if applicable) and details of how the PEX hearing could be convened at the request of any party involved.

Stage Two

Schools will create a risk assessment to identify the student's readiness for mainstream reintegration, considering the following points:

1. Is the risk situational? Is it just in their home school?
2. Is the risk to all schools?
3. Identify the risk to students and staff.
4. Can they reintegrate to another mainstream school? If so how much support will be needed and by when?
5. Is there police involvement? What has/would be the impact of this?

Schools will compile a report to present at the Pre-PEX hearing which will include the following:

1. All of the usual PEx report elements.
2. A copy of the Risk Assessment.
3. A proposal for parents of the next step (appropriate provision for the child based on the risk assessment above and their needs) which may include one of the following:
 - a WAVE short term placement with regular review and an identified and agreed exit school;
 - a Bridge short term placement with identified and agreed exit school;
 - a transfer to another school – no intervention required before; or
 - a Chances short term placement with an identified and agreed exit school.

If the proposal **is accepted** then the PEx will remain pending and will only be withdrawn once a successful transition has been completed. If the proposal **is not accepted** then the PEX Process will need to continue in the usual way.

Stage Three

Stage three applies if the PEx is pending and the proposal is accepted by parents.

The home school is responsible for leading the review process along with The Bridge Coordinator and for supporting a successful transition. The student will remain on-roll with the home school until the successful transition is complete. A clear timeline and date of review will be agreed as part of initial meeting.