

**Behaviour Policy**

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### I. Aims and objectives

This policy sets out the School's aim to provide a disciplined and ordered community in which all children, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe, where every member of the school feels valued and respected and all pupils are fairly and consistently treated. In particular, this policy aims to outline the measures to be taken to encourage good behaviour and to prevent all forms of bullying among pupils. The Behaviour Policy also acknowledges the School's legal duties under the Equality Act 2010 and in respect of pupils with SEN. The policy should be read in conjunction with the Foundation Anti-Bullying Policy, Equal Opportunities Policy and Learning Support policy.

The objectives of this policy are:

- to ensure that all members of the Highgate School community - pupils, staff, parents and Governors - understand their role in contributing to the creation of a stimulating, caring and secure environment where boys and girls are encouraged to realise their potential in all areas of school activity.
- to make clear the standards of behaviour and commitment that the School expects from pupils
- to encourage pupils to adopt positive attitudes and values such as consideration, honesty and respect for others
- to set out the means by which the School will acknowledge, praise and reward pupils when they reach these standards and thereby help them grow into responsible and independent members of the school community
- to give a clear, easily understood framework in which pupils who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement and issued with a proportionate school sanctions as appropriate.

### 2. Code of Conduct

The Code of Conduct sets out the general principles which pupils are expected to apply to the many situations they face daily at school and elsewhere. The specific rules set by each school in the Foundation to reflect the age of the pupils and their setting are designed to promote the objectives of the Code of Conduct, safeguarding the safety, reputation, effective working and well-being of the whole school community.

*All pupils at Highgate School are expected to  
Show a commitment to learning  
Be honest, considerate and courteous to others  
Contribute with enthusiasm and to the best of their ability  
Show respect for themselves and the environment  
Promote the reputation of the School*

### **3. The scope of the Behaviour Policy with regard to sanctions**

Pupils' general behaviour should aim to reflect favourably on Highgate School. Most of the actions and expectations outlined in this policy relate to behaviour at school, when travelling to and from school, or when engaged in a school activity (be that at school or elsewhere). In some circumstances, however, pupils' actions outside school may be relevant within the terms of this Behaviour Policy. Any act by a pupil which threatens, or could potentially threaten, the wellbeing of any member of the school community, or which is damaging or potentially damaging to the good reputation of the school, may require a response from Highgate School. Where, in the School's view, the welfare, safety or continuing education of a pupil or pupils requires it, the Principal Deputy Head may conduct an inquiry into an event or alleged event arising out of school. The Principal Deputy Head will exercise his discretion in determining what specific inquiries are proportionate and reasonable in any given circumstances. The School reserves the right to impose sanctions as described in section 6 of this policy upon the conclusion of any inquiry into an event occurring out of school. Where pupils' actions arising out of school are the subject of a police investigation, wherever possible the school will give priority to ensuring the continuity and effectiveness of the education of all pupils. This may require pupils under investigation to be partly or entirely schooled at home, or separately from other pupils at given times. The school will endeavour to set and mark work, and provide such separate teaching as can reasonably be arranged in the circumstances.

Parents and carers should note that, in accordance with the school's Anti-bullying Policy, online actions (e.g. insensitive postings, malicious e-mails or texts) will be viewed as actions with the "potential to threaten wellbeing".

### **4. The promotion, measurement and reward of good behaviour (ISI handbook, Jan 2010, p18, para 71 – Regulation 3.(2) (c))**

All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, courtesy and good humour.

All members of staff are encouraged to acknowledge and show they value good behaviour by pupils. Standards of good behaviour are set out in the Code of Conduct and are regularly reinforced to staff in briefings by the Head Master or the Principals of the Junior School and Pre-Prep School.

Opportunities for staff to endorse and acknowledge good behaviour arise in both formal and informal settings, including daily contact in corridors and classrooms, oral and written comments on submitted work and during interaction with pupils while engaged in duties outside of lessons

Each School in the Foundation adopts a structure of rewards that provides a clear framework for recognising, recording and rewarding good behaviour by pupils.

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### 5. Promoting Good Behaviour

This section describes the ways in which good behaviour is promoted.

#### **Senior School**

In the Senior School, the expectations of pupil conduct and the ethos and values espoused by the School are explicitly and implicitly reinforced in weekly assemblies for year groups and houses, regular periods with Housemasters and Tutors, weekly religious assemblies and the PSHE programme. In addition, there are also regular themed weeks and events throughout the year (such as Anti-Bullying Week, Charity Week).

Pupils are encouraged to engage in activities which will promote good behaviour by joining, or contributing to, the appropriate School Councils. Sixth Form pupils can also lead by example by applying to become Prefects and / or by volunteering to become a Peer Counsellor within their house. Training is provided for those pupils who are appointed Prefects.

In the Senior School, a framework for the formal recognition and reward of good behaviour is published in the arrangements diary for each term, setting out the expectations for the award of Alphas (academic effort and achievement), Mallinson Points (extra-curricular involvement and community contribution) and Head Master's Commendations (based on staff recommendations following the compilation of grades and reports). In addition, School Colours are awarded for particularly notable achievements and excellence in sport, music, drama, charitable activities and other areas of School life.

Behaviour trends among pupils are closely monitored by the Assistant Heads (Lower School, Middle School and Sixth Form) and also by Housemasters (Y9 – 13) and the School's pastoral systems are responsive and flexible in dealing with issues that affect both individuals and larger groups of pupils. This may include speaking to parents, adapting assemblies for pupils or utilising the School's website as appropriate.

#### **Junior School**

In the Junior School pupils are praised and rewarded for good behaviour in a variety of ways:

- House Points are awarded for good work. Several House Points can be awarded for one piece of work, if it is deserved. The House Points and subject are written in the Homework Diary and signed by the teacher (e.g. 2HP History). There is a House Point Prize awarded to one pupil in each class at the end of each term.
- A Crest is awarded by the Principal for an exceptional, and usually longer, piece of work and is noted in the Homework Diary (e.g. CREST – Geography presentation). Only one Crest can be awarded for one piece of work. The Junior School Principal inspects the work and stamps the school crest in the back of the Homework Diary.
- Music House Points are awarded to pupils who learn a musical instrument and are awarded by the peripatetic music teachers. They write the marks in the pupil's practice book, and each pupil transfers these to their homework diary. In Years 3 and 4 Golden Time is used as a reward for good behaviour during the week. This usually takes place at the end of the week and the pupils are given a choice of activity. The removal of Golden Time (or part of Golden Time) can also be used as a sanction for bad behaviour.

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- At the end of the year, academic prizes are awarded for academic achievement. Three pupils in each class are awarded prizes for academic achievement or endeavour throughout the year. There are also some individual subject prizes.
- Conduct Marks are awarded for particular cooperation and helpfulness eg. acting in a responsible manner, helping in a school play, efficient distribution of the daily notices. Only one Conduct Mark is awarded at a time and is written in the Homework Diary with the reason for it being awarded (e.g. +IC volunteering to clear up). When pupils receive 10 Conduct Marks they are awarded a certificate and a badge in Assembly.
- All House Points, Crests and Conduct Marks contribute to the School inter-House competition.
- Report Card - In exceptional cases, as a way of enforcing standards of work or behaviour, a pupil may be given a Report Card. Specifically, this may be: for consistently poor work or behaviour in class; for a disappointing set of assessments when staff know the pupil can do better; to help him or her over a difficult period when for some reason or other they are struggling. A Report Card is not, however, given as a punishment. A pupil with a Report Card is expected to bring the card to each lesson, when the teacher signs it and adds a grade and a remark about how he or she has done during that lesson. The pupil is also expected to bring the card home each day so that parents may sign it. Form Tutors will keep an eye on it daily and the Director of Studies or Assistant Principal (Pastoral) will see it at the end of each week.

### ***Pre-Prep School***

In the Pre-Prep School pupils are praised and rewarded for good behaviour in a variety of ways:

- Teachers congratulate and praise children verbally, and in writing in their workbooks;
- Teachers give children stickers and 'hand stamps' as rewards for good work and behaviour;
- Teachers use whole class strategies such as collecting table points or marbles in a jar;
- Teachers may send children to show their work to the Principal or teachers in other classes
- In weekly assemblies class teachers' reports on the achievements of their children are read out. Pupils put their hands up as their names are called and all get a round of applause at the end ;
- Pupils may be mentioned either for effort, progress, good work or behaviour, or to acknowledge acts of kindness in school;
- Golden Time, a thirty-minute period of especially selected activities, is held on Friday afternoons as a reward for keeping the 'Golden Rules' that underpin all the behaviour and relationship in the school.

## **6. School Rules**

### ***Senior School***

Senior School rules are published in the School calendar, issued to pupils, parents and staff on a termly basis.

The Senior School rules are issued to, and discussed with, all pupils new to the school as part of the induction programme. All Senior School pupils will be reminded of the school rules as part of the Senior School PSHE and Tutorial programme. The School's Code of Conduct and specific aspects of the Rules will also form the basis of regular presentations by senior staff in the weekly assembly programme.

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The Senior School recognises that effective teaching and learning and consistent classroom management are critical to promoting good behaviour and limiting opportunities for misbehaviour among pupils. Guidance and support for staff in these areas are covered in the Induction programme, the Staff Handbook and documents on the School intranet, in addition to feedback on regular lesson observations and external INSET courses where appropriate.

The Principal Deputy Head, in conjunction with other senior pastoral staff, reviews the Senior School's rules regularly.

### ***Junior School***

For the Junior School pupils, the Code of Conduct is encapsulated as six Golden Rules, on display in every classroom, which are discussed by Form Tutors with their classes at the start of each academic year. These Golden Rules are:

- Be kind, honest, truthful and polite
- Be engaged in the life of the school
- Understand that it is all right to make mistakes
- Be aware of other people's feelings
- Listen to your teachers and each other
- Do your best at all times

These Golden Rules are reinforced through PSHE, including Circle Time, Assemblies and behavioural target-setting.

### ***Pre-Prep School***

The Pre-Prep School has six 'Golden Rules' that underpin the daily working lives of the Pre-Prep staff and pupils. All the pupils are expected to know and follow them. They are:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

## **7. Sanctions**

### ***Senior School***

The system of sanctions established in the Senior School is published in the School calendar on a termly basis.

The system is cumulative and hierarchical and gives each pupil a clear understanding of the consequences of any form of behaviour that contravenes the School's Code of Conduct or Rules.

The School Office records all Omegas and Detentions issued to pupils. In addition, the School also maintains a central record of more serious offences, such as bullying, and the disciplinary measures taken, such as a Saturday detention or a temporary or permanent exclusion. (ISI handbook, January 2010, p. 25, para 86 – Regulation 3.(8))

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The sanction record of pupils is reviewed each half-term by the appropriate Assistant Head for each year group and, in addition to any punitive sanction that may be applied, support mechanisms (such as report cards for homework, punctuality or conduct) will be discussed with the pupil and his / her parents.

### **Junior School**

**Behaviour** - A verbal warning is given in the first instance for bad behaviour (e.g. interruptions, disruption to lessons) but is not recorded in the Homework Diary. A written warning is given if the behaviour is repeated and this is recorded in the Homework Diary (e.g. W – too chatty in English). This could result in a loss of some Golden Time for Years 3 and 4. For lower year groups, i.e. Years 3 and 4, the subject teacher may choose to write a note of Good Advice in the planner as an interim stage between verbal and written warning.

A Minus Mark is given for rudeness, other anti-social behaviour and further repetition of previous wrongdoings. This is noted in the Homework Diary (e.g. – rudeness to a member of staff). If a pupil gets 5 minus marks in half a term, the form tutor needs to have a meeting with the pupil's parents and further sanctions may be necessary e.g. missing free time. Persistent bad behaviour may result in the pupil missing out on some privileges – for example, lunch breaks.

**Academic** - Failure to complete sufficient work in the lessons may result in the pupil missing break in order to finish it. A written warning or Minus Mark may be given for inadequate work. eg late homework, failure to complete work as requested. A Minus Mark may also be given for poor organisation and behaviour. eg. lateness for a lesson, failure to bring equipment to lessons

The Form Tutor keeps a weekly record of the Crests, House Points, Conduct Marks, Music Conduct Marks, Warnings, Minus Marks and sends the weekly record sheets to the ICT Co-ordinator for the central records. (ISI handbook, January 2010, p. 25, para 86 – Regulation 3.(8))

**Principal's detention** - This is for very serious offences and is given by the Principal. A letter is sent home giving the reason for the detention and the child is required to attend school on a Saturday morning between 9.00am and 11.00am.

### **Pre-Prep School**

The school employs two main sanctions to enforce the Golden Rules rules, and to ensure a safe and positive learning environment: losing five minutes of Golden Time and/or being issued with a red 'warning card'. In Key Stage One, Golden Time takes place on Friday afternoons. In the Foundation Stage, free choice activities take place every day. If a child in the Foundation Stage loses five minutes of Golden Time it is expected that, if possible, they will lose five minutes of free choice activities on the same day.

In Key Stage One, if a child's behaviour is unacceptable (for example; they break one of the Golden Rules) the following action is taken:

I. Verbal Warning: The adult (teacher, EYP or TA) will tell the child that their behaviour is not acceptable; they will ask them to stop behaving in this way and will explain what sort of behaviour they do expect from the child. For example; 'You are not allowed to throw your pencil across the desk, it is dangerous because it could hurt someone. I expect

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to see you working sensibly at your table and using your pencil properly'. Depending on the child involved and the nature of the situation, the adult may choose to give the verbal warning in front of other children or to take the child aside to speak to them more discretely.

2. **Written Warning:** If the behaviour continues, the child is given a second warning and the instructions to the child (described above) are repeated. The child's name is written on the board. They are warned that if the behaviour continues they will lose five minutes of their Golden Time.

3. **Losing five minutes Golden Time:** If the behaviour continues, the child will miss five minutes of their Golden Time and their name will be moved to the appropriate section of the Golden Time chart displayed in class. During Golden Time, the child will sit in their classroom with a five-minute sand timer until the time has passed and they can join their classmates. Once a child has lost Golden Time, they cannot earn it back.

- Children can lose up to a maximum of 30 minutes Golden Time per week; however, if a child's behaviour is causing concern and they have lost a significant amount of their Golden Time, the Principal should be informed and the matter should also be discussed with the child's parents.

- If at any point in the above process a child's behaviour causes significant concern (for example; deliberately hurting another child or deliberately vandalising property) they can be issued with a red 'warning card' which warns the child that their behaviour is unacceptable and must stop immediately. When a red 'warning card' is issued, the adult issuing it writes the date and the reason on the back of the card and then puts it in the child's book bag or hands it to their parents at the end of the day. The adult should also make a note of the card in the 'Log of Warning Cards Issued' file in the school office. The member of staff will also be required to record that the child's parents have been informed and note whether any follow up action is necessary. When a red 'warning card' has been issued, the child's parents should be called into school at the earliest possible opportunity to discuss the reason that the card was issued and, if necessary, strategies to support the child in class.

- The above procedure can be adapted for children who are experiencing on-going difficulties with behaviour either as a result of a special educational need or other factors at home or at school. If this is the case, the behaviour management plan for the child will be recorded in an IEP which will be discussed with parents and shared with all the staff who work with that child.

The Principal keeps records of all reported serious incidents of misbehaviour. (ISI handbook, January 2010, p. 25, para 86 – Regulation 3.(8))

## 8. Temporary and Permanent Exclusions

Exclusion from school, in accordance with the School's Terms and Conditions, can be a temporary withdrawal for a fixed term or a permanent exclusion. The School's procedures for dealing with temporary and permanent exclusions are mindful of the guidance "Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units" (DCSF, 2007) and "Behaviour and Discipline in Schools" (DfE, Aug 2011). The Head Master may at his discretion require parents to remove or suspend a child from the School, if he considers that the child's attendance, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and in the reasonable opinion of the Head Master removal is in the School's best interests or those of the child or of other children.

Only the Head Master and the Principal Deputy Head have the authority, after proper consideration, to exclude from School any pupil for a serious or repeated failure to observe

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the School's Code of Conduct or the School's Rules, whose attendance or academic progress is unsatisfactory and to judge on the acceptability of variations not covered. The Principal of Junior School and the Principal of the Pre-Prep School may also make recommendations to the Head Master about any pupil for whom exclusion may be appropriate.

The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the School would consider serious enough to merit consideration of a temporary or permanent exclusion from School:

- physical assault against pupils or adults;
- verbal abuse / threatening behaviour against pupils or adults;
- bullying;
- racism;
- sexual misconduct;
- drug and alcohol misuse;
- damage to property;
- theft;
- persistent disruptive behaviour;
- and any conduct that significantly harms the reputation of the School.

In the Senior School, pupils placed in three Saturday Detentions in a period of twelve months or less will have their conduct reviewed and the School may consider further sanctions such as temporary exclusion from School.

### ***Temporary Exclusion***

In the event of temporary exclusion of a pupil being deemed appropriate, the parents of the excluded pupil can expect the following:

Communication with the Principal of the Junior School, Pre-Prep or the Principal Deputy Head or another senior member of staff, as appropriate, providing details of the breach of the School rules, or the particular incident, and the basis for the decision to temporarily exclude.

In most instances, it will be appropriate to hold a meeting with the pupil and parents concerned so that the member of staff who conducted the investigation can present the information that has been gathered and to give an opportunity for the pupil and parents to comment on the allegation / offence and the evidence relating to it.

Depending on the nature of the offence, it may be necessary to temporarily suspend a pupil from School while the investigation is being carried out. It may also be necessary for the School to contact the Police or Social Services.

A formal letter to confirm the temporary exclusion will follow within two school working days of the meeting and the subsequent decision to exclude, clearly stating: the reasons for the temporary exclusion; the length of the exclusion; the date on which the excluded pupil is permitted to return to School.

Temporary exclusions can be served in School or at home and, depending on the circumstances and seriousness of the situation, usually range from one to five days' duration.

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Work will be provided for the duration of any temporary exclusion. This work will be marked and returned as appropriate, usually via the pupil's Housemaster or Form Tutor.

Any pupil who has been temporarily excluded will be required to attend a re-entry interview with a senior member of staff on his / her return to School. Parents are welcome to attend this meeting where strategies for returning to normal school life, expectations for conduct and potential consequences for further breaches will be established.

### **Permanent Exclusion**

Permanent exclusion from School is regarded as a last resort and will usually be considered in response to a history of persistent disruptive behaviour, of unsatisfactory academic progress or of poor attendance where other strategies and sanctions to modify the conduct, progress or attendance of the pupil have proved to be ineffective or in response to an extremely serious breach of the School.

The same process for Temporary Exclusion outlined above will apply, with the addition of the additional stage of a formal hearing with the Head Master.

The Hearing will take place after the investigation has been completed; pupil and parents have had an opportunity to meet with senior pastoral staff, including those who conducted the investigation, to hear details of the allegation / offence and the pertinent evidence and there has been an adequate opportunity for pupil and parents to provide any further evidence or submissions that may have a bearing on the final decision. Ideally, such documentation should be in place five working days before the date of the hearing but this may be reduced depending on the nature of the offence and with the mutual consent of both parties.

The Hearing will normally be conducted by the Head Master and will be attended by the pupil, parents, a note-taker and any other person required (usually the Principal Deputy Head or another senior member of the pastoral staff with knowledge of the pupil and the relevant incident). The School will present its case and pupils and parents will then have the opportunity to ask questions and present their case. The Head Master's objective is to establish all the relevant facts to allow him to reach a fair decision. At the adjournment of the Hearing the Head Master will indicate when he expects to be able to consider all the evidence and reach a decision. Ideally, this will be within two school working days and the decision will be confirmed in writing.

Where a pupil is at risk of permanent exclusion, the option of a voluntary managed move to another institution could be considered.

In reaching the decision to permanently exclude, the Head Master will review the evidence available, including mitigating and aggravating factors relating to any incident, medical or SEN considerations, the academic, extra-curricular and disciplinary record of the pupil concerned, representations of senior pastoral staff, and a meeting with the pupil and his / her parents.

Parents should refer to the School's Terms and Conditions for details of the financial implications of an exclusion.

## **9. Complaints Procedure and Appeals**

This information should be read in conjunction with the School's Complaints policy.

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When a decision is taken to temporarily exclude a pupil from School, parents and pupils may contact the Head Master if they have concerns about the process the School has followed or the fairness of the conclusion reached.

A formal appeal to Governors is not part of the temporary exclusions procedure, but parents may enact the complaints procedure if they have any concerns about the decision or the process by which it was reached.

Should permanent exclusion occur, the School has laid down procedures, which include a mechanism for a review of the process and the School's decision by an appeal panel, which will involve members of the Governing body and a person independent to the School.

### **10. Monitoring and review**

The Senior School's rules and the system for sanctions and rewards are, as a minimum, reviewed on an annual basis by the Principal Deputy Head, the Principals of the Junior and Pre-Prep Schools and other senior members of pastoral staff, to monitor their effectiveness in promoting the School's Code of Conduct and to ensure fairness and equitability for pupils of all ages, genders and race.

Pupils may contribute to regular reviews by representations to the regular meetings of the School Council for Y7&8, Y9-11 or Y12&13 or by speaking to an Assistant Head or Housemaster at any time.

School rules and the systems for sanctions and rewards are subject to amendment by the Head Master at any time if necessary and the basis for, and nature of, such amendments will be notified to pupils, parents, staff and Governors.

T J Lindsay  
Principal Deputy Head  
Revised and updated: July 2011  
Date of review: August 2012

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### **Behaviour Policy Appendices**

Appendix 1: Guidance to staff on confiscation of pupil belongings

Appendix 2: Guidance to staff on pupil searches

Appendix 3: Guidance to staff on restraint of pupils and the use of force.

### **Appendix 1: Guidance on confiscation of pupils' belongings**

#### **Confiscation**

The Education and Inspections Act 2006 and Guidance for Schools on "Screening, Searching and Confiscation" (DfE, Aug 2011), provides that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. Any member of Highgate School staff may confiscate, retain or dispose of a pupil's property in order to enforce the School's Code of Conduct, School rules and to maintain an environment conducive to learning, where the rights of all pupils to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff
- an item that poses a threat to good order for learning: for example, a pupil uses a personal music-player or mobile phone in class
- an item that is against school uniform rules: for example, a pupil refuses to take off an unauthorised item of clothing (such as a hooded top) on entering a classroom
- an item that poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another or is illegal for a child to have: for example, racist or pornographic material, alcohol, illegal substances.
- Any other prohibited or dangerous items as detailed by the School's rules.

In general, items should be confiscated for the duration of a lesson or until the completion of the same school day. The basis for confiscations of a longer duration should be discussed and approved by an appropriate senior member of staff. Where any item is thought to be a weapon, a controlled substance or stolen goods the Police will be informed and it may be passed to them.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned and staff should present such items to the School Office in an envelope with the details of the pupil and agreed arrangements for return so that the item can be deposited in the School's safe. In addition, a brief explanation of the confiscation should be sent to an appropriate senior member of staff.

Particular care should be taken when deciding whether to confiscate items of clothing or jewellery, with appropriate regard to whether the item in question has religious or cultural

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significance to the pupil. When confiscating items, staff should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks in these circumstances, staff should seek to ensure that a member of the same gender as the pupil confiscates the item of clothing or jewellery and that another staff member is present where possible. Confiscation of any item that would leave the pupil only partly dressed must be avoided.

### **Appendix 2: Pupil Searches**

Legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, and guidance issued by the Department for Education (August 2011) makes it lawful for the Head Master (or staff designated by him) to search pupils for any item banned under the School rules, with their consent. There is also a statutory power to search pupils or their possessions without consent where there are reasonable grounds to believe that the pupil has certain prohibited items. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner. Prohibited items include knives, weapons, alcohol, drugs and stolen items. School staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to School discipline. The law also allows the School to require pupils to undergo electronic screening, though the School currently has no plans to introduce this facility.

The power to search pupils with consent allows a teacher to ask a pupil to turn out his / her pockets, bag or locker. If a pupil refuses to co-operate then, under the terms of the Behaviour Policy, they will be treated in the same fashion as a pupil who refuses to comply with instructions from staff and they will be temporarily excluded from lessons until an appropriate investigation by an Assistant Head or the Principal Deputy Head can take place.

The power to search pupils without consent, with the authorisation of the Head Master, should be carried out by a staff member who is the same sex as the child. There must always be a witness (also a member of staff) to the search and, if at all possible, they should also be of the same gender as the pupil. The power to search without consent extends to a personal search involving the removal of outer garments and searching of pockets, bags and lockers.

If it is felt necessary for a pupil to be subject to an intimate search for (say) illegal drugs or stolen property, or if staff feel that they will encounter any resistance from the pupil, then the School will ensure such searches are carried out according to agreed protocols by the Police, following notification to parents.

Items found as a result of a without consent search: alcohol may be retained and disposed of appropriately, controlled substances (or suspected controlled substances) will be delivered to the Police in accordance with the School's Substance Abuse policy, the School will judge if stolen items also need to be reported to the Police and, when appropriate, the goods will be returned to their rightful owner.

The School is not required by law to inform parents before a search takes place or to seek their consent to search their child. However, Highgate will seek to inform parents of any serious disciplinary incident that may involve a search of their child as soon as is practicable.

### **Appendix 3: Restraint of pupils and the use of force**

Highgate School does not use corporal punishment (ISI handbook, p.26, para 109 –111)

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The Education and Inspections Act 2006, section 93, and guidance from the Department of Education (August 2011) enables school staff to use such force as is reasonable in the circumstances to prevent 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, or damage to the property of, any person (including the pupil themselves).
- Prejudicing the maintenance of good order and discipline at the School or among the pupils receiving education at the School, during lessons or at any other time during the school day.

All members of the teaching and support staff have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Head Master to take charge of pupils, such as unpaid volunteers or parents accompanying pupils on School activities.

Reasonable force will never be used as a punishment for a child – this is unlawful and unacceptable. The School also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled children or pupils with SEN.

Detailed written records of serious incidents, including those requiring physical intervention by staff, will be maintained by the School and reported to senior pastoral staff, including the designated Child Protection Officers. Parents will also be informed as soon as possible. All injuries will be recorded according to the School's Health and Safety policy.

The historical frequency and severity of such incidents at Highgate School is low and the projected risk of such situations occurring in the future is correspondingly low. The provision of specific additional training for staff in the use of force or restraint will be considered if these circumstances change or if a specific risk assessment for a particular pupil requires it.

Nevertheless, the School seeks to minimise the circumstances whereby such intervention would be necessary by:

- Creating a disciplined and orderly atmosphere in School and providing pupils with a clear framework for good conduct.
- Providing guidance and encouragement for pupils, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation.
- Fostering positive working relationships between staff and pupils, creating an atmosphere of tolerance, respect and trust that is conducive to good order.
- Appointing designated pastoral staff that pupils can approach in difficult circumstances and who can help resolve and de-fuse situations.
- Planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

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All staff members are issued with a Critical Incident Protocol, with procedures to be followed in the event of an emergency and contact telephone numbers for senior members of staff on duty who will be able to provide advice and support. In circumstances where the member of staff believes that he or she may be at the risk of injury, staff should not intervene without additional support or should immediately telephone the emergency services.

However, the appropriate and proportionate use of force or restraint may be necessary based on the age of the pupil, the specific circumstances and seriousness of the situation. Thus, the Junior School and the Pre-Prep School may issue additional protocols and guidance on the appropriate use of force based on the age and setting of their pupils.

Staff must decide upon their actions based upon the potential for injury, damage or serious disorder should they decide not to intervene, the chances of achieving the desired results by other means and the relative risks of physical intervention compared to other means. The use of force or restraint would be reasonable if it is clear that the behaviour, or the consequences of that behaviour, was sufficiently dangerous or disruptive and could not have been effectively dealt with by other means.

Before using force, staff should (wherever practicable) tell the pupil / pupils to stop misbehaving and communicate in a calm and measured manner that the use of force may be necessary. Staff should make it clear that their physical intervention will stop as soon as it ceases to be necessary. Staff should attempt to intervene in such a way that their actions cannot be interpreted as being motivated by anger, frustration or is sexually inappropriate.

Circumstances that could justify intervention include:

- Immediate risk of death or injury, such as a pupil running into a busy road or preventing a pupil threatening another with a dangerous object
- A pupil attacks a member of staff, or another pupil
- Pupils are fighting, causing risk of injury to themselves and others
- A pupil is committing, or is on the verge of committing, deliberate damage to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of an object or materials
- A pupil absconds from a lesson or school (this, in itself, is not sufficient to justify the use of force) and their actions potentially threaten their own safety, that of other staff / pupils or the good order and discipline of other classes.
- A pupil persistently refuses an instruction to leave a classroom, is behaving in a way that seriously disrupts a lesson or a school event.

Types of physical intervention that a member of staff could consider:

- Passive physical contact, e.g. standing between pupils and/or blocking a pupil's path

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- Active physical contact, e.g. leading a pupil by the arm, ushering a pupil away with a hand on their back or shoulder or, in extreme circumstances, using appropriate restrictive holds.

Following the incident:

- Investigate thoroughly and make a record of the incident, in accordance with the requirements of the School's Health & Safety policy and the Safeguarding and Welfare policy
- The physical well-being of pupils and staff involved will be a priority, with appropriate medical care
- Seek to provide emotional and psychological support to all concerned where necessary
- Apply appropriate sanctions where necessary, according to the School's Behaviour policy.

All complaints regarding the use of force by staff will be investigated thoroughly and speedily, in accordance with the School's Complaints procedure.

Where a member of staff has acted within the law in using force, the Department of Education guidance (August 2011) states that the onus is on the person making the complaint to prove that his / her allegations of excessive force are true – it is not for the member of staff to show that he / she has acted reasonably.

Suspension of the member of staff during the investigation into the complaint will not be an automatic response by the School. Careful consideration will be given by the Head Master and his senior colleagues to each individual case and its particular circumstances to decide the most appropriate course of action.

If a decision is made to suspend a member of staff then the School will ensure that it fulfils its duty of care to that colleague and options for appropriate pastoral care will be offered, along with access to a named contact who can provide support.