



The Blue Coat School

BEHAVIOUR MANAGEMENT AND EXCLUSIONS POLICY

This Behaviour Management and Exclusions Policy was devised by the Headmaster, the Head of Pre-Prep and the Head of Prep in consultation with colleagues in the school.

Date of Next Review: Michaelmas 2022

The Blue Coat School Birmingham Limited

BEHAVIOUR MANAGEMENT AND EXCLUSIONS POLICY

CONTENTS

1	Introduction	3
2	The Blue Coat Values	3
3	Behavioural Partnerships	5
	3.3 Staff	5
	3.4 Pupils	5
	3.5 Parents	6
	3.6 Liaison with other agencies	6
	3.7 Transitions	6
4	Rewards in Pre-Prep and Prep	6
	4.2 Pre-Prep	6
	4.3 Prep	7
5	Sanctions	7
	5.7 Sanctions for breaches of discipline that do not merit exclusion	8
	5.8 Sanctions for breaches of discipline that merit exclusion	10
6	Physical Restraint	13
	6.6 Reducing the likelihood of situations arising where use of force may be required	14
7	Corporal Punishment	14
8	Complaints	14
9	Related Policies, Monitoring and Policy Review	14

Appendices

1	Pre-Prep Incident Record	15
2	Alcohol, Tobacco, Solvents and Drugs	17
	1 Alcohol	17
	2 Tobacco	17
	3 Solvents	17
	4 Drugs	17
	5 Health and safety support for pupils	21
3	The Use of Force to Restrain Pupils	22
	1 DfE	22
	2 Key Points	22
	3 What is Reasonable Force?	22
	4 Who can use Reasonable Force?	23
	5 When can Reasonable Force be used?	23
	6 Staff Training	23
	7 Telling parents when force has been used on their child	23
	8 Post Incident Support	24
	9 Complaints	25
	10 What about other physical contact with pupils?	25
4	Use of Force to Control / Restrain Incident Report	26
5	Additional expectations due to COVID-19 restrictions	28

I. INTRODUCTION

1.1

The Blue Coat School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all pupils is key to their development. Staff aim to teach trust and mutual respect for everyone. They believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. Qualities of teamwork and leadership are developed through an extensive programme of co-curricular activities.

1.2

The Blue Coat School is an inclusive community. Pupils from a wide variety of ethnic and social backgrounds and faiths are welcomed. Everyone is treated as an individual and staff aim to enable each child to develop as a whole person equipped to take his or her place in the modern world.

1.3

Staff at The Blue Coat School recognise that there might be underlying causes for a child's behaviour. If staff suspect a child's behaviour is because the child is suffering, or is likely to suffer, significant harm, then the procedures set out in the Safeguarding and Child Protection Policy are followed.

1.4

The Blue Coat School Behaviour Management and Exclusions Policy applies to all children in the school including those in the Early Years Foundation Stage (Nursery and Reception). It is available for parents on the school website and in Main Reception and the Pre-Prep Office.

1.5

Parents and guardians who accept a place for their child at The Blue Coat School undertake to uphold the school's policies and regulations, including this Policy, when they sign the Terms and Conditions. Parents are required to support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework.

1.6

In determining appropriate disciplinary action, staff at The Blue Coat School have regard to the Equality Act 2010, the SEN Code of Practice, the non-statutory 'Behaviour and Discipline in Schools – Advice for headteachers and school staff' (2016) and any other relevant legislation or Guidance.

2. THE BLUE COAT VALUES

2.1

The Blue Coat Values are designed to set out the principles which underpin the School's strategies to promote and encourage positive behaviour and self-discipline whilst the children are at school and also on trips, outings and off-site visits. Staff aim to reward and encourage good behaviour.

2.2

Pupils are expected to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the Blue Coat Values and understand what is expected of them and why, as well as the consequences of poor behaviour.

2.3

In Pre-Prep and Prep the children are encouraged to give a good impression of themselves and the School both within and beyond the campus. Throughout the school day, in activities and on off-site visits, trips and outings, the children should follow the Blue Coat Values:

- Be Truthful, Patient and Kind
- Cheerfully Try Hard
- Show Respect

Be Truthful, Patient and Kind

- We can be trusted to be honest and truthful, to say what we mean and to do what we say.

- We aim to stay calm while waiting, not getting angry with each other and never trying to take revenge, get our own back, or get even.
- We care for others through our words and actions, always being ready to give and to share, especially with those who are in difficulty.

The children are encouraged to:

- Tell the truth and take responsibility for their own behaviour
- Speak to each other thoughtfully and considerately
- Interact with each other in appropriate ways
- Share and take turns
- Involve others in their games at break times, in Aftercare and in the Houses
- Help other around the campus where needed.

Cheerfully Try Hard

- We work hard, trying to do everything to the best of our abilities, refusing to give up when things are hard.

The children are encouraged to:

- Take a cheerful approach to their work and activities
- Have a positive 'Growth Mindset' attitude
- Do everything to the best of their ability.

Show Respect

- We recognise that we are all of value and importance, and we appreciate each other despite our differences.

The children are encouraged to:

- Talk to staff, adults and other children politely
- Listen attentively and respond to requests
- Show an awareness of others and a consideration of their needs
- Show respect by arriving punctually for lessons, assemblies and Chapel Services
- Show respect by ensuring that they have the correct books and equipment for lessons
- Show respect for the books and property of others and of the school
- Show respect by wearing the correct uniform
- Move around the classroom, school and grounds and line up in an orderly fashion
- Show respect for the school by keeping the outdoor play areas, classrooms, cloakrooms and toilet areas tidy and using them appropriately
- Say grace before lunch (Pre-Prep)
- Observe good table manners.

3. BEHAVIOUR PARTNERSHIPS

3.1

The school sees education as a partnership between Governors, staff, parents and pupils. Staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. The highest values and standards of behaviour are expected inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

3.2

Everyone has a right to feel secure and to be treated with respect at The Blue Coat School, particularly the vulnerable. Harassment and bullying will not be tolerated. The Anti-Bullying Policy is on the school website and available to parents on request. The school is strongly committed to promoting equal opportunities for all, irrespective of ethnicity, culture or religion, home language, ability, age, learning difficulties or disabilities, gender, sexual orientation or family background.

3.3 Staff

3.3.1

The management of the behaviour of the pupils at The Blue Coat School is the responsibility of all of the staff at the school. It can also be the responsibility of people who the Headmaster has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Staff are supported in their management of behavioural issues by the school SEN Co-ordinators, the Head of Pre-Prep, the Head of Prep, Year Group Leaders and the Headmaster.

3.3.2

Teachers and assistants are expected to respond fairly and consistently throughout the school when children misbehave. The guidelines below are common to all members of staff. Whenever possible, staff ensure that:

- they are consistent in all aspects of discipline
- they rarely show anger
- they are never patronising
- they use with the children the manners they would expect from them
- they expect each child to be well behaved
- they show surprise when a child behaves inappropriately
- they do not give whole-class punishments
- they listen to all sides in any given dispute
- they are more often positive than negative
- they start afresh after any incident
- they admit their mistakes and apologise for them
- they value what children have to offer.

3.4 Pupils

3.4.1

The ethos of, and respect for, the school is enhanced by listening to all our children from the youngest in Nursery to the oldest in Year 6. Staff encourage the children to make constructive suggestions about the school with opportunities for discussion being provided in Pre-Prep class time, in Prep form time, PSHE lessons and in School Council meetings.

3.4.2

The Blue Coat School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning and behaviour throughout the school. Success is celebrated, the positives are emphasised and the negatives are dealt with in a sensitive and tactful way. Staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, every pupil is expected to cooperate, work hard and behave in accordance with The Blue Coat Values.

3.4.3

All of the children are supported in developing appropriate behaviour through positive reinforcement, praise, reminders and encouragement.

3.4.4

Staff are fully aware that a child displaying persistent disruptive or withdrawn behaviours does not necessarily have special educational needs or disabilities. Appropriate adjustments are made and strategies are devised to assist any child with emotional or behavioural difficulties in the management of their behaviour irrespective of whether or not the child has special educational needs or disabilities. These strategies and adjustments are devised following observations by the teaching staff in Pre-Prep and Prep to determine whether or not there are any causal factors or triggers for behaviours. Staff are supported in devising strategies by the school SENCOs, the Head of Pre-Prep and the Head of Prep. Continuing disruptive behaviour might be the result of unmet educational or other needs. The School will consider whether a multi-agency assessment of the child should be recommended to parents. Staff are also aware that there might be underlying safeguarding concerns about a child with persistent disruptive or withdrawn

behaviours and they take appropriate actions to follow up any such concerns as set out in more detail in the Safeguarding and Child Protection Policy.

3.4.5

Support strategies for the younger children include sticker charts or other visual tools such as Zone Boards to help them to focus on specific aspects of their behaviour and understand the behavioural expectations. Buddy systems might be used to help children with behavioural issues. Behaviour Support Plans might also be implemented to provide focused targets for improvements in behaviour. These will be devised in consultation with parents and in conjunction with the school SENCOs in accordance with the school SEN Policy. Friendship groups are sometimes used to help support children in Key Stages 1 and 2 with social, emotional and behavioural needs. These groups enable the children to meet on a weekly basis to discuss issues and explore how to manage their individual needs.

3.4.6

Adjustments are made for children with social, emotional and behavioural needs when required. An additional adult might accompany the children on a trip, outing or off-site visit to ensure that this is accessible to the child and to provide additional support. The needs of the child will be considered as part of Risk Assessments so that specific adjustments can be planned and implemented if necessary.

3.5 Parents

3.5.1

When there are issues with a child's behaviour the support of the parents is sought at the earliest opportunity. The concerns are discussed with parents and strategies for managing the child's behaviour are discussed so that a consistent approach can be developed. This might include the implementation of a Behaviour Support Plan as described in 3.4.5 above. Parents sometimes request advice about their child's behaviour outside school. Staff offer guidance when appropriate.

3.6 Liaison with other agencies

3.6.1

In order to ensure that the emotional and behavioural needs of a child are addressed, it is sometimes necessary, following discussion with parents, to seek guidance and advice from outside agencies such as educational psychologists, health and social services and voluntary bodies.

3.7 Transitions

3.7.1

Staff discuss the children's needs when they transfer from Pre-Prep to Prep and also when they transfer to a new year group. Information about effective support strategies is discussed to ensure the children's needs continue to be met as they progress through the school. All of the children are prepared for transitions such as end of year transfers by discussions with staff and visits to new year groups, particularly for the younger children. Further details are set out in the Policy for Moving On: Preparation for the Next Stage of Education.

4. REWARDS IN PRE-PREP AND PREP

4.1

A very high standard of behaviour is encouraged and promoted throughout the school. Children learn by encouragement and by the praise they receive when they succeed. This is the method used to obtain safe sensible conduct. Staff aim to work in partnership with parents to promote acceptable behaviour.

4.2 Pre-Prep

4.2.1

In Pre-Prep the rewards include:

- Verbal praise and written praise for good work to individuals, groups of children or the whole class
- Stickers for achievements both in work and behaviour
- Weekly awards for each class in Assembly for good work and for friendship, kindness or effort

- Celebrations of good work in a 'Well Done' Assembly for Years 1 and 2 approximately every two weeks
- Recording achievements in *Update*, the school newsletter
- Reports to parents which are always worded to be as constructive as possible
- Sitting at the Golden Table for lunch on a Friday with the Head of Pre-Prep.

4.3 Prep

4.3.1

The establishment of good teacher/pupil relationships are encouraged at The Blue Coat School. A calm, disciplined learning environment is promoted through a system of rewards and sanctions which support the School's values. In Prep the rewards include:

- **Stars:** these may be given for oral or written work, and work carried out on the initiative of the child (such as researching something of relevance). Three Stars lead to the award of a **Merit**. Two Stars, or occasionally one Merit, may be given when a pupil has really gone 'above and beyond', but no more than one Merit (Three Stars) should be awarded on any occasion.
- **Merits** are accumulated and recorded regularly under the supervision of the Form Tutor in the child's Prep Diary and in the Form Tutor's own records. Children are rewarded for accumulating merits according to the following scale:
 - * Bronze Certificate (25 merits)
 - * Silver Certificate (50 merits)
 - * Gold Certificate and a gift (100 merits)
 - * Platinum Certificate and a voucher (150 merits)
 - * Diamond Certificate and a voucher (200 merits)

Form Tutors forward names of children in their Form with accumulated merit totals, to the Prep Administrator for printing of the certificates and collating of awards. The Prep Administrator will record this information onto iSAMS. **Merit Certificates** are presented weekly during a Year Group Assembly. A **Merit Prize** is awarded to the children in each Form with the highest total of merits accumulated during the year.

- Staff are also encouraged to award **Blue Coat Values Stickers** outside of the classroom for excellent behaviour, initiative, courtesy, kindness, etc.
- A piece of exceptional work or work that represents a real achievement for a child can be sent to the Deputy Head Academic for a **Deputy Head Award**. This will be recorded onto iSAMS by the Deputy Head Academic, which will inform all key staff. A child's work may subsequently be nominated for a **Headmaster's Award** by the Deputy Head Academic and entry into the **Academic Book of Excellence**. This will be recorded onto iSAMS by the Headmaster's PA, which will inform all key staff.
- Pupils can also be nominated to sit on the **Golden Table** with the Headmaster on a Friday lunchtime. These nominations must be with the Head of Prep by the end of the day on Tuesday. This information will be recorded onto iSAMS by the Prep Administrator, which will inform all key staff.
- Pupils can be nominated as **Form 'Star of the Week'**. This information is recorded on iSAMS by the Prep Administrator.

5. SANCTIONS

5.1

Sanctions are used at The Blue Coat School to set boundaries and to manage challenging behaviour which may include peer-on-peer abuse, bullying or sexual harassment or violence as set out in the Anti-Bullying Policy and the Safeguarding and Child Protection Policy. When signing the Terms and Conditions, parents and guardians undertake to support the authority of the Headmaster in inculcating the Blue Coat Values in a fair manner that is designed to safeguard the welfare of the community as a whole.

5.2

The Headmaster, for his part, undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time, but will

not involve any form of unlawful or degrading activity. Sanctions are proportionate and reasonable and take into account the child's age, any special educational needs or disability and any religious requirements affecting them.

5.3

Staff do all that is reasonable to ensure that the children remain in the care of the School during School hours. If a pupil leaves the School premises without permission, then the procedures set out in the Lost or Uncollected Children Policy will be followed and disciplinary action will be taken.

5.4

Malicious accusations against staff made by a pupil will be investigated and appropriate discipline will be applied based on the findings and any contributory factors (see also sections 5.7 and 5.8).

5.5

A record of the sanctions imposed for serious misbehaviour is maintained by the Head of Prep and the Head of Pre-Prep. This includes the pupil's name and year group; the nature and date of the offence; the sanction imposed; the member(s) of staff involved; dates and records of any meetings in respect of the offence; and follow-up actions. The registers are reviewed to identify any patterns of misbehaviour and any potential bullying concerns.

5.6

This Policy is on the school website, and parents and pupils should be aware of the more serious sanctions, including suspension and expulsion, that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour.

5.7 Sanctions for breaches of discipline that do not merit exclusion

5.7.1 Pre-Prep

5.7.1.1

Behavioural problems may have many causes. Detailed below are some general guidelines for staff when dealing with unacceptable behaviour. These guidelines apply throughout the school day and also in Before and After School Care.

5.7.1.2

Usually, a look or a firm word will be enough to deter a child from behaving unacceptably. Teachers should feel able to adopt any reasonable approach or sanction within the classroom and will talk to the child so that the child understands what is unacceptable. The Class Teacher may choose to speak to the parents informally. If an incident happens in the playground, the person on duty should deal with it and inform the Class Teacher. If unacceptable behaviours are repeated, constitute bullying or are of a more serious nature, the Head of Pre-Prep must be informed. Repeated unacceptable behaviours or serious behavioural concerns will be discussed with parents, including the parents of any other children involved, where appropriate. The Anti-Bullying Policy will be followed where a child's behaviour constitutes bullying.

5.7.1.3

The following are examples of some of the sanctions used:

- Children may be removed from the company of others for a short time if they have been annoying or disrupting those around them
- A child may be put to work on a table by him/herself for a short period
- A child may be sent to stand 'under the clock' at play times
- A child who behaves in an unruly or over-exuberant fashion in the playground may be sent to stand on the path, 'under the clock' or next to a teacher or assistant until he or she calms down. In more serious cases he or she may be taken indoors to his or her teacher, the Head of Pre-Prep, the Early Years Lead Practitioner or the Deputy Head Academic.

5.7.1.4

Staff should not feel that they have to deal alone with persistent bad behaviour. Support will be given by the Head of Pre-Prep, the Deputy Head Academic or the Early Years Lead Practitioner and a strategy will be formed if necessary. A child with suspected behavioural problems may be referred to the School SENCO and the child's needs will be discussed with his or her parents. Staff are supported in their

implementation of behaviour management strategies by the Head of Pre-Prep, the Deputy Head Academic and the Early Years Lead Practitioner. Records of concerns about children's behaviour are maintained by the Head of Pre-Prep so that patterns and trends can be identified.

5.7.1.5

In cases where a child in Pre-Prep needs to be disciplined by the Head of Pre-Prep for a serious misdemeanour, consideration should be given as to whether or not another adult should be present.

5.7.1.6

In the event of a child injuring him or herself or another child as the result of an incident relating to behaviour, a member of staff in Pre-Prep will complete an Incident Record (see Appendix 2).

5.7.2 Prep

5.7.2.1

The teacher is responsible in the first instance for dealing with minor infringements. Where a child's behaviour is deemed to have been unacceptable, a member of staff will have recourse to a number of sanctions, which include:

- A discussion between the adult and the child
- A verbal reprimand to an individual or group of children
- Moving a disruptive pupil or removing a pupil from a particular activity.
- Reporting an incident to the relevant Form Tutor, Pastoral Tutor, Year Group Leader, House Head, Head of Prep, or Headmaster. Where appropriate, key staff (Form Tutor, Pastoral Tutor, Year Group Leader, House Head, Head of Prep) must liaise as soon as possible to agree on a suitable action plan.
- Issuing a **Red Sticker** for repeated misbehaviour or severe disruption within a single lesson or unacceptable behaviour outside the classroom. Where appropriate, staff should give a formal verbal warning before issuing a Red Sticker. A Red Sticker results in a pupil spending an appropriate amount of time in **Reflection Time** with a **Year Group Leader** or a **Friday Afternoon Detention** during Lesson 6. Pupils must report to a Friday Afternoon Detention (Board Room) with their Pupil Planner. Parents are notified of Red Stickers via email.
- A **Yellow Organisation Sticker** is issued when they forget an item of equipment, kit or clothing, or fail to hand in work, etc. Staff must record this as soon as possible onto iSAMS, which will inform all key staff and parents. All children need help at times to develop sound organisational skills, and the stickers will enable both Parents and Tutors to put support strategies in place. These Yellow Stickers are not intended as a punishment, but to highlight areas for attention.

It is not expected that staff contact parents directly for the majority of individual 'one-off' cases, however, key staff will always be informed of recorded individual cases through iSAMS. It is the responsibility of the Tutor, in consultation with the Year Group Leader and the Head of Prep to communicate with parents if repeated patterns of poor behaviour/poor organisation take place, and agree on a suitable action plan (e.g. Report Card). The Head of Prep, together with the Year Group Leader will discuss serious behavioural concerns, including one-off misbehaviours, with parents. This includes any behaviours which constitutes sexual violence or harassment. The behaviour will also be discussed with the parents of any other children impacted where appropriate. The Anti-Bullying Policy will be followed where a child's behaviour constitutes bullying.

A **Headmaster's Detention** will be used only for the most serious offences. Parents will be informed in writing by the Head of Prep and invited to discuss the issue as appropriate.

5.7.2.2

Staff should not feel that they have to deal alone with persistent bad behaviour. Support will be given by the Head of Prep and a strategy will be formed if necessary. A child with suspected behavioural problems may be referred to the School SENCO and the child's needs will be discussed with his or her parents.

5.7.2.3

In cases where a child in Prep needs to be disciplined by the Headmaster or Head of Prep for a serious misdemeanour, consideration should be given as to whether or not the House Head, Tutor or another adult should be present.

5.8 Sanctions for breaches of discipline that merit exclusion

5.8.1

A decision to exclude a pupil, either for a fixed period or permanently, is seen as a last resort by the School. When considering an exclusion, the School considers possible contributing factors for the child such as safeguarding concerns, SEND or mental health concerns. See *also Safeguarding and Child Protection Policy*.

5.8.2

The School is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures is in place to promote good behaviour and appropriate conduct.

5.8.3

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

5.8.4 Reasons for exclusion

5.8.4.1

The continued presence of any pupil in the school is solely at the discretion of the Headmaster, and depends upon the pupil's application, progress, conduct, attendance and behaviour (including outside of school) being in accordance with such standards as the School deems necessary and appropriate. Pupils who are found to have made malicious accusations against school staff may also be subject to exclusion.

5.8.4.2

The Headmaster may also at his sole discretion exclude, or require parents to remove, a child if the behaviour of either parent is, in the opinion of the Headmaster, unreasonable and affects or is likely to affect adversely any pupil's progress at the School or the well-being of the School or its staff, or to bring the School into disrepute.

5.8.4.3

A fixed or permanent exclusion may be considered for a child who has been found to be sexually bullying or sexually abusing a peer or who has been found to be sexually violent towards a peer, subject to the provisos set out below and the principles of the Safeguarding and Child Protection Policy.

5.8.4.4

Whilst a pupil is excluded from the School, either for a fixed-term period or permanently then the pupil must remain away from School and will have no right to enter School premises during that time without written permission from the Headmaster.

5.8.5 Fixed-term exclusion

5.8.5.1

A fixed-term exclusion should be for the shortest time necessary: OFSTED evidence suggests that one to three days are usually enough to secure benefits without adverse educational consequences.

5.8.6 Persistent or cumulative problems

5.8.6.1

Exclusion for a period of time from half a day to five days for persistent or cumulative problems would be imposed only if the School had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the pupil
- Mentoring (Tutor support)
- Report card
- Target setting
- Checking on any possible provocation
- Detention
- Internal exclusion

5.8.6.2

Exclusion will not be used for minor incidents (e.g. failure to do homework, poor academic performance or breaches of uniform rules) except when these are persistent and/or defiant.

5.8.7 Behaviour outside school

5.8.7.1

Pupils' behaviour outside school on school business (e.g. on school trips, at sports fixtures) is subject to the requirements set out in this Policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

5.8.7.2

For behaviour outside school, not on school business, the Headmaster may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

5.8.8 Single incident

5.8.8.1

Fixed-term exclusion may be used in response to a serious breach of the Blue Coat Values and policies or a disciplinary offence.

5.8.8.2

In such cases the Headmaster will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the School's policies. The pupil will be encouraged to give his or her version of events, and the Headmaster will check whether the incident may have been provoked, for example by bullying or racial or sexual harassment or violence.

5.8.8.3

If necessary, the Headmaster will consult a Governor, but not any Governor who may have a role in reviewing the Headmaster's decision.

5.8.9 Permanent exclusion

5.8.9.1

A permanent exclusion is a very serious decision, and the Headmaster will consult with a Governor before enforcing it.

5.8.9.2

As with a fixed-term exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, or a grave or persistent offence such as, but not limited to:

- Carrying an offensive weapon
- Fraud
- Malicious damage
- Persistent bullying
- Possession or use of an illegal drug
- Racial harassment
- Sexual harassment
- Sexual misconduct
- Any other activity that is illegal under English law

5.8.9.3

Further guidance and information on the School's Policy regarding the use or possession of alcohol, tobacco, solvents or drugs by children is given in Appendix 3 of this policy.

5.8.10 Authority to exclude

5.8.10.1

Only the Headmaster has the absolute discretion to remove a pupil from the School. The Headmaster is obliged to keep the Governing Body informed of any exclusion, with the exception of any members of the Governing Body who may be required to sit on an Appeals Panel.

5.8.11 Exclusion procedure

5.8.11.1

The Headmaster is responsible for ensuring that the exclusion procedures are followed correctly and for reporting progress regarding any exclusions procedures to the Governors.

5.8.11.2

The Headmaster will:

1. Inform the pupil's parents of the period of any fixed-term exclusion or permanent exclusion in writing setting out the reason for the exclusion.
2. Advise the parents that they may appeal to the Governing Body against the exclusion. Should parents wish to appeal to the Governing Body the request must be made as soon as possible and in any event within seven days of the Headmaster's decision being notified to the parents.
3. Advise the parents of the Appeal Procedure (see below).
4. Notify the Chairman of Governors of the details of and reasons for the exclusion.

5.8.12 Appeal procedure

5.8.12.1

If parents wish to appeal against the exclusion of their child:

1. The Parents will be referred to the Clerk to the Governors to call a hearing of the Pupil Discipline Appeal Panel.
2. The matter will then be referred to the Panel for consideration. The Panel will consist of at least three persons, one of whom shall be independent of the management and running of the School. Each of the Panel members will be appointed by the Governing Body. The Clerk to the Governors, on behalf of the Panel, will then acknowledge the appeal and arrange a hearing as soon as is practicable, notifying the parents of the names of the Panel members – normally within 14 days. The Panel will seek all relevant information and evidence from both parties.
3. If the Panel deems it necessary, it may require that further particulars on any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 10 working days prior to the hearing.
4. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
5. If possible, the Panel will resolve the parents' appeal immediately without the need for further investigation.
6. Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts it considers to be relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 10 working days of the hearing. The Panel will write to the parents informing them of its decision and the reasons for it.
7. The decision of the Panel will be final. The Panel's findings and recommendations, if any, will be sent in writing to the parents, the Headmaster and the Governors.

5.8.12.2

Parents can be assured that the appeal will be treated seriously and confidentially. All correspondence, statements and records will be kept confidential except in so far as is required of the School.

5.8.13 Fees

There will be no refund of fees following temporary or permanent exclusion. In the case of permanent exclusion the Acceptance Deposit will not be returned or credited. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

5.8.14 Removal from the School for other reasons

The Headmaster may send a pupil home, after consultation with that pupils' parents, and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

6. PHYSICAL RESTRAINT

6.1

Like all schools, The Blue Coat School reserves the right for staff to use **reasonable force** to control or restrain a pupil in specific circumstances, including to manage a child's behaviour if absolutely necessary. Staff are aware of the potential risks when using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do)" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.

6.2

Records are kept of any occasion where physical intervention is used and parents/carers are informed on the same day, or as soon as reasonably practicable.

6.3

The Act also defines to whom the power applies as follows:

- Any teacher who works at the school and
- Any other person whom the headteacher has authorised to have control or charge of pupils This:
 - includes support staff whose job normally includes supervising pupils such as Teaching Assistants, Learning Support Assistants, Learning Mentors and Lunchtime Supervisors;
 - can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits);
 - does not include prefects.

The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit). Under no circumstances (including staff or pupil safety) will a pupil or group of pupils be locked in a room for any reason (other than a lockdown situation managed by SLT), nor will this be threatened.

6.4

All staff are made aware of the circumstances in which reasonable minimum force may be used, via the comprehensive Appendix 4 on this subject (The Use of Force to Control or Restrain Pupils). In particular, they are advised always to use their voices first, and to use the minimum force necessary to restrain a child for the shortest possible period of time. A number of factors must be considered in reaching a judgement as to whether the use of physical restraint is appropriate. These include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared with using other strategies
- Consideration of any particular special educational need (SEN) and / or disability that a pupil might have.

6.5

Every member of staff will inform the Headmaster (or in his absence, the Head of Pre-Prep, the Head of Prep or the Deputy Head Academic) immediately after he or she has needed to restrain a pupil physically. Parents are always informed when it has been necessary to use physical restraint, and they are invited to the school so that staff can, if necessary, agree a protocol for managing that individual pupil's behaviour.

6.6 Reducing the likelihood of situations arising where use of force may be required

6.6.1

Although preventative measures will not always work, there are a number of steps which The Blue Coat School will take to help reduce the likelihood of situations arising where the power to use force may need to be exercised:

- a. creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind;
- b. developing effective relationships between pupils and staff that are central to good order;
- c. adopting a whole-school approach to developing social and emotional skills;
- d. taking a structured approach to staff development that helps staff to develop the skills of positive behaviour management, managing conflict and also to support each other during and after an incident.
- e. recognising that challenging behaviours are often foreseeable;
- f. effectively managing individual incidents. It is important to communicate calmly with the pupil, using non-threatening verbal and body language and ensuring the pupil can see a way out of a situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other pupils, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil; and
- g. wherever practicable, warning a pupil that force may have to be used before using it.

7. CORPORAL PUNISHMENT

7.1

Corporal punishment is illegal and is entirely rejected by The Blue Coat School. It will not be given to any child of any age by any person who cares for or who is in regular contact with children at The Blue Coat School, or by any person living or working on the premises, nor will it be threatened. No form of punishment is used or threatened which could have an adverse impact on the child's well-being. A person shall not be taken to have given corporal punishment in breach of the above where physical intervention was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person (including the child) or to manage the child's behaviour if absolutely necessary. If any such action is taken the member of staff or volunteer must report this to the Headmaster, the Head of Prep, the Head of Pre-Prep or Deputy Head Academic without delay. Records are kept of any occasion where physical intervention is used and parents/carers are informed on the same day, or as soon as reasonably practicable.

7.2

Any person who is alleged to have carried out corporal punishment will be investigated under the School's disciplinary procedures.

7.3

Corporal punishment by parents is a safeguarding issue.

8. COMPLAINTS

8.1

The Blue Coat School hopes that parents will not feel the need to complain about the operation of the Behaviour Management and Exclusions Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedure, which applies equally to the children in the EYFS, is on the school website. Copies of the Procedure can also be sent on request.

9. RELATED POLICIES, MONITORING AND POLICY REVIEW

9.1

This Policy should be read in conjunction with other related whole school policies including: Anti-Bullying, Safeguarding and Child Protection, Lost or Uncollected Children, Equal Opportunities, EYFS and Special Educational Needs. This Policy will be reviewed at least annually to ensure that it complies with statutory requirements and to ensure that any changes in practices are accurately reflected. It will be presented to the Governors' Safeguarding and Health and Safety Committee for approval in the Michaelmas Term each year. The minutes of this meeting will be presented to the Governors.

APPENDIX I – PRE-PREP INCIDENT RECORD

Name of Child:

Date:

Time:

Indoors/Outdoors/Not Known*

**Delete as appropriate.*

Other children involved (where known):

Describe what happened (if known):

Describe the injury to the named child:

Describe the injury to any other children involved in the incident:

Supervising adults:

Accident Form Completed: Yes/No* (**Delete as appropriate*)

Parent Signature:

Printed Name of Person Dealing with Incident:

Signature:

APPENDIX 2 – ALCOHOL, TOBACCO, SOLVENTS AND DRUGS

GUIDANCE AND INFORMATION

1. ALCOHOL

1.1

Any child found to be drunk on the school premises or on a trip, outing or off-site visit will receive initial medical assistance from the Health Centre or a First Aider. Thereafter, parents or guardians may be required to remove him/her from the premises, or trip, outing or off-site visit, if erratic or disruptive behaviour is displayed. In serious cases, the police and ambulance services may be summoned.

1.2

Alcohol found on any child will be confiscated and returned to his/her parents/guardians accordingly. 'Suspicious' drinks brought on to the campus or taken on a trip, outing or off-site visit may also be confiscated, and a ready supply of drinking water made available as a substitute.

1.3

Pupils found drunk or in possession of alcohol on school premises or on a trip, outing or off-site visit will be liable to disciplinary action. Sanctions will include a Headmaster's Detention and further education on the dangers of alcohol. Offences may also lead to temporary or permanent exclusion.

2. TOBACCO

2.1

Smoking on the school premises and on school trips, outings or off-site visits is expressly forbidden. Smokers' requisites found on any child will be confiscated and returned to the parents/guardians accordingly. Sanctions will include a Headmaster's Detention and further education on the dangers of tobacco. Offences may also lead to temporary or permanent exclusion.

3. SOLVENTS

3.1

Any pupil found suffering from solvent intoxication will be given emergency medical attention in the Health Centre or First Aider, and his/her parents contacted immediately.

3.2

Where a pupil is involved in solvent abuse on the school premises or on a trip, outing or off-site visit, the school will ensure that the child's parents are informed.

3.3

Pupils found under the influence, or in possession, of solvents on school premises or on a trip, outing or off-site visit will be liable to disciplinary action. Sanctions will include a Headmaster's Detention and further education on the dangers of solvent abuse. Offences may also lead to temporary or permanent exclusion.

4. DRUGS

4.1 Controlled drugs and the law

4.1.1

Under the Misuse of Drugs Act 1971, it is an offence:

- To supply or to offer to supply a controlled drug to another in contravention of the Act
- To be in possession of, or to possess with intent to supply to another, a controlled drug in contravention of the Act
- For the occupier, or someone concerned in the management of any premises, knowingly to permit or suffer on those premises the smoking of cannabis, or the production, attempted production, supply, attempted supply or offering to supply of any controlled drug.

4.2 Classification of controlled drugs

4.2.1

Drugs can be divided into the following categories:

- Depressants (designed to slow down the body)
- Stimulants (to give a feeling of energy)
- Hallucinogenics (substances that alter perceptions)
- Medicines (substances that alleviate the symptoms of illness).

4.3 Controlled substances in common use

4.3.1 Category A

- *Heroin (slang: boy, china white, dragon, H, scag, smack, junk)*
Derived from the opium poppy, this can be identified as a white powder. It can be smoked, sniffed, injected or inhaled.
- *Cocaine (slang: crack, rock, C, charlie, coke, dust, snow)*
Extracted from the coca plant, this can be used as a white powder or in a small white block (crack). It is sniffed, injected or smoked.
- *Ecstasy (slang: E, adam, burgers, Dennis the Menace, brownies, MDMA, XTC)*
This will be found in capsules and tablets of various sizes and is swallowed.
- *LSD (slang: acid, tabs, blotters, frash, lucy, dots, transfers, rhubarb and custard)*
This is generally made into small white or brown tablets, or found as blotting paper soaked in chemicals. These substances are swallowed.
- *Amphetamines (slang: speed, whizz, sulph, uppers, stimulants)*
These can be included in category A (if prepared for injection) or Category B (if ingested). Found in powder, tablet or capsule form, they are either sniffed, swallowed or injected.

4.3.2 Category B

- *Cannabis (slang: hash, grass, dope, ganja, pot, blow, draw, marijuana)*
Hash is a brown solidified resin from the cannabis plant, whereas grass consists of dried leaves of the cannabis plant. This substance is smoked with tobacco, or on its own. It can also be eaten.
- Hallucinogenic mushrooms and solvents are not illegal substances unless otherwise prepared, or knowingly sold, for eating or sniffing.

4.4 Drug abuse identification

4.4.1

Warning signs – individuals

- Changes in attendance and an unwillingness to participate in school activities
- Decline in performance in school work
- Unusual outbreaks of temper, marked swings of mood, restlessness or irritability
- Increased time spent away from home, possibly with new friends in older age groups
- Excessive spending or borrowing of money
- Stealing of money or goods
- Excessive tiredness without obvious cause
- Lack of interest in physical appearance
- Sores or rashes on the mouth or nose
- Lack of appetite
- Heavy use of scents to disguise the smell of drugs
- The wearing of sunglasses at inappropriate times

4.4.2

Warning signs – groups

- Regular absence on certain days
- Keeping a distance from other pupils
- Being the subject of rumours about drug taking
- Stealing
- Using drug takers' slang
- Associating with an older person not normally part of the peer group

4.4.3

Objects that may indicate drug misuse:

- Foil containers or spoons discoloured by heat
- Metal tins
- Pill boxes
- Plastic or glass bottles
- Twists of paper
- Straw
- Sugar lumps
- Syringe and needles
- Cigarette papers and lighters
- Spent matches
- Stamps, stickers, transfers or similar items
- Plastic bags or butane gas containers (solvent abuse)
- Cardboard or other tubes (heroin)
- Paper folded to form an envelope (heroin)
- Shredded or home-rolled cigarettes and pipes (cannabis)

4.5 Possession and supply of illegal substances

4.5.1

If a pupil is found in possession of, or using a controlled drug on campus, or on a trip, outing or off-site visit, the drug will be immediately confiscated and handed to the police. Where a threat exists to the safety of others, it is permitted in law to destroy the substance confiscated.

4.5.2

In cases where a pupil or other person is found to be supplying, or offering to supply, controlled drugs ('pushing'), the police will be informed immediately. Disciplinary action will follow which may involve either temporary or permanent exclusion.

4.6 Search and discovery of illegal substances

4.6.1

If the Headmaster or a member of staff has reason to believe that a pupil's desk or locker (or personal belongings when on a trip, outing or off-site visit) contains unlawful items, a search will be conducted by two people in the presence of the pupil. Where pupils are suspected of concealing illegal drugs on their person, every effort will be made to encourage a voluntary handing over of such substances. Should a pupil refuse, the police will be summoned. On no account will intimate physical searches be undertaken.

4.6.2

Any substance seized that is not disposed of will be stored in a secure place and taken as soon as possible to the local police station, or arrangements made for the police to collect the substance from the school. The substance will be packed securely and labelled with the date, time and place of discovery by two people. The package will be signed by the person who discovered it.

4.6.3

It is also legally permissible to dispose of an illegal substance by incineration or by flushing it away. Such a means of disposal must be witnessed by another member of staff and careful note made of it. The resulting report must be signed by both members of staff involved.

4.7 Responsibilities of the Headmaster

4.7.1

The Headmaster's responsibilities in respect of drug-related matters on school premises, or while pupils are elsewhere engaged on school activities, fall into two categories:

- The paramount duty of care to all pupils, to ensure their health, safety and welfare according to their needs at all times; to act in loco parentis (as a reasonable parent) to all pupils entrusted to the school.
- The observance of and compliance with laws related to controlled substances.

4.8 Interviewing pupils

4.8.1

When a pupil is interviewed, a witness must always be present. In most cases, it is appropriate to inform parents if their child is involved in a drug-related incident. One should nevertheless be sensitive to the possibility of adverse reactions from parents, who might accept such information with reluctance.

4.9 Dissemination of information

4.9.1 Parents

4.9.1.1

The Headmaster will inform parents or guardians as soon as a case of substance misuse (or supply on the school premises, a school trip, outing or off-site visit) has been positively identified. Should a pupil disclose information about the use of illegal substances, the Headmaster will verify the disclosure with the appropriate member of staff before contacting the parents concerned.

4.9.1.2

Pupils cannot be guaranteed that a disclosure will be treated in confidence. The Headmaster is under an obligation to inform parents and appropriate agencies when required.

4.9.1.3

The school may consider acting as an agent in these matters and facilitate a meeting between the child and the parent. Should concerns exist regarding the safety of the child at home after a drug incident, the school will alert Children's Services.

4.9.2 Police

4.9.2.1

Consistent with the recommendations of the Department for Education (DfE), the Headmaster may consider it appropriate to inform the police when a drug incident or offence has been discovered on the premises.

4.9.2.2

Police wishing to interview a child in school must inform his/her parents. According to the DfE Circular 5/95, 'In exceptional cases, the police may interview pupils on school premises with the headteacher's agreement and provided that efforts have been made to inform the pupil's parents. The Police and Criminal Evidence Act 1974, in its Code of Practice, sets out the procedures in respect of the detention, treatment and questioning of young people by police officers, which should be observed when children are interviewed on school premises.'

4.9.2.3

Parents have the right to refuse to allow their child to be interviewed.

4.9.2.4

In cases where a pupil or other person is found to be supplying or offering to supply controlled drugs ('pushing'), the police will be informed immediately.

4.10 Exclusion

4.10.1

Exclusion may well be an appropriate outcome resulting from continued abuse of substances, but the school will consider the whole welfare of the child involved. Fixed term exclusion may be appropriate in some cases, and permanent exclusion may be warranted as a final sanction when all other reasonable steps have been taken. Where it is regarded as the right course of action, exclusion will be conducted in accordance with appropriate procedures.

5. HEALTH AND SAFETY SUPPORT FOR PUPILS

5.1

Any pupil suspected of experimenting with illegal substances will be given appropriate counselling and support via the school's pastoral system. Should a pupil suffer the effects of an illegal substance, appropriate emergency care will be sought from a member of staff in the Health Centre or a First Aider and from professional medical services. Attempts will be made to contact parents in cases where professional medical support has been summoned.

5.2

Should a child lose consciousness owing to drug misuse or admit to an overdose of drugs, staff must adopt the following procedures:

- Summon help from a First Aider or the Health Centre but do not leave the child alone
- Ensure that airways are clear and, where necessary, place the child in the recovery position
- Phone 999 for an ambulance
- Keep the child warm to prevent shock
- Inform the Headmaster (or one of his Deputies) immediately
- Contact the child's parents or guardian as soon as possible

APPENDIX 3 - THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

1. DfE

1.1

The following information is extracted from the non-statutory DfE 2013 Guidance 'Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies'. This means that there is no legal requirement for schools to follow it. However, the guidance is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary, and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

1.2

The advice is aimed at school leaders and school staff in **all schools**¹.

2. KEY POINTS

2.1

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

2.2

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

2.3

Senior school leaders should support their staff when they use this power.

3. WHAT IS REASONABLE FORCE?

3.1

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

3.2

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

3.3

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

3.4

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

3.5

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

3.6

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

¹ "All schools" include Academies, Free Schools, independent schools and all types of maintained schools.

4. WHO CAN USE REASONABLE FORCE?

4.1

All members of school staff have a legal power to use reasonable force².

4.2

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

5. WHEN CAN REASONABLE FORCE BE USED?

5.1

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

5.2

In a school, force is used for two main purposes – to control pupils or to restrain them.

5.3

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.

5.4

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

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

5.5

Schools cannot use force as a punishment. **It is always unlawful to use force as a punishment.**

5.6

The Blue Coat School only permits the use of safe restraint techniques, appropriate to the age of the children at the school.

6. STAFF TRAINING

6.1

Staff at The Blue Coat School are given appropriate training to carry out their responsibilities taking full regard to the needs of the pupils, when required.

7. TELLING PARENTS WHEN FORCE HAS BEEN USED ON THEIR CHILD

7.1

The member of staff concerned should tell the Headmaster and the Head of Prep or Head of Pre-Prep.

² Section 93, Education and Inspections Act 2006

7.2

It is important that there is a detailed, contemporaneous, written report of all occasions where force is used to manage challenging behaviour. The member of staff concerned should therefore provide a written report for the Headmaster as soon as possible afterwards. This should include:

- the name(s) of the pupil(s) involved, and the time and location of the incident
- the names of any other staff or pupils who witnessed the incident
- the reason for the use of force
- how the incident progressed, e.g. the pupil's behaviour, steps taken to defuse the situation and the degree of force used
- the pupil's response and the outcome of the incident
- details of any injuries suffered and / or damage to property
- A Pro forma for the report is provided in Appendix 5 (Use of Force to Control/Restrain Incident Report Form)

7.3

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should always keep a copy of the report.

7.4

Incident Report Forms or written reports will be filed in the relevant Incident Files kept by the Head of Prep and Head of Pre-Prep and in the individual file for the child(ren) concerned. Other staff will only be informed on a 'need-to know' basis.

7.5

Incidents involving the use of force can cause great concern to the parents of the child concerned. It is always advisable to inform parents of an incident involving their child, and give them the opportunity to discuss it. **At The Blue Coat School the Headmaster, Head of Prep or Head of Pre-Prep will contact the child's parents on the same day, or as soon as is reasonably practicable.**

7.6

It is also good practice for parents to be given a copy of this Policy which includes information on post-incident support.

7.7

All injuries should be recorded in accordance with school procedures. The school should take action to report relevant injuries to staff or pupils to the Health and Safety Executive's Incident Contact Centre.

7.8

It is good practice for governors to monitor incidents where force has been used. The Headmaster has an important role in reporting such incidents to the governing body.

7.9

Members of staff who have been assaulted will wish to consider reporting that to the police.

8. POST-INCIDENT SUPPORT

8.1

The Blue Coat School will:

- a. decide whether multi-agency partners need to be involved and, if so, which partners.
- b. where a pupil is responsible, hold the pupil to account so that he or she recognises and repairs the harm caused or which might have been caused. In addition to punishing the pupil, this may involve giving them the opportunity to repair the relationships with staff and pupils affected by the incident and / or to develop their social and emotional skills.
- c. help the pupil and staff develop strategies to avoid such crisis points in future and inform relevant staff about these strategies and their roles.
- d. ensure that staff and pupils affected by an incident have continuing support for as long as necessary in respect of:

- i) physical consequences;
- ii) support to deal with any emotional stress or loss of confidence; and
- iii) opportunity to analyse, reflect and learn from the incident.

9. COMPLAINTS

9.1

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

9.2

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

9.3

When a complaint is made the onus is on the person making the complaint to prove that his / her allegations are true – it is **not** for the member of staff to show that he / she has acted reasonably.

9.4

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The Blue Coat School will refer to the DfE statutory guidance 'Keeping Children Safe in Education' 2018 where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

9.5

The Blue Coat School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

9.6

If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

9.7

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

9.8

The Blue Coat School has a duty of care towards its employees. Appropriate pastoral care is provided to any member of staff who is subject to a formal allegation following a use of force incident.

10. WHAT ABOUT OTHER PHYSICAL CONTACT WITH PUPILS?

10.1

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

10.2

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front / back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

APPENDIX 5 – ADDITIONAL EXPECTATIONS DUE TO COVID-19 RESTRICTIONS

1.1

Children arriving in school should not congregate outside the buildings. They should go to their designated entrance and go to their allocated arrival space. At the end of the day they should be collected from their designated exit, attend their allocated after school activity or go to their allocated after school venue. Further details of these are set out in the Policy for Before and After School Care Policy.

1.2

All children are required to wash their hands thoroughly for 20 seconds following Government guidelines on arrival and prior to departure; prior to playtimes and after playtimes; prior to eating food and after eating food; after using the toilet and at regular intervals throughout the day when required. All children are expected to follow the 'Catch it, bin it, kill it' protocol for sneezing and coughing by using the tissues that are readily available across the campus. They are expected to dispose of all tissues in lidded bins and wash their hands after sneezing and coughing and after using a tissue. Children are expected to avoid touching their mouth, nose and eyes with their hands. Children are discouraged from placing objects in their mouths. Prep children are expected to use their own resources such as pencils, crayons, etc as far as possible whilst Pre-Prep children have their own allocated set of resources where this is practicable.

1.3

Children may wear a mask in enclosed spaces if they wish to do so. If these are removed during the day, then they must be removed in accordance with Government guidance.

1.4

All children are reminded to tell an adult if they are experiencing any symptoms of Covid-19: a high temperature, a new continuous cough or a loss of taste or smell. All staff are alert to such symptoms in children or any other Covid-19 symptoms.

1.5

All children are expected to comply with the requirements of this policy in full, including this appendix. It is expected that children will generally need reminders and discussions with an adult rather than any more formal sanctions in respect of this appendix, but appropriate sanctions will be used when necessary for any failures to comply with its requirements.

1.6

In addition to the policies listed in 9.1 of the main part of this policy above, it should also be read in conjunction with the COVID-19 Policy. It should also be read in conjunction with the Remote Learning Policy, the Online Safety Policy and ICT Acceptable Use Policies for Prep and Pre-Prep respectively as these set out the expectations for distance learning and for children's appropriate use of the internet.