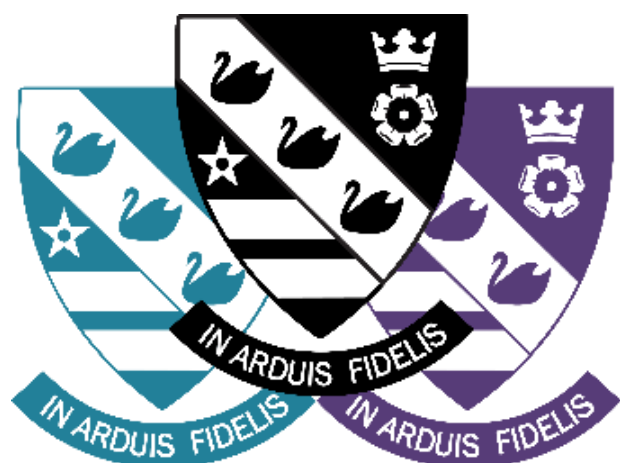


# SELBY HIGH SCHOOL

SPECIALIST SCHOOL FOR THE ARTS AND SCIENCE

## Positive Relational Behaviour Policy



**Ratified by the Board of Governors**

Date: July, 2024

Signed: Andy Reed

Chairperson: Andy Reed

Review: July, 2025

Embracing Diversity

Unlocking Potential

Inspiring Learning

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## Introduction

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The governors and staff at Selby High School believe that high quality teaching and learning is enhanced by a clear and consistent behaviour and rewards policy, which sets out the high expectations for all members of the school community.

The aim of this policy is to promote a safe and happy learning community, where there are positive and respectful relationships between staff and students, together with a consistent rewards system and celebration of success, progress and positive attitudes. The **Thrive approach** is adopted by all staff in school and this plays a key role in ensuring the success of our 'relational' policy. We will achieve this by having a common language around behaviour and emotions, consistent application of rules and expectations, and through demonstrating the high standards expected through daily interactions with students and with each other. Please see **Appendix 1** for more detail regarding the Thrive Framework. It is the responsibility of staff to:

- develop an achievement culture through regular praise/rewards.
- take time to build and maintain positive relationships with students adopting the **Thrive approach**.
- regularly reinforce classroom and around-school expectations. (Staff should not assume that students automatically know all the behavioural expectations).
- be prepared to listen to and empathise with students.
- behave in a calm, dignified yet assertive, manner.
- focus on the emotions behind the behaviour, not the person.
- rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict.
- use Thrive Vital Relational Functions (VRF) techniques to support students as required.
- avoid stereotyped or preconceived judgements about students.
- celebrate cultural diversity within our community.

Selby High School aims to create an environment in which there is no low-level disruption in lessons, and conduct around the school is outstanding. Students are encouraged to take responsibility for their own behaviour and actions, and become increasingly independent within the school setting. Where students do not meet the high standards set out in the behaviour policy, there is a clear and consistent approach to sanctions that has been shared with all partners.

The school is very aware that some students have social, emotional and mental health (SEMH) or wellbeing issues and that behaviour can be a form of communication which can be linked back to unmet needs. This policy aims to support all students by setting clear, consistent rules and expectations. The Thrive framework allows us to focus on building relationships with students by getting to know them as individuals, allowing them to feel heard, and developing a common language that supports their social and emotional needs.

In some cases, it is also possible for reasonable adjustments to be made for students where their special educational needs indicate additional support strategies are required. These students will be identified to staff and the strategies employed to support these students will be clearly communicated. This may include One-page Relational Support Plans, notes on Arbor, Risk Assessments or EHCPs.

## The Positive Learning Experience

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First and foremost, staff at Selby High School will foster a culture in which learning and progress are celebrated, and where excellent relationships between all members of the community are the driving force of a positive learning experience.

Good behaviour and attitudes are enhanced by a challenging, engaging curriculum, supported by high quality lessons that take account of the potential barriers to learning that students may experience. We know that we can reduce the likelihood of unwanted behaviour by planning good lessons within the **Selby Standards framework**.

The following consistent approaches by teachers will contribute to the positive learning culture:

- arrive before the class in order to meet and greet the class.
- ensure that students know that they will either line up quietly outside the classroom, or enter the classroom quietly, depending on the location of the classroom, and that a relevant entry task is available for students to engage with.
- make sure students are aware of the key knowledge and skills that they will be learning about in the lesson.
- use positive language to promote cooperation and commitment, and use rewards as appropriate.

- manage the space, monitoring all students' work and behaviour continuously.
- be mobile, not sitting at your desk.
- give feedback regularly and constructively.
- set regular home learning, in accordance with the home learning schedule, and have high expectations that it will be completed.
- establish and maintain a stimulating classroom environment.
- ensure that students leave the classroom in a quiet and respectful manner.

Staff at Selby have a “Fresh Start” philosophy. Where sanctions have been issued to a student, staff will welcome the student back to the next lesson, ensuring that a positive approach is taken.

## Rewards

The aim of the reward system is to recognise effort, attitude and success at all levels in all areas of school life, and students will be routinely recognised for their positive achievements in assemblies. All staff have a responsibility to give praise, during lessons and at other times, when they are with students. Regular recognition of effort, performance, behaviour and attitude is important in developing students' confidence and self-esteem. There are many ways to reward students who are succeeding or improving, or behaving in a positive way around the school:

- Using Arbor to reward positive behaviour, attitudes, effort and achievement through Reward Points.
- Making constructive remarks about students' work.
- Recognising success of differing kinds in assemblies (including Rewards Assemblies) and Personal Development (PD) time.
- Displaying work in classrooms and corridors.
- Sending postcards of encouragement and praise to parents and carers.
- Ensuring that the Principal, Vice Principal, Assistant Principals, Progress and Key Stage Directors, Year Managers, House Leader, Faculty Leaders, Curriculum Area Leaders, are actively given opportunities to praise individuals for good work and/or effort.
- Supporting the award system at Governors' Awards.
- Stickers in books or positive planner stamps.
- Positive phone calls & Selby Superstar SMS.
- A variety of prizes and events linked to the Arbor reward system.

Please see **Appendix 2** for an overview of how the Arbor rewards system works.

## The Importance of Planners

It is essential that students bring their planners to school with them every day, put them on the desk at the start of every lesson and carry them around the school, at all times.

The planner is used for:

- recording home learning, revision and day-to-day information.
- a source of communication between parents and school.
- a place where notes can be written if students need to leave the lesson for any reason.
- recording around school positives.
- recording around school incidents.
- storing a student's timetable.

If a student forgets their planner, they will be given a planner sheet on two occasions during any half term. If they forget the planner a third time, they will receive a detention. This will continue for each multiple of three, per half term.

Students without a planner or planner sheet, who pick up around school comments will receive an automatic detention.

It is important that students keep their planners neat and tidy and free from graffiti. Students who graffiti their planners will receive an after-school detention, and will be required to buy a new planner.

## **Positive Behaviour for Learning: Expectations**

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From time to time, young people will not behave within the expectations set out in the school rules. Governors and staff at Selby High School understand that students sometimes make mistakes and a strong pastoral system is in place to help students become more responsible. A consistent, whole-school approach to managing instances of poor behaviour, in which there is clarity around sanctions, but with the flexibility to take account of students' needs, is essential.

Whilst consistency is important, if students keep repeating the same behaviours and receiving the same sanctions, staff should reflect on what changes can be made to reduce the instances of poor behaviour. The emphasis of this policy is on encouraging and developing positive relationships and behaviour, not punishing poor behaviour.

The school rules can be summarised in three words: Safe, Ready, Respectful.

### **Safe**

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Students can demonstrate safe behaviour by:

- Not engaging in physical contact with other students.
- Moving around school calmly, following the one-way systems and keeping to the left in corridors.
- Listening to, and following, staff instructions.
- Taking care and behaving responsibly with school equipment.

### **Ready**

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Once a student has crossed the purple line into a classroom, they can demonstrate ready behaviour by:

- Arriving at the lesson on time.
- Removing any outdoor coats or jumpers.
- Having all equipment ready for the lesson.
- Having their planner out on the desk.
- Having completed all of their home learning on time.
- Entering the classroom quietly and calmly and starting the starter task immediately.
- Being in full uniform.

Once a student has crossed the purple line into school (physical line outside the front of Student Services), they can demonstrate ready behaviour by:

- Ensuring they have arrived at school on time.
- Having all equipment ready for lessons.
- Having their planner out to show as they enter the building.
- Being in full uniform.
- Having removed any jewellery.

### **Respectful**

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Students can demonstrate respectful behaviour by:

- Speaking calmly and politely to staff and peers.
- Using good manners and treating the school environment with care.
- Listening to and following all instructions.
- Listening when the teacher is explaining something.
- Taking care of school property.
- Being kind to their peers.

## Red Lines

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In addition to these, a number of behaviour types are defined as '**Red Lines**'. This makes clear to students, in simple terms, the behaviour types that we have zero tolerance for in school. Staff will use the term 'red line' when discussing these behaviours with students so that students fully understand when a red line is about to be crossed. Red line behaviours carry a significant consequence and include:

- Refusal to go to lesson, Reflection, The Hub or designated space.
- Walking out of a consequence, such as a detention.
- Swearing at a member of staff.
- Physical violence.
- Intimidatory, aggressive or threatening behaviour by a group or individual.
- Speaking to staff in a disrespectful manner.
- Offensive graffiti.
- Prejudice or discriminatory behaviour.
- Intentional damage to school resources.

The high expectations of behaviour and conduct will be discussed regularly with students in assemblies and PD time, and will be clearly displayed around the school.

Consistency will be achieved by: -

- all staff sharing a positive ethos to managing behaviour, and using the words "Safe, Ready and Respectful" when talking to students about the school's expectations.
- all staff embracing and adopting the Thrive approach in conversations with students and the principles of this policy.
- all staff regularly reminding students of the school's high expectations, and explaining them where necessary.

## Positive Behaviour for Learning: Consequences

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Students need to understand the minimum consequence that will result from not following the Positive Relational Behaviour Policy.

The Positive Relational Behaviour Policy has very high expectations for student conduct in lessons. Low-level disruption takes time away from learning for everyone, and expectations for conduct in lessons, including being fully engaged in all work set, will be regularly reinforced through assemblies, PD time and by classroom teachers.

## The In-Class Sanction Process

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The approach to poor behaviour in lessons is based around a simple stepped approach. **Appendix 4** provides the details of how the system works, but please also see the advice below:

When students enter the classroom, the expectation is that students have an entry task which allows them to settle down quickly and quietly to their work. In most cases, the teacher should use whole class behaviour management techniques to deal with any unsettled behaviour as students are entering the room.

Once the students are settled, any students who disrupts the learning, should receive a VERBAL WARNING, along with the reason for the verbal warning.

If the student continues to not follow expectations, a SANCTION 1 ("S1") should be given, again with a reason for the sanction. Staff should give ample time between giving sanctions to allow a student time to make the correct decision.

If the student continues to not follow expectations, a SANCTION 2 ("S2") should be given, again with a reason for the sanction and sufficient time given for the student to reflect on and modify their behaviour. Where possible, a student may be moved to another seat on the classroom.

If the student continues to not follow expectations, a SANCTION 3 ("S3") will be issued, with the reason given. The member of staff will alert the on-call team through the Emergency Alert Button, and the student will be REMOVED from the lesson. When a student receives an S3, they are expected to make their own way down to the Reflection room

where they will spend the remainder of that particular lesson. Where possible, work should be brought with the student to complete in Reflection. For an S3 (or for a removal for a serious one-off incident in class) staff should record a brief written statement on Arbor against the NEGATIVE POINT) and make contact with PCGs.

Where a student receives an S1 or S2 in a lesson (but does not receive an S3), the member of staff should record the 'highest' of the sanctions as a NEGATIVE POINT on Arbor.

The Sanctions Chart can be seen in **Appendix 4**, which details the further consequences within the system following S3 REMOVAL.

As far as is practical, staff should follow the approach of 'PIP and RIP' when dealing with behaviours. Praise in Public, Reprimand in Private. Students should be made aware, as soon as is appropriate, why they have been issued with the consequence.

## **Detentions**

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Detentions are an essential part of the Positive Relational Behaviour Policy. All detentions within the system are whole school detentions, and will take place at break time, lunch time or after school. Members of staff can request to speak to individual students about their in-class behaviour at any appropriate time during a detention, and staff are encouraged to have restorative conversations and rebuild relationships.

All members of teaching staff will be required to do a small number of after-school detentions throughout the course of the year, and detention rotas for the term ahead will be made available at the start of each term.

**Appendix 5** gives more details about the different types of detention and the consequences for not attending.

## **The Hub and restorative work**

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Where behaviour does not improve, other reasons will be explored. This may include spending time in the Hub, working with the Positive Relational Behaviour Practitioner, addressing underlying issues and attempting to work out the root cause of disruption.

The Hub also plays a key role when a student picks up a SANCTION 5 (S5). The inappropriate behaviour will be addressed so that students can understand the wider impact of their actions on themselves and others. Parents & carers will be notified (via telephone or email) when their child will need to spend time in the Hub.

A key feature of this policy (and the Thrive approach) is the importance of relationships. If a relationship between a staff member and a student has broken down, a restorative conversation is encouraged to help repair and rebuild in order to move forwards effectively. This is a process which has a proven track record in allowing both students and staff to feel heard and student-teacher relationships restored.

## **Repeated Instances of Disruption**

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Any student who receives a total of 10 negative points in a week, from a cumulation of sanctions (S1 - 1 point, S2 - 2 points or S3/Incident in class - 3 points), will receive a separate consequence. This aims to reduce any low level disruption that is affecting learning. A stepped consequence approach will be put in place. This approach will both help us to monitor disruptive behaviour in class, and also put support in place in a timely fashion (see Appendix 4).

\*If the majority of negatives are from one subject, the relevant CAL or Curriculum Director will call home. If this continues, the CAL or Curriculum Director will be invited to attend the parental meetings too.

## **Equipment**

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Equipment comments also need to be recorded on Arbor, and will lead to a detention for repeated infringements. Unlike with the "S" sanctions, there is no VERBAL WARNING:

- Forgotten equipment - 3 sanctions for forgotten equipment leads to a 15-minute detention

This type of NEGATIVE POINT will not count towards an "S3" removal.

## **Serious Class Incidents**

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If there is a serious incident in class, the member of staff may press the 'Emergency Alert' button immediately on Arbor, for on-call support. Serious Class Incidents, in line with our Red Line approach, include:

- Swearing at a member of staff.

- Physical violence.
- Intimidatory, aggressive or threatening behaviour by a group or individual.
- Speaking to staff in a disrespectful manner.
- Offensive graffiti.
- Prejudice or discriminatory behaviour.
- Intentional damage to school resources.

Following a serious class incident, the student will be sent to the Reflection room, whilst an appropriate sanction is decided on.

## Around School Consequences

Around school, it is very important that all staff challenge students when they do not meet the high expectations for conduct around the building. For low level misbehaviour around school, staff will write a comment in the relevant section of the student planner. Students receiving 3 comments in their planner will receive a 15-minute after school detention. Examples of reasons for comments might include:

- Swearing or inappropriate language use, which is non-discriminatory, non-threatening and not-directed.
- Minor physical contact between students or play-fighting.
- Untucked shirt or other uniform infringement that can be immediately rectified.
- Being out-of-bounds.
- Eating or drinking except in designated areas.
- Bringing family-sized/sharing-sized food and drink into school.
- Dropping litter.
- Chewing gum.

i. Around school incidents leading to an immediate detention:

- Mobile phone confiscation.

ii. For incidents which cross a red line, on-call staff should be alerted as soon as possible, and students will be placed in Reflection, whilst an appropriate sanction is decided on. Staff should record the incident on Arbor. Incidents in this category include:

- Swearing at a member of staff.
- Physical violence.
- Intimidatory, aggressive or threatening behaviour by a group or individual.
- Speaking to staff in a disrespectful manner.
- Offensive graffiti.
- Prejudice or discriminatory behaviour.
- Intentional damage to school resources.

## Defiance

Failure to follow instructions **in the classroom** is dealt with via the in-class sanctions system (Verbal warning, S1, S2, S3 or for a more serious one-off incident, 'Incident in Class').

Defiance **around school** is defined as a 'prolonged refusal to follow staff instructions'. If a student refuses to follow an instruction given by a member of staff, they should be given thinking time to make the right decision. The staff member should give the student the appropriate space in order to make the right decision - the thinking time should not be counted down by the staff member.

The staff member should use the words, "Refusal to follow instructions is defiance. I am going to give you some thinking time to put things right." The staff member should then move away from the situation and return once ample time has been given. Sometimes it is worth another member of staff speaking to a student in order to encourage them to comply.



If the student continues to be defiant, after they have been given an opportunity to make the right decision, they will be asked to go to the Reflection Room. A minimum consequence of a 45-minute detention will be put in place. Continued refusal to follow expectations will result in a higher consequence.

## **Bullying and Discriminatory Language and Behaviour**

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Please refer to the Anti-Bullying Policy, for more detailed information.

The school ethos supports the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. Students are educated in these areas throughout the curriculum. The school's Tolerance Pledge clearly outlines the values of the school community.

Bullying of any form is not accepted, and any incidents of bullying, that are brought to the attention of school staff, will be fully investigated, and where necessary sanctions will be put in place in line with the Anti-Bullying Policy.

Discriminatory language of any kind is not accepted at Selby High School, and any use of discriminatory language and any form of discriminatory behaviour, however minor, will be immediately challenged and recorded on Arbor. Directed discriminatory language crosses a red line and will receive a high level of consequence.

Where generalised discriminatory language is used- eg. describing something as "gay" to mean bad, or using the word "retard" when somebody makes a mistake - the inappropriateness of such comments and the consequences for any further usage will be explained to the student. Any further use of such language by the same student will be dealt with as a red line being crossed.

The school takes very seriously any use of social media to intimidate, harass or bully any member of the Selby High community. Whilst we do not actively monitor students' social media, any inappropriate usage that is brought to our attention will be dealt with in line with the school behaviour policy, even if it takes place outside of school hours.

## **Child on Child Sexualised Behaviour**

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Selby High School is absolutely clear that sexual harassment or violence, and any language or behaviour that references this, is totally unacceptable. Any use of sexualised language and behaviour around school must be challenged and never passed off as "banter", "joking" or "a normal part of growing up". All incidents of sexualised language and behaviour must be reported on Arbor.

Following any report or allegation of child-on-child sexual violence or sexual harassment offline or online, staff must follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) and report this as soon as possible to the Safeguarding Team. The Designated Safeguarding Lead (or Deputy) will advise on the school's initial response and each incident will be considered on a case-by-case basis.

As part of dealing with an incident, an appropriate sanction will be given to students responsible for unacceptable sexualised behaviour, ranging from detention for inappropriate sexualised language, to possible suspension or permanent exclusion for very serious incidents or ongoing inappropriate behaviour.

## **Very Serious Incidents**

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The policy clearly sets out the red lines. The following have also been identified as requiring an instant lengthy suspension and consideration of permanent exclusion:

### **Setting off the Fire Alarm**

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Students who deliberately set off the fire alarm in school will receive a significant suspension, and the Principal will consider whether permanent exclusion is the appropriate consequence.

### **Illegal Substances, including drugs**

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(Please see the Drugs Policy for full information)

The school does not permit the misuse of drugs nor the use or presence of unauthorised drugs on site or associated with any activity, anywhere, for which the school is responsible, including on journeys to and from school.

Whilst the school acknowledges the advice from the DFE that drug-related incidents should not automatically lead to suspension, the governing body believes that clear sanctions form part of the school's response.

Where illegal drugs are used or supplied it is likely that a significant suspension will be put in place, and where circumstances are particularly serious, permanent exclusion may be considered. A second similar drug-related offence is likely to invoke permanent exclusion.

Possession or use of alcohol on site will incur at least a SANCTION 5 (Hub).

### **Premeditated Assault and refusal to follow staff instructions**

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If a student assaults another member of the school community, and investigation shows this to be premeditated, it is likely that a significant suspension will be put in place, and where circumstances are particularly serious, permanent exclusion may be considered.

If students are involved in a fight, and refuse to stop when asked by staff, the same consequences will be considered.

### **Monitoring and Support**

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The first point of contact for monitoring students' behaviour will be their Personal Development (PD) Tutor. They will regularly check the number of positive and negative points on Arbor, and where necessary look into the type of comments that individual students are receiving. They will also look for patterns in their behaviour and have discussions with the student and/or PCG to try to modify it where necessary.

Year Leaders will liaise with their PD Tutors and Curriculum Area Leaders to ensure that timely support is put in place, if inappropriate behaviour is causing disruption to a safe, appropriate learning environment.

PD Tutors will be expected to regularly discuss with students any inappropriate behaviour, especially with those students who are getting close to 10 negative points for disruption in class. These conversations should be motivational and aimed at reducing the frequency of the student receiving a sanction.

Where a student is regularly being removed from lessons, or picking up sanctions for more serious incidents around school, they will be subject to a more formal monitoring process as part of the graduated response for behaviour support. Often this will involve working closely with key pastoral staff in school such as Year Leader, Key Stage Director, Thrive Practitioner, Positive Relational Behaviour Practitioner or SLT (and working closely with parents & carers). A wave approach is adopted which outlines some of the support mechanisms which may be considered, depending on the individual needs of the student (see Appendix 3). Pastoral staff will be in regular contact with home so that parents & carers can be kept informed. Additionally, meetings will be held as regularly as necessary to ensure appropriate action is taken to challenge and modify the unacceptable behaviour.

A plan for improving behaviour may include one of the following support measures:

- Behaviour Improvement Tracker or Behaviour Contract.
- One-page Relational Support Plan.
- Reintegration Contract (following a suspension).

This will be recorded on Arbor to enable teachers of the students to view any support plans.

### **Reasonable Adjustments**

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The Positive Relational Behaviour Policy takes careful account of the SEN Code of Practice and the Equality Act 2010 along with the Disability Equality Duty in the Disability Discrimination Act 2005, and Special Educational Needs and Disability Act 2001.

Whilst there will always be a consistent approach to rewards and sanctions within the policy, it is important that reasonable adjustments are put in place for students with specific needs that may affect conduct around the school or in lessons.

In most cases, any reasonable adjustment will be made around the nature of the consequence; in other words, the consequence will, in the vast majority of cases, be put in place in line with the policy, but the manner in which the consequence is carried out may be reasonably adjusted.

Other reasonable adjustments may be put in place by the Pastoral or SEND Team, and EHCPs may contain clear guidance on how specific students should be supported with their behaviour. These adjustments will always be set out in the Education Support Plan and shared with all staff on Arbor.

Our training will focus on helping staff to work effectively with students where their SEND support plans indicate difficulty with concentration and focus in class.

## **Promoting Completion of Home Learning**

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Home learning is an integral aspect of learning. Home learning will be set and recorded in planners and on RSL (dependent upon year group) so that this can accurately be shared with parents & carers to engage them in supporting with completion of home learning.

It is expected that all students at Selby High School complete their home learning. When home learning is not completed a H- will be given. Students' H-s will be carefully monitored. The following consequences are in place:

- Email to parents;
- Home learning detention for each set of 5 H-s;
- Phone call home.

A range of support will also be offered to students who regularly do not complete home learning. Students may be directed to attend home learning club; receive support from a student Home Learning Mentor; or be given additional support and guidance on how to complete home learning.

To recognise the hard work that most students put into their homework, a rewards approach will also be used to reward those students who consistently complete their homework. Staff will award successful completion of home learning with a H+, and regular rewards will be given through assemblies and other special events.

## **Staff**

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All staff within school are expected to follow this policy when working with students and embrace the ethos of a positive, relational approach.

## **Staff Training**

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All new staff will receive induction training related to the whole school Positive Relational Behaviour policy.

There will be whole school training on behaviour at the start of each school year, and throughout the course of the year as part of the PPM schedule and whole staff briefings.

Where appropriate, staff are encouraged to do the NPQSL in Leading Behaviour and Culture.

Whole staff training will also cover other areas that help to lead to stronger behaviour cultures, for example around supporting neurodiverse students, SEMH needs and wellbeing, and will use the whole school Thrive approach.

More bespoke training will be available to staff who wish to specialise in particular areas, or who need additional support to ensure excellent behaviour within the classroom.

## **The role of Faculty Leaders and Curriculum Area Leaders, and their teams**

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Faculty Leaders, Curriculum Area Leaders, and all staff within the curriculum area team have a responsibility to maintain high standards of behaviour in their subject areas. This can be supported by a strong presence on the corridors, especially at lesson changeover; excellent routines around meeting and greeting, and dismissing students from class; and ensuring a consistent approach across the whole team.

All of the rewards and sanctions that have been given within each separate subject area are regularly accessed on Arbor by CALs and Faculty Leaders. Leaders within the team should use this information to ensure that actions are put in place in a timely manner when identified students are picking up a significant number of sanctions within the subject area, or where specific issues are identified.

## **False allegations against staff**

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The school has very clear processes for dealing with allegations of any kind against staff. The school will take any allegation against a member of staff seriously. However, the school will also deal with any false and/or malicious allegation against a member of staff in line with the behaviour policy. Consequences up to and including permanent exclusion will be considered for false allegations against staff, depending on the seriousness of the allegation, and the potential impact on the staff member involved, and referral to the police will be considered.

## **Working with Parents, Carers & Guardians**

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Promoting a positive relational behaviour approach at Selby High School is more likely to be effective if we work with parents, carers and guardians as genuine partners in the education process. Parents, carers and guardians need to be assured that the school's way of managing behaviour is well thought-out, fair and effective. It is important to have clear procedures for contact between parents and school staff through:

- The Student Planner.
- Reports that are available to parents on Arbor.
- Emails & text messages.
- Letters home.
- Positive Postcards.
- The school website.
- Parents, carers and guardians' Consultation Evenings.
- Engaging the services of the Pastoral Team.

Teachers are asked to call home after a student is removed from the lesson on an S3, unless the student has a pastoral note pinned to their Arbor profile which states they are at a different stage of behaviour intervention, so that parents are fully aware of incidents in school and can support school in addressing these.

It is important that parents, carers and guardians understand that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent, carer or guardian does not conduct themselves properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution. Please see the Parent, Carer and Visitor Behaviour Policy for more information.

## **Process for Suspensions and Exclusions**

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Selby High School is a fully inclusive school and will only use suspensions where necessary. The following may lead to a suspension. They are considered as red line behaviours that must not be crossed in school:

- Refusal to go to lesson, Reflection, The Hub or designated space.
- Walking out of a consequence, such as a detention.
- Swearing at a member of staff.
- Physical violence.
- Intimidatory, aggressive or threatening behaviour by a group or individual.
- Speaking to staff in a disrespectful manner.
- Offensive graffiti.
- Prejudice or discriminatory behaviour.
- Intentional damage to school resources.
- Serious one-off incidents, where the Principal believes an S5 is not a sufficient consequence.
- Failed reintegration meeting.

Only the Principal (or Vice Principals in the Principal's absence) can authorise a suspension. A suspension is to be used where all other options have been exhausted or for an incident of a sufficient severity that requires suspension from school.

### Suspension:

1. Where a need to suspend a student arises, a member of ESLT should request permission from the Principal (Vice Principal in the Principal's absence) and agree on the number of days.
2. Allocated member of ESLT to contact the parent/carer of the student and complete the ESLT script on the Suspension Sequence. The phone call must: outline the reason for the suspension; allow an opportunity for any questions to be asked; explain the need for the student not to be in public places during school hours, and ensure that the student has the necessary resources to access work on Ready Steady Learn.
3. Allocated member of ESLT to complete columns A-R on the Suspension Sequence record.
4. Principal/Vice Principal to check column K before a letter is sent to parents or carers. As soon as is reasonably possible, after the suspension has taken place, the Lead Officer for Attendance and Behaviour will write to the parent/carer, and alert the Local Authority that a suspension has taken place. Where relevant, social workers and the Virtual School must also be informed of the suspension. The letter must include up to date links to sources of impartial advice.
5. When a suspension is for more than 5 days, the school will make arrangements for sixth day provision as soon as possible, and inform parents and carers of arrangements no less than 48 hours before the provision is due to start. This provision will be in one of our partner school's isolation units.
6. A clear record of all suspensions will be maintained by the Lead Officer for Attendance and Behaviour, which will contain a column that indicates the total number of days of suspension. If more than 15 days of suspension are reached in one term, or a student is approaching 45 days of suspension in a year, the Chair of Governors will be informed, and the necessary governors panel will be arranged. A meeting must be arranged within 15 days of the suspension.

### Reintegration:

1. Lead Officer for Attendance and Behaviour will inform parents/carers in a formal letter of the reintegration time and follow up with a confirmatory phone call or text message.
2. ESLT lead (with Year Manager where possible) to complete a reintegration contract with clear targets and support for the student. At red wave, other key support staff may be included in the reintegration meeting such as the School Safeguarding Officer, Student Wellbeing Practitioner or Relational Behaviour Practitioner.
3. Share this with parent or carer via Arbor with the subject **Reintegration** (bcc. Lead Officer, Attendance & Behaviour)
4. Copy the targets to a Behaviour Note on Arbor and pin this to the student's profile, with the **Summary** set to **Reintegration Targets** (you will need to unpin any previous targets).

### Escalating Suspensions:

1. For a student's first suspension, the reintegration will be completed by the Key Stage Director and Year Manager, with clear targets being set.
2. For any student receiving 2 or more suspensions in an academic year, reintegration will be completed by a member of ESLT and the Year manager (where possible), with previous targets reviewed and new ones set (if appropriate).
3. Where a student hits the trigger of repeated suspensions, they will be closely monitored by SLT (meeting at least fortnightly) with this information shared with teachers, for a period of at least 6 weeks. Further suspensions will involve said allocated members of SLT to ensure consistency and the ladder of intervention will be used where the need for further suspensions persists.

## **Direction to off-site provision**

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If students are at risk of permanent exclusion, the school may direct the student to alternative provision.

- In order to access a place for a student at the Rubicon, a referral form must be filled out, and parent/carer must give consent.
- For other provisions, for example, Country Classrooms, or Work Experience, placements will be agreed at Senior Team Meetings; parental consent should then be sought before the placement begins.
- The Assistant Principal, Inclusion will maintain regular contact with the provision, and ensure that a review of the placement takes place at least once every term. Parents/Carers, other relevant agencies, and a member of staff from the alternative provision(s) will be invited to the review. Following the review meeting, a letter will be sent to parents and carers outlining the steps that have been agreed at the meeting.
- The school will ensure that students follow an appropriate and equivalent curriculum whilst they are at the alternative provision, and will prioritise students for academic support and intervention if gaps are addressed as part of the review process. If the placement is for three days a week, careful consideration will be given to the two days that are spent in school.
- The Assistant Principal, Inclusion, will oversee a well-planned reintegration programme when the student returns to Selby High School, and ensure that support is in place for at least 6 weeks after the students' return, and reviewed at this point.
- In some cases, an Offsite Direction may be used where a student is directed to attend another school for a period of time. This is done as a supportive measure as a method of re-engaging the student with their education.

## **Policy Review**

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The Principal will conduct a full review of the policy with the governing body on an annual basis.

### **APPENDIX 1 - The Thrive Approach framework**

### **APPENDIX 2 – Rewards System**

### **APPENDIX 3 – Waves of Support**

### **APPENDIX 4 – Consequence Maps**

### **APPENDIX 5 – Detention Outline and Other Automatic Sanctions**

### **APPENDIX 6 – Uniform and Equipment**

### **APPENDIX 7 – Prohibited Items**

### **APPENDIX 8 – The Use of Reasonable Force to Control or Restrain Students**

### **APPENDIX 9 – Screening, Searching & Confiscation**

### Appendix 1 – The Thrive Approach Framework

#### What is Thrive?

Thrive is a trauma-sensitive approach to supporting students with social, emotional or mental health issues. It is based on established research in neuroscience, attachment research, child development theory and research into the role of creativity/play. The Thrive Approach can help to reduce students' anxiety, identify issues early, reduce the likelihood of suspensions, maximise readiness for learning & minimise the need for expensive interventions.

#### The Thrive developmental model:

- Each strand represents a developmental phase.
- Strands emerge, one after the other, sequentially as children grow.
- As the spiral shows, strands remain open to change and growth over time.
- Trusted adults can use the Thrive Approach to support children and young people to a) secure learning at each stage and b) repair gaps in development at a later date.
- A pupil's progress through the developmental stages is extremely relevant for schools as it has an impact on attendance, behaviour and attainment.
- Thrive enables pupils to feel safe and regulate their emotions so they can retain access to higher order thinking skills (even under stress) and become curious, confident, motivated learners.

#### Thrive is useful for:

- Vulnerable children whose early life experiences have not equipped them to manage strong emotions.
- When life happens and we suddenly experience traumatic life events, such as bereavement, illness, parents divorcing, we return to our most basic needs, this is when we need emotional support.
- Dysregulation - When students are struggling to regulate their emotions and need our help.

#### Vital Relational Functions:

When things become overwhelming in school, teachers can adopt the VRFs. These refer to the language that is used when a student is dysregulated to help calm them more effectively:

**Attune** - Match the child's energy using the body, face and voice, " Oh wow! I can see your face is red and your fists are clenched."

**Validate** - Let the child know it is ok to have the feeling  
"I am wondering if/imagining/noticing that you might be feeling angry/sad/frightened/frustrated/excited. If that had happened to me, I would feel that way too."

**Contain** - Be alongside as a helpful, supportive adult, "I can see this is hard for you", "Let's go somewhere quiet, safe." Break things down into manageable chunks, eg. " First, we will..."

**Regulate** - Calm, soothe, regulate the child back to social engagement  
"Let's breathe together until you feel calmer" "Let's do this activity until you feel calmer". (Talking about anything off topic, the child's interests etc. often calms/regulates the child quickly).





## Appendix 2 - Rewards System

Students will be rewarded for their effort, attitude and successes in all areas of school life. Rewards range from the use of positive language in the classroom, to phone calls and postcards home as well as rewarding positive points through Arbor.

Students will receive reward points through Arbor under the 'reward' heading. Each reward will equate to 1 reward point.

Students' success will be celebrated weekly in assembly by the Year Managers and Key Stage Directors and within a dedicated half termly rewards assembly.

Weekly assemblies will celebrate:

- Students' birthdays
- PD achievements
- Top 3 students reward points
- Postcard and badge achievements

Half termly assemblies will award the additional rewards:

- Subject awards
- Year Manager Awards
- Progress Leader Awards
- Key Stage Director Awards
- Principal's Award
- Attendance Rewards- random draw
- Punctuality Rewards (5 lates or less)
- Behaviour Awards
- Home Learning Awards
- Extra Curricular Awards including Selby Challenge achievements.

Students will receive a range of physical rewards including; Postcards, badges and vouchers. As students achieve more points, they will earn themselves the next reward.

Point Benchmarks	Award
50	Postcard home
75	Postcard home & bronze badge
100	Postcard home & silver badge
150	Postcard home, gold badge & £5 voucher
250	Postcard home, sparkle badge & £10 voucher

Each year group will have their own colour of badge, so students can collect badges throughout their time at SHS.

Year Group	Badge Colour
7	Green



8	Blue
9	Yellow
10	Red
11	Purple

## Other types of reward

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### Home Learning

Top students for engagement with home learning will be invited to a celebration event every term

### Behaviour & Attendance Rewards

A range of rewards available for recognising positive behaviour and student effort. This includes awards for students who have one or less behaviour points or students adhering to the termly focus. Students will be entered into a half termly draw to receive a physical reward which will vary each half term.

Students with no late marks for each half term will all receive x5 reward points each and be entered into the half termly draw. Students are also rewarded throughout the year for good attendance at school.

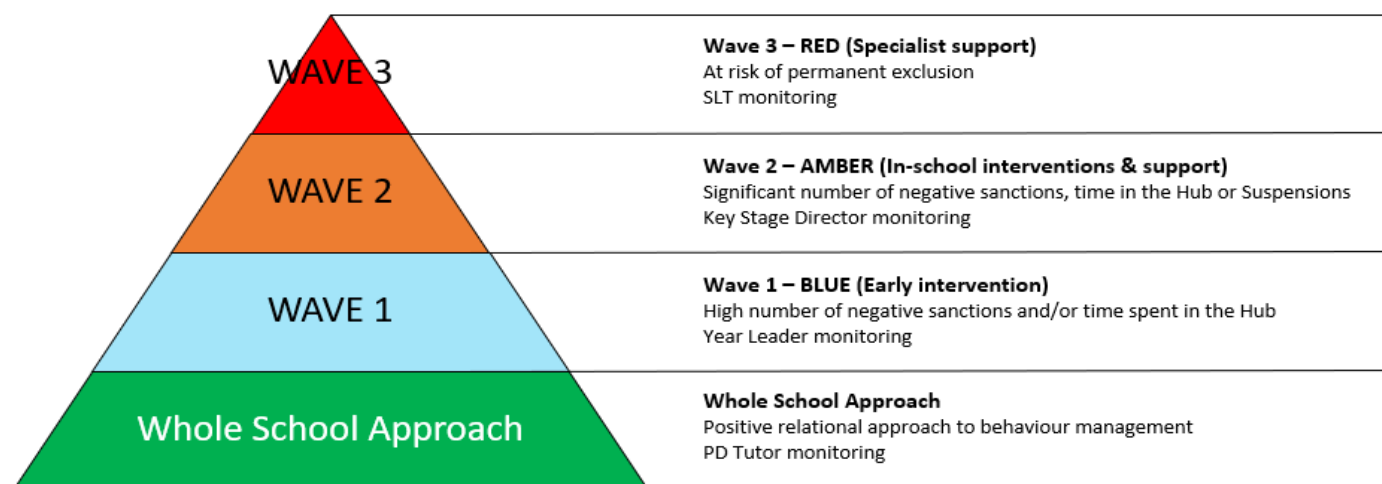
### Around School Rewards

Students will also be rewarded for good behaviour and conduct around school via reward stamps in their planner. Students who achieve 5 reward point stamps in one half term will receive a reward of their choice including:

- Queue jump
- Free drink
- Free homebake/snack

## Appendix 3 – Waves of Support

The following wave approach is used to support students with their social circumstances & relationships in school. This links in with the wave approach that we adopt to support students with SEMH and SEND. The waves are fluid and students can move between the various areas of support that are appropriate to their individual needs. This wave approach takes account of the support recommendations outlined in the NYCC Ladder of Intervention.



The table below details the support mechanisms that should be considered by the Pastoral Support Team in achieving the best possible outcomes for each individual child. Not all are relevant to every student.

Level of Support	Support Mechanisms to consider:
<b>Whole school approach – GREEN</b>	<b>Whole school community:</b> <ul style="list-style-type: none"> <li>PD Tutor support (conversations in PD time around positives &amp; negatives).</li> <li>Trauma-aware &amp; Pivotal approach (all staff).</li> <li>Thrive approach (all staff).</li> <li>Positive relational behaviour policy.</li> <li>Restorative conversations with classroom teachers.</li> <li>Promoting &amp; building resilience (consider resilience framework).</li> </ul>
<b>WAVE 1 – BLUE</b>  <b>EARLY INTERVENTION</b>	<b>High number of negative sanctions and/or time spent in the Hub:</b> <ul style="list-style-type: none"> <li>Year Leader monitoring – regular check-ins with student</li> <li>Year Leader meetings/phone calls with PCGs.</li> <li>Consideration of a Behaviour Improvement Tracker or Behaviour Contract (Assess - Plan – Do – Review).</li> <li>Audit environment – trends in behaviour analysed.</li> <li>Timetable analysed (RAG rated) &amp; barriers identified.</li> <li>Consideration of group/band change.</li> <li>Review of Resilience Framework – Any obvious gaps?</li> </ul> <b>Subject-specific issues:</b> <ul style="list-style-type: none"> <li>Curriculum Area Leader meetings/phone calls with PCGs.</li> <li>Faculty Leader meetings/phone calls with PCGs.</li> <li>Subject-specific Support Plan in place.</li> <li>Group change considered.</li> </ul>

<b>Potential Screening Tools</b>	<b>In-school screening tools:</b> <ul style="list-style-type: none"> <li>• Communication ability screen (VERBO).</li> <li>• Reading assessment.</li> <li>• Strengths &amp; Difficulties Questionnaire (SDQ).</li> <li>• Thrive profiling assessment.</li> <li>• Boxall profiling assessment and/or behaviour observations.</li> <li>• SNAP A or SNAP B assessment.</li> </ul>
<b>WAVE 2 – AMBER</b>  <b>IN-SCHOOL INTERVENTIONS &amp; SUPPORT</b>	<b>Significant number of negative sanctions, time in the Hub or Suspensions:</b> <ul style="list-style-type: none"> <li>• Key Stage Director (KSD) - regular check-ins with student.</li> <li>• Year Leader/KSD meetings/phone calls with PCGs and Team Around the Family (TAF) if required.</li> <li>• Consideration of a One-Page Relational support Plan.</li> <li>• Consideration of an Early Help assessment (if no SEN needs identified) and Early Help referral offered to PCGs.</li> <li>• Wishes &amp; feelings gathered via 3 Houses tool.</li> <li>• Education Support Plan in place (if needed via SENCO).</li> <li>• Internal Alternative Provision (AP) implemented and/or alternative curriculum pathways.</li> <li>• Behaviour for Learning delivered as part of time spent in the Hub.</li> <li>• Direct one-to-one work with the Positive Relational Behaviour Practitioner.</li> <li>• Reasonable adjustments for the student eg. Time-in card, safe space, concentration aide.</li> <li>• Consideration of a Managed Move.</li> </ul>
<b>Potential Referrals</b>	<b>Potential referral to external specialist support:</b> <ul style="list-style-type: none"> <li>• Early Help Service referral.</li> <li>• Stepping Up programme referral.</li> <li>• Youth Justice Team referral.</li> <li>• SEND Hub referral.</li> <li>• NY Rise referral.</li> <li>• NY Youth Mentor Service referral.</li> <li>• IDAS referral.</li> <li>• Consult with Educational Psychologist.</li> <li>• Police</li> </ul>
<b>WAVE 3 – RED</b>  <b>SPECIALIST SUPPORT</b>	<b>At risk of permanent exclusion:</b> <ul style="list-style-type: none"> <li>• SLT – regular check-ins with student.</li> <li>• SLT/KSD meetings/phone calls with PCGs and Team Around the Family (TAF).</li> <li>• Governors Intervention Panel (GIP).</li> <li>• Suspension Reintegration Contracts detailing targets &amp; support.</li> <li>• Consideration of EHCAR.</li> <li>• PRS (Rubicon) placement</li> <li>• Selby Skills Centre</li> <li>• External off-site Alternative Provision placement.</li> <li>• Meetings with Police.</li> <li>• Risk assessment.</li> </ul>

## Appendix 4 – Consequence Map

### Sanction Chart – In Class

<p>In lessons, staff need only log the highest level of sanction reached on Arbor. As per the Thrive approach, students should be <b>given a sufficient amount of time between sanctions</b> (staff to move away) to allow them opportunity to make the right decision.</p>		
<u>Stage</u>	<u>Description</u>	<u>Consequence</u>
Verbal Warning	The VERBAL WARNING has a clear purpose - to indicate that what a student is doing is unacceptable. Clearly state the words 'VERBAL WARNING' to the individual student, and make it clear what the warning is for. Verbal warnings should not be given as a blanket warning to the full class.	A verbal warning is logged on Arbor if the student does not receive any higher level of sanction within the lesson. There are no further consequences.
S1	During lessons, if a student continues to behave unacceptably after the "verbal warning", the teacher issues an "S1", clearly explaining the reason for the sanction: <ul style="list-style-type: none"> <li>a member of staff may move the student within the room to avoid further problems.</li> </ul>	An S1 is logged on Arbor if the student does not receive any higher level of sanction within the lesson.
S2	If a student continues to behave in an unsatisfactory manner, the teacher issues an "S2", clearly explaining the reason for the sanction. If possible, the student should be moved to another area of the room. Failure to comply with the move to another area of the classroom will mean a student automatically moves to S3.	An S2 is logged on Arbor if the student does not receive any higher level of sanction within the lesson. Students who accrue 10 negatives in a week will trigger a phased behaviour support. The student must be moved within the classroom.
S3	If the student continues to behave in an unsatisfactory manner, the teacher issues an "S3", clearly explaining the reason for the sanction. The 'emergency alert' button will be triggered on Arbor to alert the member of staff in Reflection (following the protocol outlined below). and <b>the student will be sent to Reflection</b> . A detention will be set once logged on Arbor. The teacher should include a narrative when logging the S3 on Arbor and follow this up with a phone call home to the PCG.  If an incident occurs in a lesson which is more serious and requires instant lesson removal, this should be logged as an 'INCIDENT IN CLASS' by the teacher. This will carry a higher sanction and on-call should be alerted in the exact same way as for S3 removal.	An S3 is logged on Arbor if the student does not receive any higher level of sanction within the lesson. A break or lunch time detention is set for 15 minutes. Failure to attend will result in a 30 minute after school detention. See Appendix 5 for detention failure escalations.  An Incident in Class will carry a higher sanction due to the more serious nature of it.
S4	<b>AFTER SCHOOL DETENTION:</b> For more serious breaches of the Positive Relational Behaviour policy, an S4 may be given. An S4 is a period of at least 45 minutes in after school detention.	A minimum of 45 minutes will be spent in after school detention. Failure to attend a 45-minute detention will result in a 60-minute SLT detention.
S5	<b>HUB SUPPORT:</b> For more serious breaches of the Positive	Hub time can range from half a day to

	<p>Relational Behaviour Policy, an S5 may be authorised. The Hub follows a restorative approach where inappropriate behaviour is addressed and work is completed to help students understand why this cannot happen again.</p> <p>Occasionally, for more serious or repeat offences, extended Hub time may be required.</p>	a maximum of 3 days. For repeated S5s, the consequence will increase in length of time.
S6	<p><b>SUSPENSION:</b> Selby High School is a fully inclusive school and will only use suspensions in very limited circumstances. There are, however, some situations that will require this action, these are outlined below:</p> <ul style="list-style-type: none"> <li>• very serious one-off incidents.</li> <li>• repetition of S5 breaches.</li> <li>• constant refusal to conform to school rules (e.g. refusal to complete S5 Hub support).</li> </ul>	<p>Depending upon a student's suspension history, and nature of the offence, the suspension pattern is incremental for repeat offenders: 1 day, 2 day, 3 day, 4 day and 5 day. Further Suspensions will be at the discretion of the Principal.</p>
S7	<p><b>GOVERNORS INTERVENTION PANEL (GIP)</b></p> <p>At the discretion of the Principal, in conjunction with the Vice Principal and Assistant Principal, a student and their PCGs will be required to attend the School Governors Intervention Panel (GIP) to discuss a very serious incident or repeated breaches of the Positive Relational Behaviour Policy.</p> <p>Any student reaching 15 days of suspension in a term, will be required to attend the GIP. Please note, that where appropriate, students with fewer days suspension may be asked to attend.</p>	<p>There are no consequences attached to a GIP.</p> <p>The following additional measures may be considered:</p> <ul style="list-style-type: none"> <li>• Referral to SEND Hub or other additional support.</li> <li>• Alternative Provision.</li> </ul>
S8	<p><b>PERMANENT EXCLUSION:</b> Selby High School is a fully inclusive school and aims to avoid the permanent exclusion of students. There are however, certain extremely serious incidents, or persistent breaking of the school rules, that warrant this ultimate sanction. Students and parents are notified of red line behaviours and students are regularly reminded in assembly.</p> <p>Similarly, the PCGs of students who have gone through the pattern of suspensions have also been warned of the consequences of further serious misbehaviour.</p> <p>Provision has been set up to prevent permanent exclusions through the Local Inclusion Panel; this includes attendance at the Rubicon Centre, Selby. Wherever possible, this approach will be taken to avoid Permanent Exclusion.</p>	<p><b>PERMANENT EXCLUSION</b></p> <p>If upheld by the Governing Body, the student will no longer attend Selby High School and alternative provision will be provided by the LA.</p>

### Emergency alert button on Arbor (for on-call support)

1. Press the **Emergency Alert** button at the top of Arbor, near the search bar.

2. This will bring up a 5 second timer, prepopulated with the member of staff's name, classroom and class. If this has been done in error, please press **cancel**. Otherwise, please click on **edit or add information** to provide more details.
3. Select the **Emergency alert type** from the drop down menu.
4. If the student has left the room, please enter the student's name(s) in the **students involved** box.
5. Click **Send Alert**.

### Sanction Chart – Around School

Stage	Description	Consequence
<b>NEGATIVE PLANNER COMMENT</b>	<p>If a student is behaving unacceptably and is breaking the clearly defined school rules, a <b>negative point</b> must be entered in the students' planner with the correct code, and where necessary a brief descriptive comment.</p> <p>Staff should clearly inform the student the reason for the negative comment. The member of staff may give the student an instruction to move to another area of the school.</p>	A student who acquires <u>3 negative points</u> in their planner in a half term will receive a <b>15 MINUTE DETENTION</b> . Each further multiple of 3 negatives will also pick up a 15 minute detention.
<b>INCIDENTS AROUND SCHOOL</b>	<p>If a student's behaviour is judged to be more serious than a low level negative planner comment, the staff member should log an 'INCIDENT AROUND SCHOOL' negative point on Arbor, which will notify the relevant Year Leader &amp; Key Stage Director. Around school incidents include:</p> <ul style="list-style-type: none"> <li>• Incident around school</li> <li>• Misuse/inappropriate use of ICT equipment</li> <li>• Assembly removal</li> <li>• Breach of exam rules</li> <li>• Damage</li> <li>• Fighting / physical misconduct</li> <li>• Gang/drugs symbols or language</li> <li>• Lying to a member of staff</li> <li>• Mobile phone confiscation</li> <li>• Prohibited item</li> </ul>	<p><b>MINIMUM CONSEQUENCE = 30 MINUTE DETENTION</b></p> <p>This is the minimum consequence that a student will pick up for an Around School Incident. The Year Leader or Key Stage Director may escalate the level of consequence if it is deemed to be serious, once it has been investigated.</p>
<b>SERIOUS INCIDENT</b>	<p>If a student's behaviour is judged to be a serious breach of the school rules, the staff member should notify a member of the Senior Leadership Team as soon as possible by radio. Red line behaviour incidents include:</p> <ul style="list-style-type: none"> <li>• Refusal to go to lesson, Reflection, The Hub or designated space.</li> <li>• Walking out of a consequence, such as a detention</li> <li>• Swearing at a member of staff</li> <li>• Physical violence</li> <li>• Intimidatory, aggressive or threatening behaviour by a group or individual</li> <li>• Speaking to staff in a disrespectful manner</li> <li>• Offensive graffiti</li> <li>• Prejudice or discriminatory behaviour</li> <li>• Intentional damage to school resources</li> <li>• Serious one-off incidents, where the Principal believes an S5 is not a sufficient consequence</li> </ul>	<p><b>MINIMUM CONSEQUENCE = 45 MINUTE DETENTION</b></p> <p><b>Whilst the incident is being investigated</b>, students may be placed in the Reflection Room, and an appropriate sanction will be decided by the lead member of SLT.</p> <p>For very serious incidents this could be time spent with the Relational Behaviour Practitioner in the HUB or a <b>SUSPENSION</b>.</p>

	<ul style="list-style-type: none"> <li>Failed reintegration meeting</li> </ul>	
<b>REPETITION OF LOW LEVEL BEHAVIOURS</b>	Students who repeatedly behave in an unacceptable way around school, may be retained by the SLT for the remainder of the half term at Lunch and Break Times. This consequence will be reviewed on a weekly basis by the responsible SLT member and the Year Leader. If the student has demonstrated that they are able to maintain acceptable levels of behaviour, they will be allowed their independence around school again.	<b>LUNCH &amp; BREAK DETENTION</b>  <b>SLT or Year Leader</b>

## Stepped Consequences

### Sanctions for 10 negatives in a week:

10 negatives x 1	PD Tutor conversation with the student.
10 negatives x 2	Year Leader phone call home & 45-minute detention assigned.
10 negatives x 3	Key Stage Director phone call home & 45-minute detention assigned.
10 negatives x 4	Assistant Principal meeting with PCGs & half day Hub.
10 negatives x 5 or more	Assistant Principal follow-up phone call to PCGs & full day Hub

### Sanctions for a high number of S3 lesson removals:

5 removals	Progress Leader conversation with students & email home to PCGs.
10 removals	Phone call home from Year Leader & half day Hub.
15 removals	Follow-up phone call from Year Leader & half day Hub.
20 removals	Meeting with the Key Stage Director & full day Hub. Behaviour improvement tracker implemented (or One-page Relational Support Plan).
25 removals	Phone call from Assistant Principal, full day Hub & review of behaviour targets.
30 removals	Phone call from Vice Principal & 2 days Hub.
30+ removals	Phone call from Principal. Suspension considered.

### Sanctions for multiple instances of internal truancy in a day:

1 truancy	45-minute after school detention.
2 truanies	Parents contacted. Half a day Hub & 45-minute after school detention to follow.
3 truanies	Parents contacted. Full day Hub & 45-minute after school detention to follow.
3+ truanies and/or persistent failure to meet staff request	Parents contacted. Suspension considered.

Students who truant internally, on a regular basis, will be expected to engage with support programmes and interventions offered by the school. Students who truant, and refuse to follow staff instructions, will be subject to consequences equal to the breach of a red line.

### There are five types of detention:

- 15 minutes (break time/lunch time)
- 15 minutes (after school)
- 30 minutes (after school)
- 45 minutes (after school)
- 1 hour (SLT after school)

### S3 Removals:

An S3 removal from a lesson will result in the remainder of the lesson being spent in the Reflection room and then a 15 minute detention to follow for the student. The duty member of staff in Reflection will stamp the student's planner with the date/time of the detention they need to attend. If this is missed, this will be escalated to the next level of detention.

Removal period:	Detention set for:
Removal period 1 or 2	15 minute detention at break time
Removal periods 3, 4, 5 or 6	15 minute detention at the next available lunch time (depending on year group)

### Consequence for non-attendance of detentions

When detentions are missed, they will automatically escalate to the next level of sanction:

Missed Detention	
Failure to attend 15-minute detention (break/lunch)	Escalates to 30-minute after school detention. PCGs notified.
Failure to attend 15-minute detention (after school)	Escalates to 30-minute detention. PCGs notified.
Failure to attend 30-minute detention	Escalates to 45-minute detention. PCGs notified.
Failure to attend 45-minute detention	Escalates to 60-minute detention. PCGs notified.
Failure to attend SLT 60-minute detention	One further opportunity to attend the 60-minute detention. PCGs notified.
Student collected period 6 to attend SLT 2 <sup>nd</sup> 60-minute detention	Refusal to complete the detention will result in a suspension. PCGs notified.

Detention attendance will be closely monitored by the Positive Relational Behaviour Practitioner, to ensure that students do not build up an unmanageable back log of detentions. (Where a substantial number of detentions



have been non attended, Hub time (plus a detention) will be booked in to address the issue and the detentions will be reset).

Students & Parents/Carers are notified of detentions via emails from Arbor. It is then possible to log onto the Arbor Portal to see the date/time/duration that these have been set.

### Other consequences

Use of Mobile Phone at any time in the school building, or between the first and last bell.	<p>The phone will be confiscated, and stored safely in Reception and returned at the end of the day. Refusal to hand over the phone will result in an SLT Detention (60 minutes).</p> <p>The student will receive: SLT Detention (first offence) SLT Detention (second offence) Hub (third offence)</p> <p>For further offences, a meeting will be arranged with PCGs and the student will need to hand the phone over on arrival to school.</p>
Setting off the fire alarm	Minimum consequence - significant suspension; PERMANENT EXCLUSION will be considered.
Use or supply of illegal drugs, including on the way to school	Minimum consequence - significant suspension; PERMANENT EXCLUSION will be considered.
Premeditated assault	Minimum consequence - significant suspension; PERMANENT EXCLUSION will be considered.

\*Please note that repeat/very serious offences in any of the above may result in a more serious sanction being put in place.

## Appendix 6 – Uniform

- **Shoes:** Plain black leather/ leather-look shoes with black, brown or tan edges to their soles, and no coloured logos or strips. Boots are not allowed.
- **Trousers:** Formal, tailored black school trousers in a regular fitting; trousers must also be of a length that meets the tops of shoes. Trousers can be worn with or without a plain black trouser belt with a non-fashion buckle. “Jeans-style” trousers (including any studs), or tapered trousers are not allowed.
- **Skirts:** Plain black skirt; skirts must be no more than an inch above the knee; skirts made out of lycra or lycra-style stretchy material are not allowed.
- **Socks and Tights:** Ankle-length socks should be worn; black tights may be worn with skirts. Please note trainer-style socks are not allowed. Leggings are also not permitted.
- **Shirts and Blouses:** Plain white shirt or blouse.
- **Grey blazer** with school badge (Years 7 and 8).
- **Black blazer** with school badge (Years 9 - 11).
- **Optional:** Black V-neck jumper or cardigan.
- **School tie:** Black background patterned with the correct house colour stripes: Garrett: White, Hockney: Yellow, Mason: Blue, Palin: Green.
- **Jewellery:** Students are allowed to wear a wrist watch and one small stud in each earlobe. No other jewellery is allowed. Nose studs are prohibited.
- **Make-up:** Any make-up should be discreet, including eyelashes.
- **Hairstyles:** There should be no extremes of hair-style and only natural colours are allowed.
- **Nail varnish:** Only clear nail varnish is allowed; colours and nail extensions are not allowed.
- **School badges** may be worn on blazers; any other appropriate badges should be placed on the school bag.
- The dress code will be checked throughout the day and any issues recorded as a negative comment in the planner. All students must adhere to the school’s dress code at all times.



### UNIFORM KEY POINTS

The following key points will help ensure that all students are in correct uniform everyday:

- Coats must not be worn in the classroom.
- Ties must cover the fastened top button of shirts or blouses.
- Shirts/blouses must be tucked into trousers or skirts.
- Hats and caps are not allowed in the school building (except on medical grounds or for outside use when the weather is sunny or cold).
- Students who come to school with extreme hairstyles/ non-natural hair colours, or with false nails/ gel nails that can't be removed, will spend break and lunchtime in Reflection, and will not be allowed to participate in any official school photographs.
- Students who arrive to school with clothing items, jewellery, or nails that do not comply with the policy will be given an opportunity to make the right choice and comply. Further refusal will be dealt with in line with the Positive Relational Behaviour Policy. Parents/carers/guardians need to be aware that this rule also applies to any kind of body piercing and, therefore, need to carefully consider the timing if they give permission to their child to have a piercing. In some cases, the long summer holiday break may be the only time that allows the 'healing period' to be achieved in order to meet these requirements in school.
- The school has a healthy supply of spare uniform and shoes. Where a student has an issue with uniform eg. broken shoes, ripped trousers, the expectation is that items will be borrowed from the Hub. The only

exception to this is medical issues and/or injuries.

### **Aprons**

An apron, with a bib, in an easily cleaned fabric such as strong cotton or flame resistant washable fabric is required for Food Technology.

### **PE Kit**

Black football-style shorts

White House T-shirt

Black hockey/football socks

Black tracksuit bottoms or leggings (optional in winter months)

Grey PE Hoodie/ or plain grey sweatshirt

Trainers

Football boots/Astroturf (pimped) trainers

Shin pads (compulsory)

Gum shields (compulsory)

Hair bobble for long hair

Valuables pouch e.g. pencil case/purse/wallet, to store valuables in before handing in.

All items of uniform must be marked with the pupil's full name.

### **Equipment**

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In order to be prepared for learning, the following equipment must be brought into school every day:

- Planner
- Reading book
- Blue / black pen
- Red pen
- Pencil
- Ruler
- Eraser
- Pencil sharpener
- Highlighter
- Calculator
- Glue stick
- Water bottle

## Appendix 7 – Prohibited Items\*

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The following will not be allowed in school:

- chewing gum.
- alcohol and/or illegal drugs.
- stolen items.
- fireworks or other explosives including 'poppers'.
- e-cigarettes.
- high energy drinks and powders.
- fizzy drinks.
- family-sized or sharing packs of food or drink.
- tobacco products, cigarette papers, lighters or matches.
- knives and weapons including any kind of imitation weapon (or pellets).
- pornographic images and/or images that are considered unsuitable (including electronic images such as those on mobile phones).
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- solvents and aerosols (including deodorant aerosols and perfumes).
- fidget spinners / toys.

\*The school reserves the right to modify this list during the year, particularly in the light of new crazes or new technology.

Students must not store/post images, statements or videos that may be perceived as being detrimental to the school or be regarded as bullying or harassment towards students/staff. This includes the storage/postings on mobile phones and any social networking sites e.g. Facebook/Twitter/Snapchat.

Mobile phones, smart phones, tablets or similar communication devices must be **kept out of sight and switched off** from when students enter the site in the morning to after students have left lessons at the end of the day. SIM activated smart watches must not be used in school.

Students failing to comply will have their device confiscated, and will only be able to collect at the end of the school day. It is vital that students hand in these high value items i.e. phones, etc. when they are engaged in PE/ Dance / Drama. This ensures these items are kept securely. Refusal to hand over items will be treated as defiance in line with the policy.

### **Destruction of Confiscated Items:**

Please note that illegal drugs found in school will be handed to the police in line with policy; confiscated e-cigarettes and cigarettes will not be returned, they will be destroyed. Dangerous items will not be returned, and may be given to the police.

## Appendix 8 – The Use of Reasonable Force to Control or Restrain Students

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**It is the policy of this school that in normal circumstances staff should not use force to control or restrain students during the course of executing their duties**

If it were necessary to use force to control or restrain students then this would be because of the need to:

- Prevent students injuring themselves or others, (maintain the safety of the students and staff)
- Prevent serious breaches of school discipline
- Prevent serious damage to property
- Prevent students from committing an offence

This policy forms part of the school's Positive Behaviour for Learning Policy

By definition, as per the DfE's expectations, the school's behaviour policy includes the power to use reasonable force given the circumstances, to search students without consent, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

By taking steps to ensure that staff, students and parents, carers & guardians are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly. We will ensure that this policy, within the Positive Behaviour for Learning Policy, is shared with parents, carers and guardians on an annual basis.

Selby High School's policy on the use of reasonable force acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

### Key points

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- School staff have a legal power to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

### The Law On Using Force In School

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Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances, to prevent a student from doing, or continuing to do, any of the following:

- a) committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- b) causing personal injury to, or damage to the property of, any person (including the student him/herself); or
- c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

### What is Reasonable Force?

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- a) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- b) Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- c) 'Reasonable in the circumstances' means using no more force than is needed.
- d) As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- e) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- f) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

## Who Can Use Reasonable Force?

- a) All members of school staff have a legal power to use reasonable force <sup>1</sup>. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on school organised trips or visits.

This:

- i. includes support staff whose job normally includes supervising students such as teaching assistants, learning mentors and lunchtime supervisors.
- ii. can also include people to whom the Principal has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises-related staff) and unpaid volunteers (for example parents/carers accompanying students on school-organised visits).
- iii. does not include House captains, vice House captains or prefects.

<sup>1</sup> Section 93, Education and Inspection Act 2006

## When Can Reasonable Force be Used?

The power may be used where the student (including a student 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).

- a) Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.
- b) In a school, force is used for two main purposes – to control students or to restrain them.
- c) 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.
- d) 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:

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

Although there is no legal definition of 'reasonable' force, we have further clarification from North Yorkshire Police that 'reasonable force' must be proportionate to the circumstances, must be justified to a third party and mere presence is a use of force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result but may be raised as the threat level increases. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.

Those exercising the power to use force must also take proper account of any particular special educational need (SEN) and/or disability that a student might have. Under the Disability Discrimination Act 1995 schools have two key duties.

- a) not to treat a disabled student less favourably, for a reason relating to his, or her disability, than someone to whom that reason does not apply, without justification; and
- b) to take reasonable steps to avoid putting disabled students at a substantial disadvantage to students who are not disabled (known as the reasonable adjustments duty).

The statutory power conferred by section 93 of the Education and Inspections Act 2006 is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence. On preventing injury or damage to property, the statutory power is similar in scope to the common law power, except that it is only available to people authorised to have control or

charge of students. On preventing other types of criminal offence, section 93 provides essential clarification. It is by no means clear that all the behaviours that prejudice school discipline are also criminal offences and most primary students are below the age of criminal responsibility. So section 93 makes it clear that authorised staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006, to search students without their consent for weapons. This search power applies to Principal's and staff authorised by them, where they have reasonable grounds for suspecting that a student has a weapon. Reasonable force could be used by the searcher and/or the second person required to be present at a search. However, we will not search students where resistance is expected, but rather call the police.

Schools Cannot use force as a punishment – **it is always unlawful to use force as a punishment**. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.

### Minimising The Need To Use Force

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

- a) creating a safe, calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind.
- b) developing effective relationships between students and staff that are central to good order;
- c) using Social and Emotional Aspects of Learning (SEAL) approaches to teach students how to manage conflict and strong feelings.
- d) using positive behaviour management skills to manage conflict, using emotional coaching techniques as required.
- e) recognising that challenging behaviours are often foreseeable.
- f) effectively managing individual incidents. It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring the student 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 students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the student and
- g) wherever practicable, warning a student that force may have to be used before using it.

### Deciding if Use of Force Would be Appropriate

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The judgement on whether to use force and what force to use should always depend on the circumstances of each case and – crucially in the case of students with SEN and/or disabilities and/or other personal circumstances – information about the individual concerned. (Information on specific students will be made available by the SENDCO & Year Managers.

Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:

- a) the seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified;
- b) the chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified; and
- c) the relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

### Examples of Situations

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Examples of situations that particularly call for judgments of this kind include:

- a) a student attacks a member of staff, or another student;
- b) students are fighting, causing risk of injury to themselves or others;
- c) a student is committing, or on the verge of committing, deliberate damage to property;
- d) a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or object;



- e) a student absconds from a class or tries to leave school other than at an authorised time. Refusal of a student to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a student to leave would;
  - (i) entail serious risks to the student's safety (taking into account age and understanding), to the safety of other students or staff, or of damage to property; or
  - (ii) lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
- f) a student persistently refuses to follow an instruction to leave a classroom;
- g) a student is behaving in a way that seriously disrupts a lesson; or
- h) a student is behaving in a way that seriously disrupts a school sporting event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

Wherever possible, these judgements should take account of particular characteristics of the student, including his or her age, understanding and any SEN or disability or other personal circumstances that he or she may have. This would include the outcomes of any risk assessment and, as appropriate, any specific strategies and techniques set out in the student's positive handling plan. (Supplied by the schools' SENDCO & Year Manager.)

## Using Force

Before using force staff should, wherever practicable, tell the student to stop misbehaving and communicate in a calm and measured manner throughout the incident about what will happen if they don't. Staff should not give the impression of acting out of anger or frustration, or to punish a student, and should make it clear that any physical contact or restraint that has had to be used will stop as soon as it ceases to be necessary.

The types of force used could include:

- a) presence, either of a member of staff or by verbal communication
- b) passive physical contact resulting from standing between students or blocking a student's path;
- c) active physical contact such as:
  - leading a student by the hand or arm;
  - ushering a student away by placing a hand in the centre of the back;
  - in more extreme circumstances, using appropriate restrictive holds, which may require specific expertise or training.

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a student running off the pavement onto a busy road or preventing a student from hitting someone with a dangerous object such as a glass bottle or hammer.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury (particularly anything that could constrict breathing). However, in the most extreme circumstances it may not always be possible to avoid injuring a student or themselves.

Staff should not, as far as possible, use force unless or until another responsible adult is present to support, observe and call for assistance (if required).

Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate conduct.

## Power to Search Students Without Consent

- a) In addition to the general power to use reasonable force described above, the Principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - e-cigarettes, tobacco and cigarette papers
  - fireworks



- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules. A separate document, Screening, Searching, and Confiscation Policy, provides further guidance on the power to search without consent.

### Communicating the School's Approach to the Use of Force

- The school does not require parental consent to use force on a student.
- In line with DfE policy, the school does **not** have a 'no contact' policy, because there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student, or prevent them taking action needed to prevent a student causing harm.

### Recording Incidents

All incidents requiring the use of force to control or restrain students must be logged using the on-line form on the staff portal. When an online form is completed an automated notification is sent to the Principal, the Lead Attendance and Behaviour Officer (for administration processing) and Vice Principal. Following completion of the log a letter will be sent to inform P/C/G that, as per the most recent legislation from the DfE that it was necessary to use reasonable force to control/restrain their child. A copy of the P/C/G letter is attached as Appendix A.

### Reporting Incidents

The Principal or delegated representative will ensure:

- all incidents involving the use of force must be recorded on the Use of Reasonable Force to Control or Restrain Students log. The wellbeing of all parties will be checked and offered further support.
- The parents/carers/guardians are informed immediately about incidents involving the use of force
- The Chair of Governors is informed of the incident
- External agencies, such as, Local Authority Children and Families' Services, the local 3 Partners (Children's Safeguarding Board), the Health and Safety Executive, Youth Offending Teams and the police are informed as necessary.

### Staff Training

Staff will receive appropriate training in the use of force, given the specific needs of individual students, in order to enable them to carry out their responsibilities.

### Using Force

A panel of experts<sup>4</sup> identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

<sup>4</sup> Physical Control in Care Medical Panel - 2008

Selby High School staff are trained in the use of restraint techniques. The techniques described above are not used in school.

### What happens if a student complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 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.
- 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.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff"

guidance 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.

- e) The Principal, in conjunction with the Chair of Governors 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.
- f) If a decision is taken to suspend a teacher the school, through the Principal, will ensure that the teacher has access to a named contact who can provide support.
- g) The Governing body will 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.
- h) The school, as part of its duty of care, will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with students?**

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- a) It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.
- b) Examples of where touching a student might be proper or necessary:
  - When comforting a distressed student;
  - When a student is being congratulated or praised;
  - To demonstrate how to use a musical instrument;
  - To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - To give first aid.

**Please refer to Appendix A for associated paperwork**

**The legislation used as guidance for this policy is as follows:**

Education Act 1996

Education and Inspections Act 2006.

### **ASSOCIATED RESOURCES**

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*Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)*

<http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>

*DfE Use of reasonable force Advice for Principals, staff and governing bodies, July 2013*

[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)

Link to DfE Advice for Principals and school staff on Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Home Office Police and Criminal Evidence Act 1984 (PACE) and accompanying codes of practice

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pace-codes/?view=Standard&pubID=810826>

## Letter to PCGs

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P/C/G

Name

Address

Date

Dear P/C/G

Further to the telephone call made by \_\_\_\_\_ on \_\_\_\_\_, I am writing to inform you as per the most recent legislation from the DfE that it was necessary to use reasonable force to control/restrain **name of student**.

**Name** was restrained by \_\_\_\_\_ at approximately **time and date** with regard to **his/her** own health and safety and that of others.

Description of restraint

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I am sorry it was necessary to take this action in order to ensure that no harm came to either **name** or to other students. I can assure you that **name** was not hurt in any way, but please do not hesitate to contact me, here at school, should you wish to discuss the situation further.

Yours sincerely

Nick Hinchliffe  
Principal

## Appendix 9 – Screening, Searching & Confiscation

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The school will follow the 2022 DfE Guidance on Screening, Searching and Confiscation. Please follow this [link](#) for the full information.

### Searching

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School staff can search a student for any item if the student agrees <sup>(1)</sup>.

Principals, and staff authorised by them, have a statutory power to search students or their possessions without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. **Searches should be carried out by two members of staff.** Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Chewing gum

Principals and authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for:

- Lighters/matches/tobacco products/e-cigarettes
- Solvents
- Aerosols and perfumes (including deodorant aerosols)
- High energy drinks
- Images that are considered unsuitable
- Any kind of imitation weapon

<sup>1</sup> The ability to give consent may be influenced by the child's age or other factors

### Confiscation

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#### What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from students:

- i) The general power to discipline in Schools enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully<sup>2</sup>, and
- ii) Power to search without consent for "prohibited items"<sup>3</sup> (as indicated on page 2 of this document)

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. **Cigarettes, e-cigarettes and lighters will be disposed of.**

<sup>2</sup> Section 94 of the Education and Inspections Act 2006

<sup>3</sup> Section 550ZA (3) of the Education Act 1996