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# FOREST HILL SCHOOL POLICY

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## RELATIONSHIPS AND BEHAVIOUR POLICY

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Key document details			
<b>Author:</b>	Deputy HT, Behaviour & Inclusion	<b>Approver:</b>	Governors
<b>Review date:</b>	September 2024	<b>Version No.</b>	1.3
<b>Agreed date:</b>		<b>Next review date:</b>	As required, or if a situation occurs which necessitates amendment
<b>Distribution:</b>	FHS Website		

## **Aims**

Positive behaviour underpins all aspects of a student's education. Good behaviour not only helps the student themselves to learn more effectively, but also creates a safe environment which allows other students to do so. Good behaviour enables students to become socially responsible citizens and helps prepare them for life after education. At Forest Hill School we believe that all students have the right to an outstanding education and that every student has the potential to be a success. Therefore, we expect outstanding behaviour from all of our students at all times. We demand good behaviour from students because we care about them.

Forest Hill has a long and proud tradition of using Restorative Approaches to repair relationships. We understand that lapses in behaviour can be a learning opportunity for students to develop their emotional literacy and that positive relationships are at the heart of learning. We are a restorative school and all staff are expected to use restorative process as a starting point for resolving issues.

## **Roles and responsibilities**

All staff will:

- Expect high standards of behavior around school
- Regularly and proactively teach and remind students about behavior systems, rules and norms
- Follow school policies at all times
- Be vigilant to spot & act to prevent bullying/child on child abuse
- Reward good behaviour and challenge/take action on poor behaviour
- Communicate praise or concern to parents

Classroom teachers will:

- Expect high standards of behavior and work in lessons
- Regularly and proactively teach and remind students about school behavior systems, rules and norms
- Follow school policies at all times
- Reward good behaviour and challenge/take action on poor behaviour
- Communicate praise or concern to parents

Tutors will:

- Work to create a cohesive tutor group with a positive ethos
- Regularly and proactively teach and remind students about behavior systems, rules and norms
- Reward positive behaviour and act to improve poor behaviour
- Monitor and give feedback through the reporting systems
- Communicate regularly with parents/carers
- Communicate with subject staff and others as appropriate

Faculty Leaders will:

- Lead and implement the behaviour policy for their Faculty
- Ensure staff in their Faculty follow strategies for effective classroom management
- Monitor classroom practice through regular observations/learning walks
- Support teachers in maintaining good discipline and following up on incidents
- Support the professional development needs of staff relating to effective behaviour management through programmes such as restorative justice

Heads of Years will:

- Lead and implement the behaviour policy for their year group
- Regularly and proactively teach and remind students about behavior systems, rules and norms
- Ensure that students in their year group have high standards of uniform at all times
- Manage the tutor team, providing support strategies for tutors and parents/carers
- Monitor the behaviour of students through referrals, reports and discussions, and provide help to tutors in co-ordinating support for students and families that require it
- Implement and monitor the anti-bullying procedures
- Provide required documentation for exclusion panels, inclusion meetings and referrals to internal or external intervention programmes

The SEN and Inclusion departments will:

- Co-ordinate support and Student Learning Plans for all students including those with emotional and behavioural needs in accordance with the SEN Code of Practice
- Work to coordinate support for students in their classes or withdrawal sessions
- Liaise with relevant external agencies to secure support for students who require it

The Senior Leadership Team will:

- Be active and proactively involved in managing behavior
- Induct new staff effectively and provide regular training and support for all existing staff
- Regularly and proactively teach and remind students about behavior systems, rules and norms
- Act with regard to serious incidents and persistent disruption
- Oversee liaison with and referrals to outside agencies
- Identify and provide support for staff development needs
- Monitor the effectiveness of the policy through behaviour data such as referrals and exclusions
- Report key data such as exclusions and referrals to the Governors

All students will:

- Do their best at all times to regulate and take responsibility for, their own behaviour
- Follow School rules and comply with School expectations
- Work positively with all adults and their peers
- Reflect the School's values of ambition, hard work, kindness & respect in their actions and conduct

Parents and carers will:

- Work with the school to encourage their child to meet the school's expectations and display good conduct and behaviour for learning
- Support the school's behaviour policy
- Attend meetings with teachers to discuss their child's learning and behaviour

Governors will:

- Support rewards and reward ceremonies
- Sit on exclusion panels as required (non-staff governors only)
- Monitor and review the effectiveness of the behaviour policy

## **School Rules**

Our Rules underpin our core values of hard work, ambition, kindness & respect.

The rules are based upon the simple expectation that students are always Ready Respectful & Safe.

Ready to work hard - Forest Hill students are ready to learn. They are ambitious and strive to do well. They set the highest standards for themselves both inside and outside of lessons and make the most of the opportunities they are given.

- Students must be punctual to school and to lessons. Students going out of a classroom during lesson time must carry a note from the teacher.
- Students must wear correct school uniform at all times - additional items will be confiscated.
- Students must have a set of the prescribed equipment with them at all times.
- Students should not bring mobile phones or other electronic devices into school. They will be confiscated and only returned to parents/carers.

Respectful - Forest Hill students are respectful, kind and courteous. They support and value the school and all members of the school and wider community.

- Students must treat other people with kindness & respect. Racist, sexist, homophobic/ biphobic/ transphobic behavior will not be tolerated.
- Students must respect boundaries with regard to other people's property. The sale of any item in school by students is forbidden.
- Students should respect the environment and refrain from eating or drinking in classrooms during lessons or lesson change over. Students are permitted to drink water (and only water) in lessons.
- Students are forbidden to drop litter or deface the environment in any way. Students who graffiti (on books, on furniture or anywhere in the building) will face serious consequences.

Safe - Forest Hill students do their utmost to ensure that the school is a safe place to learn. They consider others' needs and the consequences of their own actions.

- Students should avoid inappropriate contact with others, especially play-fighting.
- Students must always walk on the left along corridors or staircases and move with regard for the safety of others at all times.
- Students must not attend school in possession of or under the influence of tobacco, vapes alcohol or any illegal substance.
- Students must not bring items such as frozen drinks/biscuits etc into school which they intend to sell or distribute.
- Students must not bring dangerous objects or objects which could be used as weapons into school.
- Students must not invite or encourage intruders onto the school site.

Phase	Behaviour Management- Teachers should	Behaviour Management- Students should
<b>Entrance to Classroom</b>	<ul style="list-style-type: none"> <li>• Be at the door of the classroom to meet the students and supervise changeover</li> <li>• Greet each student individually in a positive manner</li> <li>• Check the uniform of each student as they enter</li> <li>• Ensure that students enter the classroom silently and sit down ready to learn</li> <li>• Ensure all bags are on the floor and coats are off</li> <li>• Ensure that the retrieval starter and Do Now activity is on the board/given to students as they enter</li> <li>• Take the register within the first 3 minutes and log late marks for any students arriving after this</li> </ul>	<ul style="list-style-type: none"> <li>• Enter the classroom silently when instructed to</li> <li>• Say hello back to the teacher</li> <li>• Go straight to their allocated seat and sit down in silence</li> <li>• Get their equipment out on their desk, take off their coat and put their bag underneath their chair</li> <li>• Open their exercise book, write down the title and date</li> <li>• Start the retrieval and Do Now task in silence</li> </ul>
<b>During the lesson – teacher-led phase</b>	<ul style="list-style-type: none"> <li>• Address the class with “<i>Pens down, looking at the front please in 3, 2, 1</i>”</li> <li>• Ensure the entire class is silent before talking- Students who are not silent must be given a Reminder</li> <li>• Explain what the students will be doing</li> <li>• Explain how the students will do it – use effective modelling strategies to ensure students are clear about the task</li> <li>• Check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Stop talking when addressed by the teacher</li> <li>• Put down all equipment</li> <li>• Look at the teacher</li> <li>• Remain silent when the teacher is talking</li> <li>• Only answer questions when asked to by the teacher</li> <li>• Put up their hands if they want to ask a question or contribute</li> <li>• Listen carefully to the instructions</li> </ul>
<b>During the lesson – pair/group phase</b>	<ul style="list-style-type: none"> <li>• Give clear instructions on how long they have to do the task</li> <li>• Make it clear students can talk quietly but volume must be kept respectable – ensure respectable volume is maintained</li> <li>• Circulate the room to ensure the class remain on task and are understanding the work</li> </ul>	<ul style="list-style-type: none"> <li>• Work quietly with their partner / group on the task at hand</li> <li>• Stay on task and stay focused on the work – work to the best of their ability</li> <li>• Raise their hand quietly to get teachers attention if support is needed</li> </ul>
<b>During the lesson – silent independent work phase</b>	<ul style="list-style-type: none"> <li>• Give clear instructions on how long the silent phase will last for</li> <li>• Ensure students remain silent – this includes non-verbal communication</li> <li>• Circulate the room to check students are working and understanding the task – quietly support where needed especially with SEN / PP / EAL students</li> </ul>	<ul style="list-style-type: none"> <li>• Work silently and on their own – not communicate at all with other students</li> <li>• If there is an issue, they silently raise their hand</li> <li>• Use the resources in their book and provided by the teacher to support them with their work – work to the best of their ability</li> </ul>
<b>Dismissal from the classroom</b>	<ul style="list-style-type: none"> <li>• Ensure there is enough time to formally end the lesson with a clear plenary before the classroom is packed up</li> <li>• Ensure the classroom is tidy</li> <li>• Ensure that the students are sat down silently at the end of the lesson ready for dismissal</li> <li>• Dismiss students in small groups i.e. row by row whilst standing at the door to ensure an orderly dismissal</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for the teacher to explicitly tell them to pack their equipment away</li> <li>• Check that their area is tidy, picking up any litter</li> <li>• Sit in silence waiting to be dismissed</li> <li>• Stand up when instructed and tuck their chair neatly under their desk</li> <li>• Put any rubbish in the bin on the way out</li> </ul>
<b>Managing behaviour in the classroom</b>	<p>For low-level disruptive behaviour, all teachers should use RDR - Reminder Detention Referral This should be recorded on the board during the lesson. Students who reach the detention stage should be set a 15-minute detention with the class teacher. Students who reach the referral stage should be sent to referral – they are then set an hour detention held centrally on the same day. Staff should have a restorative conversation with the student later if at all possible. Referral must be followed up with a phone call home from the class teacher which is logged on Bromcom. Students who fail to turn up should be escalated in accordance with the school policy</p> <p>Students may be removed from classes for single incidents of more serious disruptive behaviour, including but not limited to: swearing at/serious rudeness towards staff/ aggressive behaviour / defiance / leaving the room without permission</p> <p>Behaviour Support Team A member of SLT or the Pastoral/Inclusion Team will be on patrol each period, popping into lessons to support with any incidents that occur during that time. If a student needs to be removed from a lesson, staff should contact the Behaviour Support Team either by: sending a Teams message to the Behaviour Support Team – NB please ensure you include the student’s name and your room number in the message. Sending a responsible student to reception with details of the room that the Behaviour Support Team needs to attend.</p>	<p style="text-align: center;"><b>Notes for Staff on Dealing with uniform issues</b></p> <p>In order for us to maintain high standards of uniform it is vital that all staff play their part in challenging and addressing any students who are not wearing their uniform properly.</p> <p><b>HOYS-</b> check Students on gate/Line Up - confiscate banned items, set detention and issue Uniform Breach Slips <b>Tutors</b> check uniform &amp; slips during line up. Any issues confiscate banned items, set detention and issue Uniform Breach Slips</p> <p><b>Teachers</b> check uniform &amp; slips <u>any gaps/issues</u> confiscate banned items, set detention and issue Uniform Breach Slips</p>

## Behaviour Ladder

A number of procedures will be put in place to support students in improving their behaviour. These include:

- Phone call from their Form Tutor
- Being on a Tutor report
- Being on a Head of Year report
- Being on an SLT report
- Being referred to a Governors' panel

## Rewards

Forest Hill recognizes the importance of rewarding and celebrating excellence. All school staff are able to use BROMCOM to award House points. To students where their behaviour reflects the school's values of hard work, ambition, kindness & respect. Students reaching the Gold/Silver/Bronze House Point award points are celebrated in assemblies

Staff are also expected to use verbal praise, both directly to the student and via phone calls home to parents and carers.

## Behaviour Point System

When staff issue behaviour events such as referral or detentions Behaviour Points are automatically allocated to the individual student via the BROMCOM. As boys accumulate points they move through the school's behaviour tiers various forms of sanctions and support are triggered at different levels as set out in the table on page 16.

Any student who is set 6 or more points in a single week will serve a day in reflection and their parents will be asked to come in and meet their HOY

Event	Number of points	How Awarded
Referral/Faculty D /Year D/School D	1	By staff logging events on BROMCOM
Serious incident – verbal abuse of staff/fight/ internal exclusion	2 - per day	Points logged on BROMCOM by HOY/FL or SLT
Fixed term exclusion	3 – per day	Points logged on BROMCOM by Inclusion team or SLT

## Detentions

The School runs daily detentions of between 20 minutes and 2 hours. These run after school from 3.00pm. Detentions of up to 60 minutes are served on the same day that they are set- without advanced notice, although parents will receive an email alert via BROMCOM.

Longer detentions of 120 minutes will be sat on the following day and Parents and carers will be informed by phone/email at least by the day their child is to sit the detention and where possible the day before.

Where it is necessary for students to sit a longer detention – up to two hours- on the same day, i.e. for serious incidents or persistent disruption we will endeavor to ensure that parents are informed by telephone or email.

If a student fails to attend a detention they are set another longer detention on the next day up to a two-hour detention.

Students who miss a two hour detention are placed in reflection room the next day and stay until 5.00pm.  
Students who refuse to serve their internal suspension will face more serious consequences.

### **Lateness to school/Lessons**

It is very important that students are punctual to both school in the morning all their lessons through the day.

Students who are late to school are set a 30 minute detention

Students who are an hour or more late to school are set a 60 minute detention

Students who are late to two or more lessons in a day are set a 30 minute detention

### **Truancy from Class**

In the event that any student is found to have truanted a lesson during the day the relevant subject teacher, FL or HOY will issue them with an automatic School Detention, for the same day in the first instance and Senior staff in the detention will discuss whether further action is required.

### **Dealing with poor behaviour on the corridor or at social times such as break and lunchtime**

Dealing with poor behaviour on the corridor or at social times is a collective responsibility for all staff. All staff are expected to be in the doorway of their classroom during lesson changeover helping to supervise the corridor whilst welcoming in the students. Senior staff and those who are not teaching should also ensure that they are present to support transitions. In addition to this staff are allocated a weekly break duty which they should attend promptly. Any student who is seen behaving poorly on the corridor or at social times should be issued with a HOY detention by the member of staff concerned.

### **Dealing with low level disruption/Referral Room**

For low-level disruptive behaviour, all teachers should use **RDR - Reminder Detention Referral**  
This should be recorded on the board during the lesson.

Students who reach the detention stage should be set a 15-minute detention with the class teacher.

Students reaching the referral stage should be sent to referral. This results in an automatic same day 1 hour detention. Teaching staff are asked to arrange to have a restorative conversation with the student later that day if at all possible. Referrals must be followed up with a phone call home from the class teacher which is logged on Bromcom. Students who fail to turn up to their detentions are escalated in accordance with the school policy.

Students who are sent to referral by a supply teacher will be logged by the member of staff in referral – they will be also be set a one hour detention on the same day and restore with the supply teacher after school.

Students who are referred twice in any day are placed in the reflection room for the rest of the day and sit a two hour detention on the same day.

Students may be removed from classes for single incidents of more serious disruptive behaviour, including but not limited to: swearing at/serious rudeness towards staff/ aggressive behaviour / defiance / leaving the room without permission.

### **Behaviour Support Team**

A member of SLT or the Pastoral/Inclusion Team will be on patrol each period, popping into lessons to support with any incidents that occur during that time. If a student needs to be removed from a lesson, staff should contact the Behaviour Support Team either by: sending a Teams message to the Behaviour Support Team – NB please ensure you include the student's name and your room number in the message. Or by sending a responsible student to reception with details of the room that the Behaviour Support Team needs to attend. Students who have to be removed from lessons by the Behavior Support Team are placed in the reflection room for the rest of the day and sit a two hour detention on the same day.

## **Internal Exclusions/The Reflection Room**

Removing a child from lessons is a very serious sanction and as such the Reflection Room is only used as a sanction when student behaviour means they cannot be in lessons for a fixed period of time. Whilst in the Reflection Room, students will be provided with work which they are expected to complete in silence. Teachers of their lessons for that day must provide independent work for them to complete. Students will also complete a reflective task. Students will be provided with lunch whilst in the Reflection Room. Students in the Reflection Room must complete a 2-hour detention at the end of the day. Senior staff and governors regularly review data on internal exclusions.

## **Suspensions**

Consideration for suspensions and permanent exclusion from school is in the judgement of the Headteacher. All recommendations will have regard to the legal framework.

General Guidance on Exclusion

DFE Guidance on exclusion was re-issued in September 2022.

Only the Headteacher may suspend or exclude a student from school. In the absence of the Headteacher, this role may be undertaken by the relevant Deputy Headteacher. The school regards suspension and exclusion as a serious sanction, to be used when other sanctions have failed or when the breach of discipline is serious enough to put the learning opportunities and/or health and safety of other students at risk. The guidance in full can be accessed from:

### [Latest Government advice on Suspensions & Exclusions](#)

The school has had the responsibility to educate students who are suspended for a continuous term of six days or more. This is usually managed at Forest Hill by referral to one of the local centers listed in Lewisham's directory. These are vetted by the LA and must meet Lewisham's quality standard.

Suspension from school can be triggered by a series of incidents which have resulted in interventions from pastoral staff, but where there has been no improvement. However, some offences may warrant immediate suspension from school. Standard letters for suspensions and permanent exclusions, as set out in the DfE guidance on exclusions, are kept centrally and must be used according to the length of the exclusion.

A Governors' Discipline Committee must meet to review a suspension of 16+ days. For suspensions between 6 and 15 days, parents/guardians have the right to request a meeting of the Governors' Discipline Committee if they wish. The Local Authority will usually send a representative and the parents/guardians have the right to attend with a friend or representative.

When making decisions about the length of an suspension or whether an alternative to suspension might be more appropriate the following will be taken into account:

- the seriousness of the offence
- whether this is a one-off event and, if so, the degree of seriousness
- whether it is part of a long-term pattern of poor behaviour
- evidence presented by staff
- written statements by the student and student witnesses where appropriate and available
- disciplinary history of any student involved
- the degree of culpability of any student involved
- information about the child including SEND/FSM/CLA/ethnicity
- any other evidence which could be deemed relevant



## **Suspension – i.e. up to 45 days**

**The school regards suspension as a serious sanction, to be used when other sanctions have failed or when the breach of discipline is serious enough to put the learning opportunities and/or health and safety of other students at risk. These include but are not limited to:**

- Bullying/child on child abuse/intimidation- in person or via phone/online etc.
- Possession of or distribution of offensive/pornographic images or material
- Persistent or serious instances of disruption or defiance
- Racist/ sexist/ homophobic/ biphobic/ transphobic abuse or harassment
- Acts of violence or fighting/ Assault on staff/other students
- Possession of banned items such as tobacco/vapes/cigarette lighters/matches/drugs paraphernalia/alcohol/fireworks
- Theft
- Bringing the school into disrepute
- Damage to property
- False allegations against staff
- Endangering the safety of other students and/or staff

## **Permanent Exclusion**

Permanent exclusion is an extremely serious sanction, and a step taken by the school only as a last resort. In most cases, permanent exclusion will be used only after various alternative strategies have been tried to improve behaviour but have been unsuccessful.

These include but are not limited to:

- Persistent abusive or defiant behaviour
- Persistent failure to respond to advice and/or expectations set by the school
- Failing to adhere to the terms set out within a Pastoral Support Plan
- Failing to adhere to the terms set out within Final Governors warning
- Persistent poor/disruptive behavior
- Persistent bullying

There are, however, some situations which put members of the community at unacceptable risk of harm. In the vast majority of these cases, permanent exclusion will be the school's response. These include but are not limited to:

### **Illegal activity**

- Bringing to/possession of a weapon in school or the local area
- Possession of drugs/possession with intent to supply/sell drugs in school
- Serious or persistent theft
- Arson

### **Violence & Dangerous Behaviour**

- Serious actual or threatened violence towards another pupil or member of staff
- Setting off fireworks around the school or in the local area
- Behaviour that endangers self or others
- Inviting/welcoming/assisting/encouraging intruders onto the school site

### **Bullying, Abuse & Harassment**

- Bullying, Abuse & Harassment of another student or member of staff
- Sexual assault of another student or member of staff

- Serious sexual harassment of another student or member of staff
- Serious racial/homophobic/ biphobic/ transphobic/ Islamophobic/Antisemitic harassment or abuse of another student or member of staff

## Appeals

Parents have the right to make representations to the governing body about the exclusion of their child. Parents wishing to do this should contact the Headteacher's PA (Ms V Brown) on [v.brown@foresthillschool.co.uk](mailto:v.brown@foresthillschool.co.uk) as soon as possible.

Parents should also be aware that if they believe that the exclusion relates to a disability that their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN. Their telephone number is 0870 606 5750.

Parents also have the right to see a copy of their child's school record. Due to confidentiality restrictions and GDPR regulations, you will need to notify the school in writing should you wish to do this- email [v.brown@foresthillschool.co.uk](mailto:v.brown@foresthillschool.co.uk) if you wish to be supplied with copy documents. There may be a charge for photocopying.

## Contacts

If you would like advice about exclusions you may contact the Local Authority Inclusion & Reintegration Officer, at [awsinclusion@lewisham.gov.uk](mailto:awsinclusion@lewisham.gov.uk) or by phone on 020 8314 7425.

You may also find the following guidance and contacts useful, from organisations that aim to provide free legal advice and information to parents on state education matters:

Government statutory guidance on exclusions;

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

Coram Children's Legal Centre; <http://www.childrenslegalcentre.com/>

Advisory Centre for Education (ACE); [www.ace-ed.org.uk](http://www.ace-ed.org.uk) - an independent national advice centre for parents of children in state schools. Advice line service on 03000 115 142 (Monday to Wednesday from 10 am to 1 pm during term time). They offer information and support on state education in England and Wales, including on exclusion from school.

## Off Site Provision

In certain instances, the school reserves the right to refer students for education/interventions in offsite provision. This might be for a number of reasons such as but not limited to, where a child has persistently failed to meet the school's expectations around behavior, where their challenging behavior would prejudice the provision of efficient education or the efficient use of resources, or where their continued presence in school might endanger themselves or other students in some way. In such cases placements are usually done with the agreement of parents, however, where agreement cannot be reached, the school will use its powers to direct students to off-site provision. Such directions are time limited and carefully reviewed in line with the relevant legislation.

## **Bullying, Child on Child Abuse & instances of racist, sexist or homophobic/ biphobic/ transphobic/Islamophobic/Antisemitic abuse or harassment**

Forest Hill School is committed to creating an environment where all pupils feel safe and secure so that a culture of mutual support exists. School staff work hard to ensure that all pupils form positive learning and friendship groups, in all areas of school life.

At Forest Hill School all students and staff know there is a culture in which bullying, abuse or harassment of any kind is not tolerated.

The members of staff at Forest Hill School are aware that most incidents of bullying/abuse between students take place in the absence of adults. We are therefore very clear with students about the need to tell adults when incidents of bullying do occur so that we can deal with them promptly and effectively. All staff must be alert to the signs of bullying and act promptly and firmly to address it in accordance with the guidelines laid down in our [Anti Bullying Policy and Equal opportunities Policy](#).

If you have been bullied or harassed or you feel that your son is being bullied or harassed please speak to the Head of Year as a matter of urgency or log your concerns via email or use the link on your epraise home page

## **Recording issues of Bullying, Child on Child Abuse & instances of racist, sexist or homophobic / biphobic/ transphobic/Islamophobic/Antisemitic abuse or harassment.**

Serious instances such as those listed above should be recorded formally in accordance to our anti bullying policy. Members of staff are asked to take some initial action to ensure that the offensive behaviour stops and that the main protagonist is isolated. Once this has been done staff must record the incident using BROMCOM/CPOMS and sent to the relevant party for further action as below.

### **Bullying/Child on Child Abuse**

- Address with students
- Record on bromcom and alert HOY/FL

### **Racist, Sexist & homophobic/ biphobic/ transphobic/ Islamophobic/Antisemitic incident**

- Address with child
- Record on bromcom and alert HOY/FL

## **Teachers' power to Discipline**

Section 9.1 of the Education and Inspections Act 2006 introduced a statutory power for teachers and other school staff to discipline students. This power came into force on 01/04/2007 and was intended to support schools in dealing with poor behaviour and what is perceived as a culture among some students and their parents of "you can't tell me to do that." The power covers Detention, confiscation, control and restraint and the power to search for weapons. The power broadens the scope of the school's authority, and includes the regulation of conduct outside school, for example to promote positive behaviour on work experience, at a sporting event or on the way to and from school.

It must be remembered that any sanction applied must be reasonable and proportionate to the circumstances. Further details can be found within the DFE publication Behaviour and Discipline in Schools January 2016 - a link to which is below.

[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)

## **Banned items**

The following items are banned in school and if seen will be confiscated. School staff also have the right to search students if they have reasonable grounds to suspect that they are in possession of one or more of these items.

- Weapons of any kind or items which could reasonably be considered weapons
- Fireworks – including Snappers or similar items
- Drugs and controlled substance – alcohol/cigarettes/vapes
- Drugs paraphernalia such as cannabis grinders or cigarette papers or lighters/matches
- Mobile phones and other electronic equipment such as headphones brought to school
- 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 pupil)
- Items which might be deemed offensive to the ethos of the school, e.g. racist material or pornography

### **Power to Search for Weapons or other Banned Items**

If there is a genuine belief that a student is carrying a potentially dangerous weapon or other banned item about their person or in their bag, then the advice of senior leadership staff and the relevant HOY should be sought. SLT/HOY will decide whether a search is appropriate and if so where, when and by whom the search will be carried out. Members of staff should not put themselves at risk in a situation where there is high tension.

The school does not advocate the use of the power to carry out a body search for weapons or other banned items without the student's consent. However, this may prove necessary. If it is deemed appropriate to carry out a body search, in the interests of staff and student safety, then there should be at least two members of staff present. If necessary, the police will be called. Students refusing to be searched will face serious sanctions. All searches should be logged on cpoms and flagged to the DSL

### **Screening**

Forest Hill school, alongside other Lewisham schools, operates a system of routinely screening students. Schools have statutory powers to make rules on pupil behaviour, and this, on top of their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Screening is usually done either on a whole year group or class by class basis. Screening is usually done solely by school staff but at other times it is done in partnership with the police. Students who refuse to cooperate with screening will be sanctioned and may be subject to search without consent.

### **Confiscation**

The school maintains the right to confiscate banned items and other items which infringe school uniform rules, such as: hooded tops or training shoes alongside other items which cause a nuisance in school such as frozen drinks, food/drinks brought into school to be sold. This list is not exhaustive and includes any items which prevent the appropriate work of the school from continuing, infringe our uniform policy or are a health and safety risk. The school will confiscate such items in a range of circumstances, for example non-uniform items may be collected on entry at the school gate or other items may be collected after a search.

In order for confiscation to be lawful, the response in confiscating an item must also be proportional. This is very much a matter of good, professional judgment. The final judgment on what is reasonable will rest with the Headteacher, and in the event that the Headteacher's decision is disputed, with the Governing Body.

### **Mobile phones**

Students are forbidden to bring mobile phones into school- except in special circumstances and by prior written agreement between their parents and the Head of Year. In these circumstances they should be handed in to Student Services before school. On the occasion of a student realising that he has accidentally

brought in his phone into school it should be handed to the Head of Year before school and collected at the end of the day. There are no circumstances in which students are allowed to have their phones in their possession during the school day. The school will therefore accept no responsibility of for the loss/theft or damage to a student's phone incurred during the school day or on the school site. The school will also not investigate the loss/theft or damage of such banned items.

All phones along with other banned items seen or heard in school will be confiscated and only returned to the parent/carer. Staff confiscating a phone should place it in an envelope clearly marked with the student's name and tutor group and hand it to Ms V Brown -PA to the headteacher.

Students who refuse to cooperate and surrender their phones/banned items will be placed in the reflection room- repeat offenders may face more serious sanctions up to and including exclusion.

## **Control and Restraint**

School staff have the right to use physical force to control and restrain students. This is a power that must be used with due caution and consideration. The key issue is that the use of physical force must be proportionate and reasonable – if it is not, then the use of force could be considered illegal.

This power should only be used to achieve an outcome in the best interests of a student or students, where their behaviour is of immediate concern and the safety of staff and/or students is at risk.

Every effort should be made to avoid the escalation of a situation by using the school's systems and procedures. Our guidance is that staff should try not to engage in actions which may lead to a physical confrontation between a member of staff and a student, for example standing too close to a student, or causing a sense of physical intimidation to a student, but there will be times when the prevention of an incident or harm to a student will take priority.

Should physical intervention be necessary, it must be proportionate to the incident in progress. This could be on the school premises, or off the premises during an authorised school activity, and would be likely to be in the following situations:

- where a criminal offence is being committed
- in self-defence where risk of injury is imminent
- where students may injure themselves or others, or damage property
- where the good order and discipline of the school are being compromised

Physical intervention can take a number of forms:

- physically standing in between students
- standing in a student's path when this may be necessary to defuse a situation, or prevent a further escalation, or to ensure that a student complies with a reasonable request by a member of staff
- holding, pushing or pulling, with the minimum amount of force required by the situation
- leading a student away from an incident by the hand, or by gentle pressure on the centre of the back
- in serious cases, a more restrictive hold could be used, for example to prevent a student causing serious damage

While all members of staff may use physical force to restrain a student, this is a right which must be exercised with caution and professional judgment, in accordance with Trade Union advice and with Local Authority Guidance. Where members of staff perceive that there may be a serious situation, threat or danger, it is advisable to send for another colleague, and how this is done will depend on the situation. Where there is the possibility that a situation will develop beyond the school's control, the police will be called. Any staff involved in using any form of restraint or use of reasonable force should report the incident immediately to the DSL and log the incident on cpoms as quickly as possible and certainly by the end of the school day so that the matter can be properly investigated and statements taken from any staff/students who may be able to provide relevant witness statements.

## **Power to Discipline beyond the School Gate**

The Headteacher has the power to discipline beyond the school gate, and this covers the school's response to bad behaviour off the school premises which is witnessed by staff or reported to the school. This could include poor behaviour:

- on a school trip or activity organised by the school
- on the way to or from school
- when wearing school uniform
- when identifiable as a member of the school

The Headteacher's powers are also extended to poor behaviour at any time, whether or not the above conditions apply, when the behaviour could:

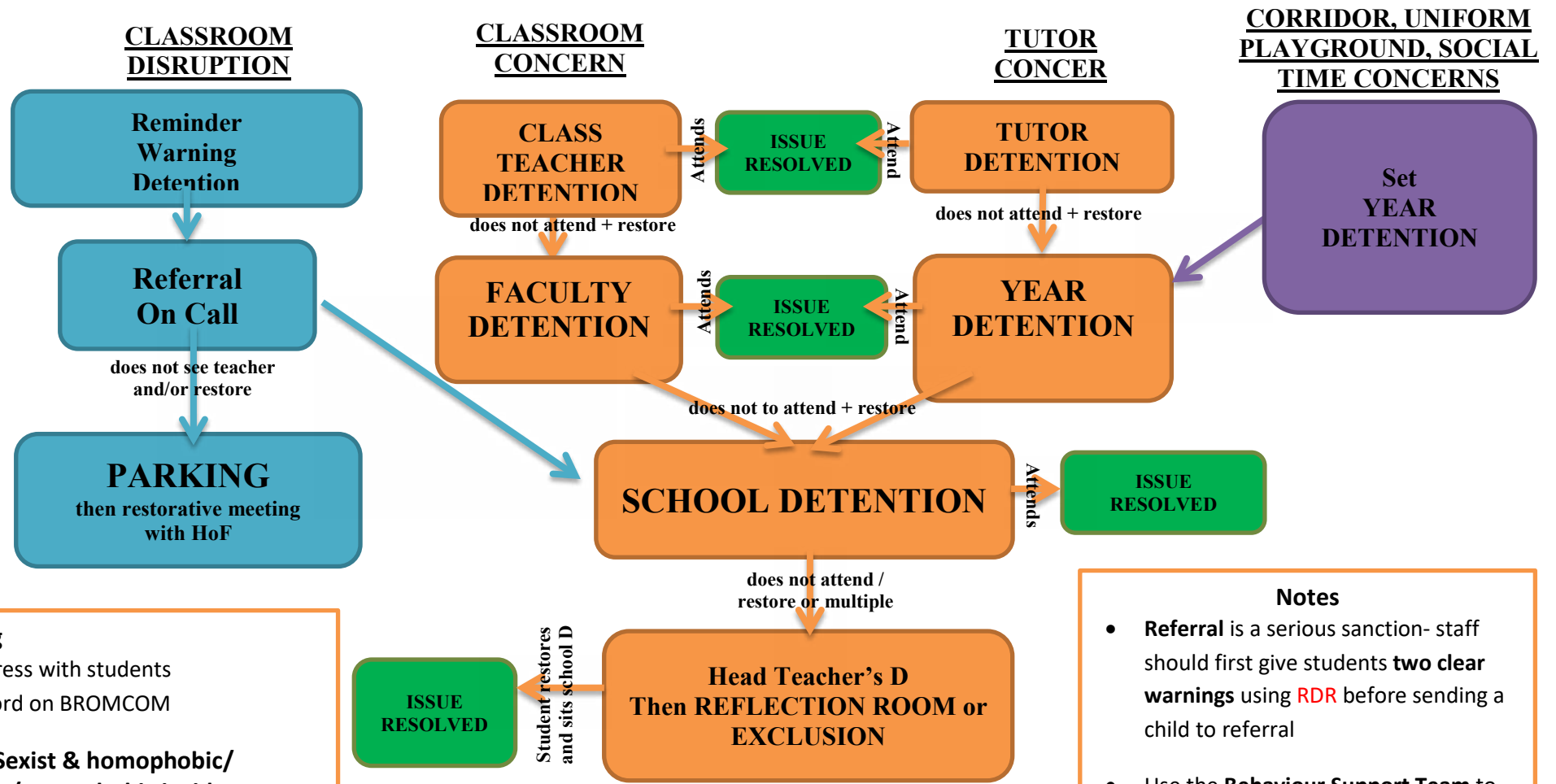
- have repercussions for the orderly running of the school
- pose a threat to another student or member of the public
- adversely affect the reputation of the school

Where a criminal action may have been committed, the Headteacher will work with the police, in line with LA advice and guidance.

## **SEND Students**

SEND students are a vulnerable group who are at a greater risk of exclusion from school, staff should therefore develop a reflective and analytical approach when considering how best to support and include SEND learners in their classrooms. Poor behaviour can sometimes be the result of unmet need and so if a student with SEND persistently presents poor behaviour teachers should consult the SENCo and seek advice & support. The SEND team keep detailed records on all SEND students. Students are often on positive behaviour management reports, or have targets set for good work and behaviour. The SENCo will be able to advise as to whether other agencies might need to be involved at any stage of the process, for example speech and language therapy, educational psychology, or off-site provision.

Our general approach is that we expect all students to meet our expectations but understand that sometimes students with SEND will require support/adjustments in order to do so.



- Bullying**
- Address with students
  - Record on BROMCOM
- Racist, Sexist & homophobic/biphobic/ transphobic incident**
- Address with child
  - Record on BROMCOM
- Child protection concerns**
- Speak to DSL immediately
  - Write up same day on CPOMS

**Uniform issues**  
**HOYs-** check Students on gate issue slips- set detention  
**Tutors** check uniform & slips in line up- set detention  
**Teachers** check uniform & slips any issues set detention

- Notes**
- **Referral** is a serious sanction- staff should first give students **two clear warnings** using **RDR** before sending a child to referral
  - Use the **Behaviour Support Team** to request help from the On-Call teacher
  - All behaviour events and outcomes must be **logged on BROMCOM**

Tier ↓	Points →				7				15				22				30
Tutor 1	1				Tutor contacts home				Tutor contacts home. Placed on Tutor Report.				Tutor calls home				1 Day Internal Intervention Day (Inclusion Team)  HoY calls home
HoY 2	31	Meeting with HoY or Solution focussed meeting with SENCO.  On report to HoY			HOY contacts home				HOY contacts home  Pastoral Support Program & Teacher meeting				HOY contacts home  Discuss at Inclusion Panel consider appropriate referral to external agencies				Internal Exclusion & Phased Reintegration (Behaviour Manager)  HoY calls home
Inclusion 3	61	Meeting with Behaviour Manager  On report to Behaviour Manager  SEN Review.			Behaviour Manager calls home				Meeting with Inclusion Manager  On report to Inclusion Manager Inclusion Mentoring & Support Programme				Inclusion Manager calls home				5 Day FTE HoY calls home
SLT 4	91	Meeting with SLT SLT report, TAC meeting			SLT calls home				SLT calls home				SLT calls home FAP referral AMC referral				Intervention placement at AMC  SLT calls home
HT 5	121	Meeting with Headteacher Final Governors warning TAC meeting.			Head Teacher calls home				Head Teacher calls home				Head Teacher calls home				Permanent Exclusion  Meeting with Headteacher