Keswick School

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BEHAVIOUR POLICY (KSMAT/STAT/044)

Committee Responsible:	Directors of Keswick School Multi Academy Trust
Lead Officer:	Head teacher
Date of Review:	March 2026
Date to be Reviewed:	March 2027
Signed: **Date:**	

BEHAVIOUR POLICY

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date.

Version Number	Version Description	Date of Revision
1	Original	Sept 2012
2	Policy review	Sept 2013
3	Policy review	Oct 2014
4	Policy review and up-date. Boarding procedures incorporated	Jan 2016
5	Create a Policy and procedure document. Links to school policies. Reference to staff Code of Conduct. Expectations regarding boarding clarified . Suspension / Permanent exclusion sections reviewed	June 2016
6	Under Item 10.1 – DfE publication information updated	November 2017
7	Under Item 11.1 – DfE publication information updated	November 2017
8	New appendix – Anti Bullying Procedures and what to do if you have a complaint	November 2017
9	Policy review and inclusion of policy on weapons	December 2019
10	Policy review and update	December 2020
11	Policy review including change of terminology, • Update Rewards (section 2) and Anti-bullying policy (App 10) • Addition of Behaviour Principles (Appendix 1) and Mental health and behaviour (section 22)	November 2021
12	Updated to remove reference to the Covid-19 addendum and to reflect changes made by 'Keeping Children Safe in Education' 2022 and the introduction of the revised DfE advice 'Behaviour in schools' July 2022 and Searching, screening and confiscation: advice for schools July 2022	November 2022
13	Additional paragraph added regarding restorative justice	March 2023
14	New sections and appendices added. Updated Home School Agreement. Some minor changes around clarity of protected characteristics	November 2023
15	Updates based on revised DfE guidance on the use of mobile phones by pupils in schools and revised DfE Behaviour in Schools guidance. Additional details also given about permanent exclusions (section 10)	September 2024
16	Change of terminology from 'managed move' to 'off-site direction' and 'managed transfer' to 'managed move'.	January 2025
17	Positive Regard culture added (section 4 paragraphs 4.3-4.5) and references made to relational behavioural management in policy. Harassment highlighted and new paragraph on bladed items added (18.11). Other minor updates added for clarification. Updates following revised DfE guidance on "Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026). **NEW** Appendix A on Restrictive interventions etc. References to restrictive interventions have been removed from the body of the Policy in light of Appendix A.	March 2026

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BEHAVIOUR POLICY

POLICY STATEMENT

1.0 DEFINITIONS

1.1 For the purposes of this document a child, young person, student or student is referred to as a 'student' or a 'child' and they are normally under 18 years of age.

1.2 Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

2.0 INTRODUCTION

2.1 In their document '[Behaviour in Schools – Advice for head teachers and school staff]', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils, and parents.

2.2 Schedule 1, Part 3, point 9 of the Education (Independent School Standards) (England) Regulations 2010 as amended in 2012 requires Academies to have a written policy to promote good behaviour amongst students and set out the sanctions to be adopted in the event of unacceptable behaviour.

3.0 VISION AND VALUES

3.1 The school's vision is:

Promoting excellence to enable all students to be happy and achieve their potential.

3.2 The school's values are:

3.2.1 **Excellence**

- We believe that a happy and inspiring school community will lead to outstanding achievement in all areas of school life.
- Traditional values are important to us. We expect our students to be honest, respectful, considerate, caring, friendly and help others at all times.
- We believe in an inclusive community and focus on the needs of individuals. We expect students to respect the views and beliefs of others and demonstrate tolerance and understanding.

3.2.2 **Aspiration**

- Students should be excited, engaged and challenged in their learning. We recruit specialist teachers who are passionate, enthusiastic and have great imagination for communicating their subject.
- We believe taking responsibility is part of growing up. We expect students to have an outstanding attitude to learning and a desire to constantly improve.
- We believe students should question, think, take risks as part of the educational process and work independently to prepare themselves fully for life after school.

3.2.3 **Opportunity**

- We expect exemplary behaviour both in and out of school. We recognise that our reputation helps open doors to opportunities for our students.

- We believe it is important to develop the whole person, building self-confidence and developing team working skills. One way we do this is through an outstanding programme of extra-curricular activities including sports, arts, clubs and societies.
- We are constantly looking to innovate. We expect students to be willing to get involved and try new things both within the school and the wider community.

4.0 AIMS

4.1 This policy confirms Keswick School's commitment to:

- promote the well-being of all its students and staff
- ensure that every student can develop and achieve their potential;
- provide a safe and happy environment, free from disruption, violence, bullying and harassment (including cyber-bullying, prejudice-based and discriminatory bullying);
- promote self-esteem, self-discipline and positive relationships based on mutual respect;
- promote a culture of praise and encouragement;
- consistently apply high standards and teach students to take responsibility for their actions;
- develop the partnership between home, school and the wider community;
- develop a sense of right and wrong enabling students to become positive members of society;
- value every person regardless of their ability, race, sex (gender), disability, religion or belief, gender reassignment or sexual orientation.

4.2 In order to achieve this Keswick School will:

- make clear its high expectations of good behaviour to students and parents;
- reward achievement;
- treat every member of the community as an individual and respect their rights, values and beliefs;
- not tolerate bullying (including cyberbullying, prejudice-based and discriminatory bullying based on the protected characteristics of sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation), harassment or intimidation of any description;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- consistently apply this policy when responding to instances of unacceptable behaviour.

4.3 Keswick School recognises that consistently developing positive, trusting relationships with students is fundamental to supporting positive behaviour. Our approach is underpinned by the principle of 'unconditional positive regard'. We see the young person as capable of growth, belonging and success, regardless of their behaviour at any point in time.

4.4 A Positive Regards approach means:

- intentionally shifting the language used to discuss students and their actions. Using assertive language when communicating with students, focusing on their potential and effort;
- staff actively build and maintain warm, professional relationships with students;
- students are listened to and supported to understand the impact of their actions;
- staff remain calm, consistent and respectful, even when behaviour is challenging;
- behaviour is seen as communication, and responses focus on understanding and support, alongside clear expectations;
- the relationship between student and staff member is preserved wherever possible following incidents, using approaches such as restorative conversations.

4.5 This approach helps prevent unwanted behaviour by creating a culture of mutual respect, belonging and connection. Responses and sanctions will focus on addressing the impact of the behaviour while at the same time reaffirming the students worth and belonging within the school community.

4.6 This policy applies to day and boarding students for the whole time they are in the care of the school (which for boarding students includes evenings and weekends when they are under the care of the boarding house). It also applies to all student conduct outside the school as detailed under section 14 of the procedures.

4.7 Staff are made aware of the risk of radicalisation and will be alert to changes in behaviour which could indicate that a student needs help or protection. Students' resilience to radicalisation will be built up by achieving a positive school ethos and through the promotion of spiritual, moral, social and cultural (SMSC) development and fundamental British values. Please refer to the Preventing and Tackling Extremism and Radicalisation policy (KS/P&B/080).

4.8 The Online Safety policy (KS/P&B/034) details our approach to preventing access to terrorist and extremist materials on the internet.

4.9 This policy should be read in conjunction with:

- Admissions (KSMAT/STAT/005)
- Attendance (KS/P&B/057)
- Bring Your Own Device (KS/CUR/065)
- CCTV (KS/F&P/093)
- Child on Child Abuse policy – KSMAT/STAT/031
- Child Protection & Safeguarding Policy (KSMAT/STAT/040)
- Code of Conduct (KSMAT/STAT/039)
- Complaints Procedure (KSMAT/STAT//021)
- Exclusion policy (KSMAT/STAT/096)
- General Data Protection Regulations(KSMAT/STAT/023)
- Drugs and Substances Education (KS/P&B/047)
- Equality (KSMAT/STAT/007)
- Health and Safety Statement (KSMAT/STAT/013)
- Home Learning (KS/CUR/067)
- Online Safety (KS/P&B/034)
- Peer on Peer (child on child) abuse policy (KSMAT/STAT/031)
- Preventing and Tackling Extremism and Radicalisation (KS/P&B/080)
- Relationships and Sex Education (KSMAT/STAT/002)
- Rewards Policy KS3, KS4 and KS5 (KS/CUR/024)
- Sexting and Offensive Material (KS/PP&PW/078)
- Sexual Violence and Harassment policy (KS/P&B/110)
- Special Educational Needs and Disabilities (KSMAT/STAT/017)
- Supporting Pupils with Medical Conditions (KSMAT/STAT/048)
- Trips and Visits (KS/CUR/076)
- Use of Reasonable Force & Physical Restraint (KS/P&B/081)
- Whistle blowing (KS/PER/012)

5.0 COMMUNICATION

5.1 Communicating this policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

5.2 The Governors are required to ensure that this policy and procedures are published on the school website. A copy of this policy and procedures is also available on request.

PROCEDURES

1.0 RESPONSIBILITIES

1.1 **Local Governing Body**

The governing body is responsible for supporting the school in its efforts to address issues related to behaviour management and to monitor the implementation of the Behaviour Policy.

1.2 **Head teacher**

The Head teacher has overall responsibility for this policy with the Deputy Head (Pastoral) and the Head of Lairthwaite House. The Head teacher will work with all members of the school community to ensure the highest standards of behaviour at all times.

1.3 **School and Boarding House staff**

It is expected that school and boarding house staff will:

- Follow the principles and guidance outlined in the Code of Conduct (KSMAT/STAT/039)
- Treat each other with dignity, kindness and respect. Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a colleague or other adult will not be tolerated;
- Ensure that students are emotionally and physically safe at school and in the boarding house;
- Make explicit and model expected behaviour, and challenge unacceptable behaviour;
- Always take seriously any complaints or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other inappropriate behaviour reported to them;
- Use rewards and, where necessary, sanctions consistently;
- Plan and deliver good to outstanding lessons which engage and motivate;
- Develop positive working relationships with students, this includes demonstrating unconditional positive regard and consistent, respectful interactions;
- Communicate successes and concerns with parents.

1.4 **Students**

It is expected that students will:

- To comply with the expectations set out in the home-school agreement (boarding students must also comply with the expectations set out in the Boarding Student Contract);
- Attend school, be punctual and wear school uniform correctly;
- Treat all members of the school community with dignity, kindness and respect;
- Be organised and have the appropriate equipment, including a planner, for every lesson;

- Do their best, take pride in their work and value education;
- Show respect, care and consideration to others and the school environment;
- Listen when teachers are talking and value other individuals and their contributions;
- Follow school and classroom rules, routines and expectations;
- Tell the truth, learn from mistakes and accept responsibility for behaviour;
- Lead by example creating a good role model for younger students;
- Use IT in accordance with the Online Safety policy (KS/P&B/034);
- Report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- Behave appropriately when outside school and be an ambassador for the school.

1.5 **Parents**

It is expected that parents will:

- Treat all staff, pupils, other parents and other adults with dignity, kindness and respect. Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against a staff member or other adult will not be tolerated;
- Ensure that their child attends school, arrives on time and wears the correct uniform;
- Ensure that their child has the correct equipment, including a planner, for the school day;
- Contact the school if their child is absent or late;
- Encourage their child to have high standards of behaviour in and out of school;
- Support the school and boarding house if sanctions are applied for unacceptable behaviour;
- Support school and boarding house staff to help their child accept responsibility for their behaviour;
- Report any incidents of bullying both online and offline (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling)
- Encourage their child to achieve their best and support their home-based learning activities;
- Discuss any issues of concern with the class teacher, Head of Year or Head of House;
- Support the school's approach to online safety (which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute);
- Inform school of any changes to their child's circumstances.

2.0 REWARDS

2.1 Keswick School has a system of rewards that aims to motivate and encourage all students. Achievements and successes, at whatever level, are noted and given due worth. This helps to build individual self-confidence and self-esteem, leads to further personal development and develops a positive culture and ethos across the school. More detail is given in the Rewards Policy KS3, KS4 and KS5 (KS/CUR/024).

2.2 Some of the ways we celebrate success includes (this is not an exhaustive list):

- Prize giving evening
- Assemblies (students representing the school etc.)
- Merit system
- Form competition and end of term rewards events
- Head teacher's commendations

- Praise postcards
- Verbal, individual praise in class
- Written praise in marked work
- Celebrating success during lessons

2.3 In the boarding house students who set a high standard of punctuality, behaviour and personal organisation are rewarded with prefect group points. Individual 'House stars' are also awarded each week to boarders who help out at school events, for sport, prep work etc.

3.0 SANCTIONS AND CONSEQUENCES

3.1 There are occasions when a small minority of students behave in a way that is unacceptable. It is important that these students take responsibility for their behaviour and school strategies, like restorative justice, will help them to reflect on this and make amends.

3.2 The sanctions and consequences we apply for unacceptable behaviour must be reasonable, proportionate and consistently applied. When determining appropriate sanctions any individual pupil needs such as special educational needs and disabilities will be considered.

3.3 If any behavioural issues give cause to suggest that a student is suffering or is likely to suffer significant harm then the child protection and safeguarding procedures will be followed (KSMAT/STAT/040).

3.4 Sanctions must only be applied when a student is on the school or boarding house premises or when they are under the lawful control of a member of staff.

3.5 Level One – (dealt with by any member of staff) includes:
- Low level disruption in class
- Unfinished work/inadequate effort
- Lack of correct equipment (as required for the subject)
- Graffiti on or in exercise books
- Misuse of practical equipment
- Late to lessons
- Truancy from assembly
- Incorrect school uniform
- Wearing jewellery in contravention of school rules
- Have a mobile phone out/on during the school day (see paragraph 18.13)
- Chewing gum
- Eating inside in non-designated areas
- Littering – inside and outside the buildings
- Use of inappropriate language

3.5.1 Sanctions could include:
- Verbal reprimand
- Short cooling off period outside the classroom (maximum 5 minutes)
- Confiscation of item
- Note to parent in planner
- Moving seat
- Sent to supervised homework

- Issue a Behaviour point in Class Charts
- Report card
- Break detention
- Lunch detention
- Sent to Head teacher's PA (for chewing gum)
- Phone call home
- Sent to a temporary alternate space (supervised by an adult) e.g. withdrawal or into another teachers classroom

3.6 Level Two – (dealt with by middle leaders or a member of SLT) includes:

- Repeated refusal to follow instructions
- Repeated disruption to learning
- Truancy from lessons
- Leaving the school site without permission
- Failing to attend a break or lunchtime detention
- Personal/discriminatory comments directed at any member of the school community
- Swearing (directed at another person)
- Graffiti on equipment, furniture or the school environment
- Damage to equipment, furniture or the school environment
- Selling food or drinks to others for personal gain
- Inappropriate behaviour outside of school which brings the school into disrepute
- Misuse of mobile phones/smart technology (18.15), IT equipment or the school's IT network
- Possession of any banned item

3.6.1 Sanctions could include:

- Issue a Behaviour point in Class Charts
- Sent to withdrawal
- Contact with parents by phone or letter
- Lunch-detention
- After-school detention
- Discussion with Form Tutor – referral for additional support
- Request payment to repair damaged equipment etc.
- Referral to HOY (Head of Year)
- Referral to HOD (Head of Department)
- Referral to Head of Main School
- Meeting with parents
- Ban from using school IT network
- Confiscation of item
- Internal supervision
- Behaviour and attitude contract (appendix 6)
- Suspension

3.7 Level Three – (dealt with by a Head of Year and/or a member of SLT) includes:

- Swearing (directed at a member of staff)
- Theft (including school equipment, food and another students' property)
- Violence/intimidation directed at any member of the school or wider community
- Failure to report to after school detention

- Failure to report to withdrawal when sent out of lessons
- Bullying, intimidation or serious defamatory or other discriminatory comments directed at any member of the school community regardless of whether this takes place during or out of school
- Bullying (including prejudice-based and discriminatory bullying), sexual violence, sexual harassment, taunting or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours
- Deliberately invented or malicious allegations against staff or other pupils
- Breaches of online safety e.g. distribution of inappropriate images or comments
- Behaviour which endangers the safety of other students or staff
- Cyber-bullying through use of social networking sites, via email or any other electronic device
- Sexual contact with any member of the school community
- All types of sexual violence and sexual harassment
- Smoking or vaping (e-cigarettes) on school premises, a trip or when travelling to and from school
- Use of solvents or any item associated with 'legal highs'
- Drinking alcohol on school premises, on a school trip or travelling to and from school
- Drug possession, use or supply whilst under the care of the school or boarding house, during a trip or visit, or when travelling to and from school
- Arriving at school appearing to be under the influence of alcohol or drugs
- Possession of any offensive or dangerous weapon or materials (laser pens, knives, pellet guns, fireworks, scissors, craft knives etc. - this list is not exhaustive)

3.7.1 Sanctions could include:

- Issue a Behaviour point in Class Charts
- Meeting parents/guardians
- After-school detention
- Internal supervision
- Permanent ban from using any IT systems in school
- Permission for attendance on school trips removed
- Time out of school for alternative educational provision e.g. PRU
- Contacting police
- Governors disciplinary meeting
- Suspension
- Permanent Exclusion

3.8 We will not tolerate the possession, use and supply of controlled drugs or any other substance that is or could be viewed as a "legal high" whilst in the care of the school (including boarders under the care of boarding staff in evenings and at weekends), during a trip or visit, or when travelling to or from school. As possession of a controlled drug is an offence under the Misuse of Drugs Act we will involve the police in all such incidents.

3.9 Given the risks that drugs (controlled or otherwise) pose, a permanent exclusion for any student who possesses, uses or deals drugs (controlled or otherwise) on or around the school site will be considered. Please refer to the Drugs and Substances Education policy (KS/P&B/047).

3.10 Boarding students are expected to display exemplary behaviour whilst under the care of the boarding house staff in evenings and at weekends. A code of conduct is given in Appendix 1 and consequences for unacceptable behaviour is given in Appendix 2.

4.0 BEHAVIOUR THRESHOLDS

4.1 Where negative behaviours occur these will be recorded by staff on Class Charts. This will be monitored within school. Support, interventions and sanctions will be applied to support students to improve behaviour, as well as the use of praise and the rewards system to positive reinforce the appropriate behaviours.

4.2 Parents are able to receive notifications of positive and negative behaviours for their child by registering to use the Class Charts app (iOS or android) or through logging on to the Class Charts website.

4.3 For multiple instances of low-level disruption (LLD) the following thresholds will trigger the interventions and sanctions indicated below.

4.4 Serious incidents will bypass this process and will attract an appropriate sanction (see section 3).

STEP	Sanction	Issued and recorded on Class Charts by:	Phone call / email home (recorded on Class Charts)
STEP 1	Lunch detention	Automatic on Class Charts	n/a
STEP 2	Break and Lunch in Behaviour Centre	Automatic on Class Charts	n/a
STEP 3	After School detention	Automatic on Class Charts	FH to contact home to discuss ways forward
STEP 4	1 week of lunchtimes in the Behaviour Centre	HOY to arrange with Behaviour Centre staff	HOY
STEP 5	1-day Internal Supervision Form Head Report card for 1 week	HOY to arrange with Behaviour Centre staff	Behaviour Centre staff
INTERVENTIONS WITH BEHAVIOUR CENTRE STAFF			
STEP 6	2-day Internal Supervision HOY Report Card for 2 weeks	HOY to arrange with Behaviour Centre staff	Behaviour Centre staff
INTERVENTIONS WITH BEHAVIOUR CENTRE STAFF			
STEP 7	3-day Internal Supervision SLT Report Card for 3 weeks	HOY to arrange with Behaviour Centre staff	Behaviour Centre staff
INTERVENTIONS WITH BEHAVIOUR CENTRE STAFF			
STEP 8	1-day Fixed Term Suspension Behaviour Contract signed at reintegration meeting with parents Behaviour Contract reviewed after 4 weeks	HT/DHT	HT/DHT

INTERVENTIONS WITH BEHAVIOUR CENTRE STAFF			
STEP 9	2-day Fixed Term Suspension Behaviour Management Plan for 6 weeks reviewed fortnightly with parents	HT/DHT	HT/DHT parents invited in to sign BMP with Behaviour Centre staff/HOY and SENDCo if appropriate
INTERVENTIONS WITH BEHAVIOUR CENTRE STAFF			

4.5 If the interventions indicate above have been unsuccessful we may consider discussing a planned off-site direction or alternative provision with parents.

4.6 We will reintegrate students following an internal supervision, fixed term suspension or time spent in another setting under off-site direction. This may involve reintegration meetings between the school, student, parents and, if relevant, other agencies. Strategies will be put in place to help the student return to mainstream education and meet the expected standards of behaviour. This may include:

- Opening an Early Help Referral;
- Head of Year/SLT report cards;
- Agreeing a Behaviour Contract;
- Agreeing a Behaviour Management plan.

5.0 #notinourschool

5.1 At Keswick School we aim to establish a safe environment in which everyone feels valued and demonstrates respectful behaviours. We recognise that in our community, as in society as a whole, sexualised behaviours and language and insulting behaviours and language which makes people feel unsafe or uncomfortable does sometimes take place. We will work hard to eradicate such behaviours and where there are issues, we will deal with them robustly.

5.2 Keswick School has a zero-tolerance culture towards breaches of respectful behaviour and any instances of identity-based prejudice. Our approach to tackle such behaviours includes:

- All students and staff will know and understand our expectations for respectful behaviour/language
- Through education all members of our community will have an increased understanding of why certain language and actions are disrespectful and inappropriate
- All students or members of our school community will feel confident to approach the safeguarding team to discuss any concerns
- All staff and members of our community will work hard to ensure that respectful behaviours are consistently encouraged and embedded inside and outside the classroom.
- Students who are not demonstrating respectful behaviours will be logged on Class Charts and they may be put onto our RESET intervention programme.
- Students who show respect, kindness and care for others will be recognised through merits
- Form reps, Year council and School council will represent all students in the school community and will be the voice for anyone who is reluctant to speak out

5.3 Education through RESET programme (run by the Behaviour Centre) and our PD curriculum will be our primary tools to ensure acceptance with regard to all aspects of society, including race, gender, sexuality, religion, neurodiversity, disabilities and other protected characteristics in law.

5.4 The RESET programme is intended to help students understand the significance and impact of their behaviours and to supplement the education provide through the PD curriculum. It is not intended to be a punitive approach, though such behaviours may also warrant a separate sanction in line with this Behaviour policy.

5.5 The RESET programme may include all or some of the following:

- One or more RESET sessions in the Behaviour Centre training room (S01)
- Mentoring with a senior member of staff
- Reparation towards the victim as appropriate
- A meeting with the PCSO (this may be a group meeting or an individual session)

6.0 WITHDRAWAL

6.1 Where a student fails to respond to repeated warnings to improve an aspect of their behaviour which is disrupting the learning of others, they can be removed from a class and sent to withdrawal (in the Behaviour Centre) or a nearby classroom. Under such circumstances the student will receive a lunchtime detention.

6.2 The use of withdrawal will allow for continuation of the pupil's education in a supervised setting. It will be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and,
- to allow the pupil to regain calm in a safe space

6.3 The length of time a pupil may be withdrawn from the class will be determined by the Head of Year or a senior leader. Withdrawal from the classroom is different from circumstances in which a pupil is asked to step outside the room for a conversation with a staff member and asked to return following this.

6.4 Withdrawal from the classroom is considered to be a serious sanction and will only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so serious as to warrant immediate withdrawal.

6.5 Data relating to withdrawals will be collected, monitored and analysed in order to interrogate repeat patterns and the effectiveness of the use of withdrawal. Consideration will be given to whether frequently withdrawn pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the SENDCo, or whether specific classes or teachers may require more support.

7.0 DETENTION

7.1 All staff at Keswick School can issue detentions. Lunchtime and after-school detentions are used to resolve unacceptable behaviour. During detentions students are set relevant academic work or given the opportunity to reflect on an aspect of their behaviour.

7.2 The Education and Inspections Act 2006 determines that schools can impose detentions outside school hours without parental consent provided that 24 hours written notice is given. It does not matter if making alternative travel arrangements is inconvenient for the parent.

7.3 Detention may be given at the following times:

- any school day where the student does not have permission to be absent;
- weekends – except the weekend preceding or following the half term break; and
- non-teaching days – usually referred to as 'training days' or INSET days.

8.0 INTERNAL SUPERVISION

8.1 Internal supervision is a sanction used to place a disruptive student in an area away from other students for a limited period (in the Behaviour Centre). Students who are placed in internal supervision will be carefully monitored and will be given time to eat and use the toilet as necessary. Whilst in internal supervision students will be expected to complete work set by the teachers of the lessons that they are missing. They may also be set additional work by the member of staff in charge or asked to reflect on the behaviour that has resulted in their being placed in internal supervision.

9.0 SUSPENSION

9.1 Keswick School follows the DfE guidance: *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023).* More detail is given in the Exclusion policy (KSMAT/STAT/096).

9.2 We will endeavour to avoid suspensions from school. A decision to issue a suspension for a fixed period is taken only in response to a serious breach of the school rules, such as persistent disruptive behaviour, and which is not serious enough to warrant permanent exclusion but lesser sanctions, such as a detention, are considered inappropriate.

9.3 Any incident that might result in a suspension will be investigated by a Head of Year and/or member of the Senior Leadership Team (SLT). This will involve speaking to and taking statements from any victims, witnesses (staff and students) and the student at risk of suspension. Statements will be retained by the school.

9.4 If the police are called parents will be invited to be present for any formal interviews. If they cannot attend an appropriate adult will be agreed (this will normally be the designated safeguarding lead).

9.5 Determining whether an incident warrants a suspension will require the basic facts to be clearly established. The standard of proof will be on the "balance of probabilities" and the principles of consistency and fairness will be applied.

9.6 Reasonable adjustments will be made, if appropriate, in accordance with the public sector equality duty set out in section 149 of the Equality Act 2010.

9.7 Suspensions will be reviewed every half term at the Full Governing Body meeting.

9.8 Off-site direction is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction as described in the DfE guidance outlined above, will be used. Off-site direction will only occur when it is in the pupil's best interests.

10.0 PERMANENT EXCLUSION

10.1 A decision to permanently exclude a student will only be taken in accordance with the current exclusion legislation *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'* (August 2024). More detail is given in the Exclusion policy (KSMAT/STAT/096).

a) in response to a serious breach, or persistent breaches, of this behaviour policy; and
b) where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

10.2 A decision to exclude a student permanently is a serious one. It will take into account the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

10.3 In addition to an investigation (outlined in paragraph 9.3), when a permanent exclusion is a possibility the Head teacher will, in most cases, invite parents to attend a disciplinary meeting with the student before making a decision. This is an opportunity for the student and their parents to make statements on the student's behalf. Such a meeting must be held in a reasonable timeframe and in no more than 5 working days following the completion of an investigation.

10.4 There may be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence. However, the school will always discuss the possibility of a managed move with parents as a way to avoid a permanent exclusion in such circumstances.

10.5 Where the reason for a permanent exclusion is due to 'persistent breaches of the school's Behaviour Policy' the school will demonstrate that it has previously discussed the possibility of off-site direction with parents.

10.6 Depending on the type of exclusion, in most cases, parents have the right to make representations to the Governing body or suspensions/permanent disciplinary committee. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

10.7 The school has a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period of exclusion of more than five consecutive school days. The Local Authority is under a duty to provide full-time education from the sixth school day of a permanent exclusion.

10.8 If a boarding student is permanently excluded for any reason, regardless of where or when the incident(s) occur, this will be from <u>both</u> the school and boarding. Boarding students will not be transferred to day places following unacceptable behaviour in boarding in evenings or at weekends.

10.9 Permanent exclusions will be reviewed by a Governors disciplinary panel in accordance with the guidance set out in '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023).*

11.0 STUDENT CONDUCT OUTSIDE THE SCHOOL PREMISES

11.1 Section 89(5) of the Education and Inspections Act 2006 gives Head teachers the statutory power to regulate students' behaviour outside of school premises "to such extent as is reasonable." In Keswick School we will apply this in the following circumstances:

11.2 Unacceptable behaviour when a student is:

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

11.3 Unacceptable behaviour at any time that:

- could have repercussions for the orderly running of Keswick School (e.g. cyber bullying);
- poses a threat to another student, member of staff or the public;
- could adversely affect the reputation of Keswick School.

11.4 Keswick School is committed to ensure students act as positive ambassadors. We expect the following:

- Positive behaviour which does not threaten the health, safety or welfare of any other student, staff, volunteer or member of the public whether in or outside the school premises.
- Good behaviour on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses.
- Good behaviour on the way to and from school if travelling on foot or by bicycle.

11.5 Sanctions will be given for unacceptable behaviour outside school premises regardless of whether or not it is an activity supervised by school staff. Sanctions may be in the form of a detention, suspension or, in very serious cases, permanent exclusion. On occasion we may decide to liaise directly with the police or other agencies in order to deal with unacceptable behaviour that has been brought to our attention. In issuing sanctions, the following will be taken into account:

- The severity of the behaviour.
- Whether the behaviour put the safety of others at risk.
- The extent to which the reputation of the school has been affected.
- The extent to which the behaviour could have repercussions for the orderly running of the school.
- Whether the behaviour was whilst a student was on work experience, taking part in a course as part of a school programme, participating in a sports event or any other activity which might affect the opportunities being offered to future students.

11.6 Before applying sanctions for off-site behaviour a member of SLT must be consulted to ensure that consistency is maintained.

12.0 RESTORATIVE JUSTICE

12.1 Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try to come up with a solution. The individuals involved meet with a mediator who will ask three main questions:

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

12.2 The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables students to think about how they affected another person and appreciate why others may be upset.

12.3 Meetings are held in a neutral place with a mediator. The mediator's job is to keep everyone calm and civil and help those involved move forward to restore a positive relationship.

12.4 Restorative justice will normally be used where all parties are in school and remain in school and also consent to engage in the process and where there are no safeguarding implications to either party participating in the process.

13.0 HOME-SCHOOL AGREEMENT

13.1 Keswick School has a home-school agreement which must be signed and returned by all students and parents (appendix 5). This outlines the responsibilities of students, parents and the school.

13.2 Boarding students and parents must sign and return the Boarding student contract which sets out the expected standards of behaviour. This document refers to the home-school agreement, the boarding principles and the boarding code of conduct. These documents are available on the school website or from the boarding secretary on request.

13.3 Sixth Form students are given privileges including going off site at lunchtime, use of the Sixth Form Centre during supervised study, and being permitted to park at school. It is expected that they will use these privileges sensibly.

13.4 Sixth Form students are expected to conduct themselves in an exemplary manner when off site at lunchtime. They are also expected to sign in and out of school and return on time. Misuse of this privilege can result in it being withheld for a period of time, or other appropriate sanctions depending on the nature of incident.

13.5 Sixth Form students must obtain a permit to park on school site. They may not use their car during the school day unless authorised to do so and must drive sensibly and safely on school property, including at the end of the school day. Any reports of careless or dangerous driving on school site, or of a student taking a car out during the day without permission, will result in an automatic after school detention. The Head of Sixth Form also reserves the right to withdraw parking permits from students in the event of misuse of the privilege to park their cars on site.

13.6 All sixth formers are expected to sign a separate Sixth Form Student Contract, in addition to the Home School Agreement, before taking up their place in the Sixth Form, which sets out the expectations for conduct in the Sixth Form (see appendix 7).

14.0 ATTENDANCE AND PUNCTUALITY

14.1 The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Pupils who are late and are recorded as late on a regular basis are put in a lunch time or an after-school detention. Please refer to the Attendance policy (KS/P&B/057).

15.0 HOMEWORK

15.1 Students must write homework in their planner, including the deadline by which the work has to be handed in. Parents must sign the planner each week to show that they have seen it. Parents are encouraged to contact the school if it appears that homework is not being set.

15.2 All homework must be completed by the due deadline. Students are encouraged to plan out their homework and coursework. They will feel under pressure in Years 10 and 11 if they are trying to catch up on coursework that should have been done earlier. The school does provide advice and support on study skills to help in this respect.

15.3 Homework should be dated and well presented. If it is finished within the recommended time, reading and extra revision can be completed. If homework is not completed:

- parents may use the student planner to write an explanation if there is a good reason why a student was unable to complete their homework
- the teacher should be told before or at the beginning of the lesson
- the teacher may record non-completion of work in Class Charts so that parents may see it

15.4 Students who fail to complete homework by the deadline set should be given a day's grace or put into a supervised homework session at lunchtime. If a student fails to complete the homework after a day's grace or supervised homework session they will be given a lunchtime detention.

16.0 ELECTRONIC DEVICES / MOBILE PHONES

16.1 Allowing access to mobile phones/electronic devices in school introduces risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Our rules on the use of mobile phones and electronic devices are outlined in paragraphs 18.13 – 18.16.

16.2 Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

16.3 As with all prohibited or illegal items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

16.4 If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude and/or semi-nude images and/or videos), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy). Reference will be made to the Child Protection & Safeguarding Policy (KSMAT/STAT/040) and DfE statutory guidance Keeping children safe in education.

16.5 The UK Council for Internet Safety also provides the following guidance to support school staff and DSLs: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

16.6 If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the Police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff and/or DSL must refer to the DfE advice for schools on Searching, Screening and Confiscation.

17.0 STUDENT SUPPORT

17.1 We aim to support students to help them achieve their potential at Keswick School. If a student has on-going difficulties in managing their behaviour, we will use a wide range of support strategies including:

- Building positive relationships and recognising the individual needs of each student.
- Monitoring report cards with targets to promote success in lessons;
- Increased communication between home and school;
- Individual support plans;
- Referral to the Student Support Centre;
- Referral to a learning mentor;
- Support from the Learning Support department;
- Small group work or 1:1 support in self-esteem, anger management etc.;
- Additional literacy or numeracy support where this is identified as a barrier to learning;
- Alternative curriculum provision;
- Reduced timetable;
- Referral to outside agencies such as Educational Psychologist, CAMHS etc.

18.0 SCREENING, SEARCHING AND CONFISCATION

18.1 The Education Act 1996 (section 550Z) gives school staff the power to search a pupil or his/her possessions if they believe them to be carrying any prohibited item which the staff member reasonably suspects has been, or is likely to be:

a) used to commit a criminal offence; or
b) to cause personal injury to, or damage the property of, any person; or
c) any other item which the school rules identify as an item for which a search may be made.

18.2 Keswick School follows the DfE advice when searching, screening and confiscating items from pupils which is outlined in their document Searching, Screening and Confiscation – Advice for schools.

18.3 The Head teacher and staff that they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or illegal items (listed below) or any other item that the school rules identify as an item which may be searched for.

18.4 Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

18.5 The following items are what are termed 'Prohibited or illegal Items' and their presence on school or boarding house premises, or if found on an individual pupil, will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs or any items associated with drug use
- Alcohol
- Fireworks or firecrackers/snaps/bangers (any object containing explosive material)
- Toy weapons
- Tobacco and cigarette papers
- Pornographic images or text
- Stolen items and counterfeit goods
- Gas canisters
- Any article that a member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
  i) to commit an offence,
  ii) to cause personal injury to, or damage to the property of, any person (including the student)

18.6 The Head teacher and staff can also search for any item banned by the school. These items include:

- Mobile phones
- MP3 players or similar devices
- Jewellery not in accordance with the school uniform policy (including wrist bands)
- Lighters or matches
- Laser pens or pointers
- E-cigarettes/vapes and associated solvents
- Solvents or any item associated with 'legal highs'
- Spray paint
- Hair clippers
- Scissors (which are NOT safety scissors and are not supplied by the school)
- Spray deodorants/body sprays/perfume mists
- Unauthorised medication (including any form of tablets)
- Energy drinks/cans or bottles of fizzy drink
- Chewing gum
- Over the counter and prescription drugs (without due authorisation)

18.7 Staff have the power to search without consent for a prohibited or banned item (including in lockers, bags, boarding accommodation and on a school trip). A condition of having a locker, staying in boarding accommodation or travelling on a school trip is that searches will be conducted if there is a suspicion that a prohibited or banned item is in a student's possession and reasonable grounds for a search have been established.

18.8 The power of search without consent does enable a personal search of a pupil involving the removal of outer clothing and searching of pockets. Personal searches will be carried out in a way which minimises embarrassment or distress. An intimate search going beyond that is not permitted by the Education Act 2011 and can only be carried out by someone with more extensive powers such as a police officer.

18.9 Personal searches will nearly always be carried out by a member of staff of the same gender and with a witness present. Staff will only carry out a search of a pupil of the opposite sex and without a witness present where they reasonably believe that there is a risk that serious harm will be caused to a person

if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

18.10 Where items are prohibited these will not be returned to the student. They will be disposed of according to the current DfE advice and guidance. There will be severe penalties for students found to have prohibited items in school, the boarding house or on a trip and this may lead to a permanent exclusion.

18.11 In the event of any pupil, regardless of their age or circumstance, being found in possession of a bladed/sharply pointed article on a school premises that could be used as a weapon, the school will report this to the Police as soon possible on 101, or 999 in an emergency. Any weapons or items which are evidence of a suspected offence will be passed to the Police as soon as possible.

18.12 Students found with tobacco, cigarette papers, lighters or matches, e-cigarettes/vapes and associated solvents will have these items confiscated and destroyed whether they are found to be smoking/vaping or not.

18.13 Staff may search a student with their consent for any other item, although consideration will be given to factors that may influence the student's ability to give consent. In such circumstances staff must consult a member of SLT and parental permission may be sought.

18.14 Students can bring mobile phones, MP3 players or similar devices into school on the understanding that mobile phones can be handed into student reception and MP3 players or similar devices remain switched off and in bags throughout the school day. Students are <u>not</u> permitted to have mobile phones out during the school day or to use smart watches linked to mobile phones to access messages/photos etc. The only exception is where a student uses their smart technology/mobile phone to monitor a medical condition, for example, diabetes.

18.15 Other devices may be permissible in school under the Bring Your Own Device policy (KS/CUR/065).

18.16 Staff will confiscate any electronic device being used inappropriately on the premises such as mobile phones, MP3 players, laptop, notebooks, tablets or any other smart technology etc. Confiscated devices will be kept by the Head teacher's PA or the IT Technicians for 1 week. Parents are given an option to collect them from school. In some circumstances, students may be asked to hand in their mobile phone to staff at the beginning of the day and collect at the end of the day.

18.17 The Head teacher or member of the SLT has the right to confiscate, search and ultimately delete any media which they 'reasonably suspect' is being used to bully or otherwise cause an individual harm. The law protects staff from liability for damage to, or loss of, any confiscated item provided they have acted lawfully (section 94 of the Education and Inspections Act 2006).

18.18 Students wearing any accessories or jewellery which do not follow the school uniform policy can expect these items to be confiscated. These will be logged and made available for collection from the DHT's office after a period of one week.

18.19 For repeated offences parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term. Students who repeatedly fail to follow the school uniform rules may be required to work in withdrawal or will be sent home to change into the appropriate uniform.

18.20 The procedure for conducting a search in the boarding house is given in appendix 3.

19.0 RESTRICTIVE INTERVENTIONS INCLUDING THE USE OF REASONABLE FORCE

19.1 Keswick School follows advice contained in the DfE publication *'Use of reasonable force: Advice for Head teachers, staff and governing bodies'* (July 2013) and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Please refer to the Positive Handling, Support and Physical Intervention Procedures (KS/P&B/081).

19.2 There are circumstances when it is appropriate for staff to use restrictive interventions, including the use of reasonable force to safeguard children. Schools do not require parental consent to use force on a pupil. The term 'restrictive interventions' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

19.3 The school has taken account of advice provided by the DfE – Restrictive interventions, including use of reasonable force, in schools and the school's public sector equality duty set out in Section 149 of the Equality Act 2010. For further information on this issue please refer to Appendix 14.

20.0 STAFF TRAINING

20.1 All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain students. This more specific training will be to an approved nationally acceptable level (Team Teach) and will be regularly refreshed.

21.0 LEARNING PLAN

21.1 A student with a known challenging behaviour, a medical condition which affects behaviour or who has a special educational need or disability may have a Learning Plan. This will set out strategies to help manage a student's behaviour at school, on trips and whilst travelling to school.

21.2 Parents will always be made aware of their child's Learning Plan and will be asked to contribute to the content in order to apply a consistent use of sanctions and rewards in school and at home. Wherever possible and appropriate, the student concerned will also be involved in creating the Learning Plan.

22.0 INFORMING PARENTS WHEN REASONABLE FORCE HAS BEEN USED

22.1 In accordance with current good practice, the school will speak to parents about serious incidents involving the use of reasonable force and will record all such incidents.

22.2 In making a decision about informing parents, the following will be taken into account:

- The student's behaviour and level of risk presented at the time of the incident.
- The degree of force used.
- The effect on the student or member of staff concerned; and
- The child's age.

22.3 All incidents when 'restraint' as opposed to 'control' is used must be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher). Parents will be informed on the same day and invited into school to discuss the incident unless to do so would result in significant harm to the student, in which case, the child protection and safeguarding procedures will be followed (KSMAT/STAT/040).

22.4 All incidents when reasonable force is applied must be recorded using the school's record of incident form and all other notes taken at the time must be kept. A detailed report is required where:

- the incident caused injury or distress to a member of staff or a student;
- unreasonable use of force has been used;
- substantial force has been used e.g. physically pushing a student out of a room;
- the incident involved the use of restraint;

22.5 All injuries will be reported and recorded in accordance with school procedures.

23.0 POST INCIDENT SUPPORT

23.1 After an incident immediate action will be taken to access medical help for any injuries that go beyond basic first aid. Basic first aid treatment will be provided in school and emotional support may also be necessary. The school will then make a decision about how and when to contact parents to discuss the incident and set out subsequent actions.

23.2 After an incident the Head teacher and/or other staff will:

(a) ensure the incident has been recorded;
(b) decide whether multi-agency partners need to be engaged;
(c) hold the student to account, which may result in an exclusion;
(d) develop strategies to avoid a crisis point in the future, which may require reviewing an IEP;
(e) ensure that those affected have support for as long as necessary in respect of:
- physical consequences
- emotional stress or loss of confidence
- analysis and reflection of the incident

24.0 OTHER PHYSICAL CONTACT WITH STUDENTS

24.1 Keswick School does not operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a student is proper and 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;
- to administer first aid.

25.0 MENTAL HEALTH AND BEHAVIOUR

25.1 Keswick School takes a coordinated and evidence-informed approach to mental health and wellbeing, as outlined in the latest edition of the 'Promoting children and young people's mental health and wellbeing - a whole school or college approach issued by the Children and Young People's Mental Health Coalition'.

25.2 All staff are made aware through regular training that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

25.3 Only appropriately trained professionals can make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggest that they may be experiencing a mental health problem or be at risk of developing one.

25.4 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

25.5 If staff need more specific guidance, we can refer to the DfE guidance Mental health and behaviour in schools for support and Mentally Healthy Schools Resources.

26.0 CHILD ON CHILD ABUSE

26.1 All staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse. This can include bullying (including cyberbullying, prejudice-based and discriminatory bullying); initiating/hazing type violence and rituals; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; the consensual or non-consensual sharing of nude and/or semi-nude images and/or videos.

26.2 Downplaying certain behaviours, for example dismissing sexual harassment as "just banter" and "part of growing up" or initiating/hazing type violence and rituals as "boys being boys" or "just having a laugh" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

26.3 We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

26.4 We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

26.5 We also recognise that children who are LGBT+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable to abuse as children who identify as LGBT+. In such circumstances, staff will endeavour to reduce the

additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

26.6 We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse. We have a separate Child on child abuse Policy and procedures which will be followed in the event of an allegation being made against pupils in our school by other pupils (Child on Child Abuse policy – KSMAT/STAT/031).

27.0 SEXUAL VIOLENCE AND SEXUAL HARASSMENT (SVSH)

27.1 Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Please see the Sexual Violence and Harassment policy (KS/P&B/110).

27.2 We will not tolerate any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school.

27.3 We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

27.4 We will consider sexual harassment in broad terms and understand that sexual harassment (as set out below) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against someone or interfering with someone's clothes. Consideration will be given to when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim;
- displaying pictures, photos or drawings of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting" (which is a criminal offence), "down blousing", or flashing;
- purposefully cornering or hindering an individual's normal movements;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and/or semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people ;
  - sharing of unwanted explicit content;

- sexualised online bullying;
- unwanted sexual comments and messages, including on social media;
- sexual exploitation coercion and threats; and,
- coercing others into sharing images of themselves or performing acts they are not comfortable with online.

27.5 We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

27.6 We will consider every report on a case-by-case basis. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

27.7 Sanctions for incidents of SVSH will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve Local Authority Children's Social Care or the Police where it is determined that a crime has been committed.

27.8 Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will, however, be balanced with the school's duty and responsibilities to protect other children.

27.9 We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

27.10 Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for the alleged perpetrator(s) behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

27.11 The school response might include a sanction such as a suspension, to allow the pupil to reflect on their behaviour, or a off-site direction. A permanent exclusion will be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school.

28.0 ALLEGATIONS OF ABUSE/CONCERNS AGAINST STAFF AND OTHER ADULTS WORKING IN SCHOOL

28.1 Please refer to the Child Protection and Safeguarding policy (KSMAT/STAT/040).

29.0 BULLYING

29.1 Please refer to section 5 in this policy, the Anti-bullying procedure in Appendix 9 and the Child on Child Abuse policy – KSMAT/STAT/031.

30.0 DRUGS AND DRUG-RELATED INCIDENTS

30.1 Please refer to the Drugs and Substance Education policy (KS/P&B/047).

31.0 BEHAVIOUR OF PARENTS AND OTHER VISITORS TO THE SCHOOL

31.1 Students benefit when the relationship between home and school is a positive one. The vast majority of parents and others visiting Keswick School are very supportive. However, on the rare occasions when a negative attitude is expressed, this can result in threatening behaviour, written, verbal and/or physical abuse directed towards a member of the school community.

31.2 Threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfE publication '*A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'* and the DfE publication *'Advice on School Security: Access and barring of individuals from school premises'* (December 2012).

31.3 Keswick School expects staff to behave professionally in these difficult situations and to attempt to defuse the situation, where possible, seeking the involvement of a member of SLT. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

32.0 TYPES OF BEHAVIOUR THAT ARE CONSIDERED UNACCEPTABLE

32.1 It is an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises.

32.2 The following outlines the types of behaviour that are considered unacceptable toward any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching or kicking
- Spitting
- Racist, sexist, defamatory or other derogatory comments
- All types of sexual violence and sexual harassment as outlined above
- Sending inappropriate or abusive e-mails to staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its students or staff/volunteers on a social networking site
- Breaking the school's security procedures

32.3 If a parent or member of the public behaves in an unacceptable way during a telephone conversation staff have the right to terminate the call. The incident must be reported to a member of SLT. The school

reserves the right to take any necessary action to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police.

32.4 If a parent/visitor behaves in an unacceptable way in person towards a member of the school staff a member of the SLT will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure (KSMAT/STAT/021) will be followed.

32.5 When all procedures have been exhausted, and aggression or intimidation continues, or where there is an act of violence, the discussion will be terminated and the parent/visitor will be instructed to leave the school premises immediately and the police may be contacted.

32.6 The perpetrator of any unacceptable behaviour directed at a member of the school community may be banned from school premises for a period of time, which will be determined by the school. Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.
- In more serious cases, the parent/visitor will be informed, in writing, that they are banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff or students will result in the police being informed, and may result in prosecution.

33.0 UNACCEPTABLE USE OF TECHNOLOGY

33.1 Please refer to the following policies:

- Bring Your Own Device (KS/CUR/065)
- Child Protection & Safeguarding (KSMAT/STAT/040)
- General Data Protection Regulations (KSMAT/STAT/023)
- Online Safety (KS/P&B/034)

Appendix 1

BEHAVIOUR PRINCIPLES

1.0 INTRODUCTION

1.1 The DfE document 'Policies and other documents that Governing Bodies are required to have by law' (July 2013) includes the requirement for Academies to have a 'written Policy on Behaviour Principles'. This outlines the principles to promote good behaviour and discipline amongst pupils and informs and supports the Behaviour policy (KS Ref KS/PP&PW/044).

2.0 PRINCIPLES

2.1 **Right to feel safe**

All pupils and staff have the right to feel safe at all times whilst in school as set out in the Child Protection and Safeguarding policy (KS Ref KS/PP&PW/040). There should be mutual respect between pupils and staff; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Behaviour policy.

2.2 **High standards of behaviour**

High standards of behaviour lie at the heart of a successful school. This will enable all pupils to make the best possible progress in all aspects of school life, and all staff to be able to teach and promote good learning without interruption.

2.3 **Inclusivity and equality**

Keswick School is an inclusive school. All members of the school community should be free from discrimination of any description. This is recognised in the Equality policy (KS Ref KS/PER/007)and promoted in the day-to-day running of the school. The Anti-bullying policy (KS Ref KS/PP&PW/045) emphasizes that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is totally unacceptable. Measures to counteract bullying and discrimination will be consistently applied and monitored.

2.4 **School rules**

The school rules set out the expected standards of behaviour. These will be clearly explained to all pupils. The school rules must be applied consistently across the school by staff and others to whom this authority has been given. This will include giving rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

2.5 **Rewards**

The Rewards policy includes a wide range of rewards that are clear and enable staff and others with authority to apply them consistently and fairly. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. This will be regularly monitored for consistency, fair application and effectiveness.

2.6 **Sanctions**

Sanctions for unacceptable behaviour should be known and understood by all staff, other adults with authority, pupils and parents. Sanctions must be consistently applied. The Behaviour policy should explain the range of sanctions that can be applied and how and when exclusions (both fixed-term and

permanent) will be used. The policy should also include the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Head teacher may inform the police if there is evidence of a criminal act or it is thought that one may take place. Sanctions will be monitored for their proper use, consistency and effective impact.

2.7 **Home/School agreement**

The Home/School agreement will mirror the statements made in the Behaviour policy. This includes an expectation that parents will help to support their children's education and reinforce the school's expectations and standards. Pupils and parents will be asked to sign the Home/School that sets out these responsibilities when a pupil joins the school.

2.8 **Power to search**

The Behaviour policy will explain to staff and others with authority their powers in relation to the searching of pupils for items which are 'prohibited' in accordance with the school rules.

2.9 **Use of reasonable force**

The Behaviour policy will outline the circumstances where staff may use reasonable force in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving. A definition of 'reasonable force' will be included which will also explain how and under what circumstances pupils may be restrained. It is expected that 'authorised' staff are appropriately trained in the use of reasonable force and restraint but that all staff are given advice on de-escalation and behaviour management techniques.

2.10 **The power to discipline for behaviour outside the school gates**

The Behaviour policy will set out the school's response to inappropriate behaviour and bullying that occurs off the school premises and that is witnessed by a member of staff or reported to the school.

This will include the school's response to any inappropriate behaviour when a pupil is:

- taking part in any school-organised or school-related activity, or
- travelling to and from school, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school

Even if the conditions above do not apply, the policy will take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

2.11 **Pastoral care for school staff**

The Behaviour policy will include details of how the school will respond to an allegation against a member of staff. This will include following the DfE guidance 'Dealing with Allegations of Abuse against Teachers and Other Staff'. In addition, the Behaviour policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Appendix 2

Lairthwaite Boarding House Code of Conduct

Boarding students are expected to live together in a safe, secure and happy boarding community. This Code of Conduct sets out the basic expectations required to achieve this.

1. **Manners**
   Be polite and courteous and show respect for one another, staff and visitors. We are a multi-racial, non-sexist and non-homophobic boarding house. We do not accept behaviour that is intolerant of other's beliefs, background or sexuality.

2. **Movement**
   Move around the boarding house and school premise in an orderly manner.

3. **Appearance**
   Wear appropriate clothing for formal and leisure activities, maintaining a high standard of appearance.

4. **Attitude**
   Treat others with respect, work to the highest standards in prep and balance this with safe, fun leisure time activities.

5. **Routine**
   Be punctual for roll calls and to have the correct equipment for each activity.

6. **Health and Safety**
   Prohibited items include: any smoking materials, drugs or alcohol, knives, catapults, fireworks, matches, lighters or any dangerous tool or implement, such as laser pens (the behaviour policy has a full list of prohibited and banned items). Behave in a safe and responsible manner and do not put themselves or others (including staff) at risk.

7. **Personal Property**
   Do not tamper with, take or use another student's property without consent. Buying or selling personal items or gambling is prohibited. Do not bring large sums of money into the boarding house. Electronic devices must not be used during meals and only for academic reasons during prep. The school cannot be held responsible for the cost of damage to personal items and boarding students use their lockable drawer for the storage of small valuables.

8. **Personalising Accommodation**
   Boarding students can personalise the walls of their area of their room. Items must not cause offence.

9. **School Property**
   Take care of all furniture, books, equipment and the boarding house environment. Use the litter bins provided and respect the boarding house and school grounds and buildings. Do not deface walls or furniture with graffiti or damage these with sharp implements.

10. **Rights and Responsibilities**
    Understand that everyone has rights and responsibilities and that it is important that we liver together with mutual respect for people and property. Unacceptable behaviour will be dealt with consistently and fairly in order to maintain the good running and relationships within the boarding house.

Appendix 3

Lairthwaite Boarding House Consequences

As members of Lairthwaite Boarding House we all recognise that everyone has rights and responsibilities. However, if we neglect these then there are consequences so that everyone learns to live together with mutual respect both for other people and for property. It is vital that everyone feels safe and secure within the boarding environment.

Behaviour	Typical Consequences (1st offence)
School bags left downstairs overnight	Community Service -10 mins
Late down to roll call	Wiping Tables
Very late down to roll call	Wiping Tables & sitting with staff at meal time
Chewing gum in house	Litter related community service -10mins
Talking/out of bed after lights out(< 15mins)	Warning
Out of bed after lights out(> 15mins)	Early bed following night
Electronics use in canteen (not pre-agreed)	Retained until after prep
Electronics misuse in prep	Retained until after prep
Computer use after lights out	Computer confiscated for 24 hours
Not signing in or out	Limited to school grounds -24 hours
Signing out to wrong destination	Limited to school grounds -24 hours
Lateness/missing more than 5 minutes	Warning
Late by more than 10 minutes	Limited to school grounds-24 hours
Late by more than 30 minutes	Limited to school grounds- 1 week
Defacing school property/vandalism	Community service & pay for repair/replacement
Possession of a second mobile phone	One retained until next visit home & other for 24hrs
Breaking internet contract	Hardware confiscated for 1 week
Breaking of a "limiting"	Limited to downstairs 1 week
Rudeness/ deceit to staff	At the discretion of the Head of House
Verbal Abuse / Offensive language	At the discretion of the Head of House
Lack of respect for other's possessions	At the discretion of the Head of House
Stealing from other boarders	At the discretion of the Head of Boarding
Travelling in vehicle without permission	Period of exclusion from boarding
Physical abuse	Period of exclusion from boarding
Threatening Behaviour	Period of exclusion from boarding
Persistent Bullying	Period of exclusion from boarding
Initiating/hazing type violence and rituals	Period of exclusion from boarding
Pornography or Sexting	Period of exclusion from boarding
Drunkenness	Period of exclusion from boarding
Possession of alcohol in house	Period of exclusion from boarding
Possession/use of smoking materials	Period of exclusion from boarding
Out overnight without permission	Period of exclusion from boarding
Being on floor of opposite sex	Period of exclusion from boarding
Inappropriate sexual behaviour	Period of exclusion from boarding or permanent exclusion
Stealing outside the house	Period of exclusion from boarding or permanent exclusion
Possession/use of illegal drugs	Permanent exclusion

Consequences may include the following:

Limiting to downstairs for periods of time
Letters to parents/guardians
Extended community service
Privileges reduced/ withdrawn
Letters of apology being written

Appendix 4

Lairthwaite Boarding House - Conducting a Search

A search can be conducted for a prohibited item as set out in the Behaviour policy (KSMAT/STAT/044). Because of the potential damage to the environment or the risk of triggering a fire alarm, aerosols may also be confiscated in the boarding house.

Any search should be conducted with sensitivity and in such a manner as to avoid embarrassment or distress to students. A search should be preceded by an explanation of the reason for conducting a search and an opportunity should be provided for any prohibited items to be handed over voluntarily.

Who can conduct a search?
Any member of boarding house staff who has reasonable grounds to suspect that a student has a prohibited item in their possession may conduct a search with the student's consent. For example a student might be asked to empty the contents of their pockets or to show the contents of a bag or drawer.

If a student refuses consent, a search may still be undertaken if there are grounds to suspect that a student is in possession of a prohibited item. In such circumstances two members of staff should be present. The assistance of a senior member of staff should be sought, either Senior House Staff or a Deputy Head.

Consideration should be given to having a member of staff of the appropriate gender present to conduct the search. Outer clothing may be searched but students should be asked to remove items first. This policy does not authorise an intimate search. If a student refuses to co-operate parents or the police must be called.

Where can a search take place?
A search without a student's consent may only take place on school or boarding house premises or anywhere that a member of staff is in charge of a student, on a school trip for example.

Searching boarding accommodation
A general search to locate lost or stolen items in the boarding house may take place after consultation with the Head of House, a Deputy Head or the Head teacher. The extent of any search should be proportionate to the value or risk factor of the item being sought.

In the rare circumstances where a search of boarding accommodation is deemed appropriate, ideally the student should be present and invited to show the members of staff the contents of their bags and drawers. A member of House Staff should be accompanied by the Head or Deputy Head of House or a member of the Senior Leadership Team as they undertake the search.

It is possible to conduct a search of a room without the student's consent and without them being present but only if there are strong grounds to suspect that a student is in possession of a prohibited item.

Such a search should only be undertaken by Senior House Staff following consultation with a Deputy Head or the Head teacher.

What happens to confiscated items?
Any item that is confiscated may be retained; disposed of; returned to parents at the next available opportunity; or it may be given to the police. Confiscated items should be passed directly to Senior House Staff or a Deputy Head or the Head teacher. A Deputy Head or the Head teacher will decide the appropriate course of action in accordance with the current DfE guidance.

Dealing with electronic devices
Where a member of staff conducts a search for an electronic device it may be retained and passed to a member of Senior House Staff or a Deputy Head or the Head teacher who may examine any data or files on it if they have good reason to do so. The member of staff must reasonably suspect that the data or file has been, or could be, used to cause harm, to disrupt teaching, or to break the school rules.

If inappropriate material is found on the device, it is up to a Deputy Head or the Head teacher to decide whether the material should be deleted, retained as evidence (of a breach of school discipline or a criminal offence) or whether it requires the involvement of an external agency.

Notifying parents
There is no legal requirement to inform parents before a search takes place, nor to seek specific consent but where alcohol or potentially harmful substances are found, parents will be informed as part of the school's disciplinary procedures.

Record keeping
The Head of House will keep a record of any search and its outcome in a disciplinary log. Additionally the search record form will be completed.

Complaints
Any complaints by a student or parent about the way in which a search has been carried out should be made following the school's complaints procedure.

Appendix 5

Record of 'Search' With/Without Consent

Name of Student		
Year/Form		
Consent Obtained	Y / N	
Date, time and location of search		
Name(s) of staff involved (directly or as witnesses) - MUST be 2 members of staff at all times involved in search		
Would you consider the student to be vulnerable e.g. SEND, CLA, medical or social reasons?		
Description of the incident which caused the search to be initiated		
Identify reason for search e.g. specific prohibited items		
Follow up and any disciplinary action taken against the student		
Any information about the incident shared with staff not involved in it and external agencies – include details of who and why		
When and how those with parental responsibility were informed about the incident and any views they have expressed		
Has any complaint been lodged	Y/N	
Report compiled by: (name and role)		
Signed:		Date:
Report countersigned by: (name and role)		
Signed:		Date:

Appendix 6

Home-School Agreement

School Vision

Promoting excellence to enable all students to be happy and achieve their potential.

School Ethos

Keswick School is a happy, caring, energetic and respectful learning environment where staff, students and parents work together in partnership. Students are empowered to lead their own learning, develop resilience and channel their curiosity, enabling them to see limitless possibilities and fulfil their ambitions.

School Aims

1. To maintain the highest expectations for all our students and seek excellence in everything we do.
2. To instil traditional values such as courtesy and consideration for others.
3. To develop every child's talents and interests, and broaden their horizons.
4. To provide outstanding academic, social, moral, spiritual and cultural education.
5. To maintain a varied and enriched curriculum to develop confident, creative, articulate and distinctive young people.
6. To prepare students to be independent, resilient and life-long learners.
7. To see learning through failure as essential for achieving success.
8. To develop local, regional, national and international partnerships and constantly look for opportunities to extend learning.
9. To encourage all parents to take an active interest in their child's education.
10. To send into society level headed and compassionate young people who are a credit to themselves and the school.

Roles and Responsibilities

It is expected that students will:

- Attend school, be punctual and wear school uniform correctly;
- Be organised and have the appropriate equipment, including a planner, for all lessons;
- Do their best at all times, take pride in their work and value education at Keswick School;
- Show respect, care and consideration to others;
- Respect the school environment, equipment and others' property;
- Follow the school rules and expectations;
- Follow classroom procedures and do not disrupt the learning of other students;
- Listen attentively and follow the instructions given by staff and other adults;
- Use appropriate language;
- Tell the truth, accept responsibility and learn from your mistakes;
- Value other individuals and their contributions;
- Lead by example creating a good role model for younger students;
- Use IT responsibly, accepting that breaking the school rules will lead to serious consequences;
- Report to a teacher or other adult any bullying behaviour, including cyber bullying;
- Behave appropriately when outside school;
- Be an ambassador for the school.

It is expected that staff will:

- Ensure that all students receive a broad, balanced and stimulating curriculum at the appropriate level using suitable materials;

- Ensure that lesson objectives and work requirements are clearly set out and progress is monitored;
- Ensure that lessons start and end on time;
- Ensure that students are emotionally and physically safe in school;
- Make explicit, in a constructive and positive way, what behaviour is expected and what is unacceptable;
- Challenge unacceptable behaviour;
- Provide students with a good role model;
- Plan and deliver interesting lessons which engage and motivate students to achieve;
- Be enthusiastic and develop positive working relationships;
- Celebrate success in lessons, after school activities and assemblies;
- Communicate successes and concerns with parents;
- Mark or give feedback on work as soon as possible;
- Set homework appropriate for the age and abilities of each student;
- Eliminate or control hazards which may cause harm;
- Use a range of non-verbal and verbal cues to encourage good behaviour;
- Always take seriously any complaints of bullying or inappropriate behaviour;
- Use rewards and, where necessary, sanctions consistently.

It is expected that parents will:

- Ensure that their child attends school and arrives on time;
- Ensure that their child wears school uniform and has the correct equipment and a planner for all of their lessons;
- Contacts the school if their child is absent or late;
- Expect their child to behave appropriately whilst at school and monitor this using the Class charts app;
- Support the school if sanctions are applied for unacceptable behaviour;
- Inform school of any changes to their child's circumstances that may affect their child's learning;
- Behave responsibly whilst on school premises;
- Report any incidents of bullying, including cyber bullying, as soon as they are discovered;
- Encourage their child to achieve their best;
- Encourage their child to have high standards of behaviour in and out of school;
- Work with school staff to help their child accept responsibility for their behaviour and actions;
- Support their child's homework and other home-based learning activities;
- Support the school in its use of rewards and sanctions;
- Take some responsibility for the behaviour of their child;
- Discuss any issues of concern with the class teacher or Head of Year in a calm manner;
- Consider the implications of posting inappropriate or defamatory comments on social network sites and the detrimental effect this can have on individuals and the school as a whole;
- Support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute; this includes the expression of extremist or radical views which often threaten and offend.
- Recognise the need for security and not create online media "on behalf" of the school without the Head teacher's permission.

Sanctions and Consequences

Although Keswick School aims to focus on positives, there are unfortunately occasions when a tiny minority of students let themselves, the school and others down through unacceptable behaviour.

We want students to take responsibility for their behaviour. We will encourage students to do this through strategies like restorative justice which enable students to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for students to understand what is expected. It is vital that children learn that there are always consequences for unacceptable behaviour which undermine the positive atmosphere of our school community.

It is essential that students and parents are aware of the contents of the school Behaviour Policy. This outlines the expected behaviour and the sanctions and consequences that will be applied if behaviour falls below the required standards. The current Behaviour Policy can be found on the school website under 'Our School' and 'Policies'.

Attendance

It is a statutory obligation for all children to receive a full-time education. It is essential that all parents with children at Keswick School ensure that their children receive a full-time education, keeping them away from school only for significant medical reasons or exceptional circumstances.

What students and parents can expect from the school:

- work closely with parents to resolve issues that prevent students attending school on time or regularly;
- work closely with the LA and others to ensure that each student receives their entitlement to full-time education;
- release all students from the classrooms at 3.30pm every day unless they have had a sanction imposed e.g. after-school detention.

What the school expects from parents:

- accept their responsibility to ensure that their child attends school on time (between 8.45am and 3.30pm) every day. Arrival after 9.05am will be marked late.
- notify the school if a different person is picking up their child for appointments;
- notify the school by EduLink or telephone by 9.30am if their child is not attending school on that day, giving the reason for absence;
- keep their child at home for at least 48 hours after the last episode of sickness/diahorrea;
- arrange holidays during school holidays unless there is a genuine exceptional reason in accordance to the authorised absence for exceptional circumstances regulations.

School Uniform – Years 7 to 11

School uniform keeps students focused on their education, not their clothes. It also creates a level playing field among students, reducing peer pressure and bullying. Wearing school uniform enhances school pride, unity, and community spirit. Parents are expected to send their children into school correctly dressed. Please inform us by telephone or in writing if, for any reason, the appropriate school uniform cannot be worn.

* Only available at Temple Sports, Keswick shop@templesports.co.uk or 017687 72569.
\# Available from M&S, ASDA, Next and other retailers

BOYS	GIRLS
* **Blazer (bottle green)** With school badge - (compulsory)	* **Blazer (bottle green)** With school badge - (compulsory)

* **Tie (maroon)** Clip on only - (compulsory)	* **Tie (maroon)** Clip on only - (compulsory)
V-necked woven school jumper (bottle green) ***optional*** *to be worn under a school blazer, it can be either a:* * branded jumper with woven school badge, or # an unbranded jumper	**V-necked woven school jumper (bottle green)** ***optional*** *to be worn under a school blazer, it can be either a:* * branded jumper with woven school badge, or # an unbranded jumper
Shirt (white) Plain long or short sleeved	**Shirt (white)** Plain long or short sleeved
School trousers (black) or School shorts (grey) No cords or jeans, they must not be made of denim or denim look fabric. They must not have any embellishments. Trousers must be no shorter than ankle length. Shorts should start just above the knee.	**School trousers (black) or School shorts (grey)** Straight or slight bootleg style – these must not be leggings, jeggings or tight fitting in any way. They must not be made of denim or denim look fabric. They must not have any embellishments. Trousers must be no shorter than ankle length. Shorts should start just above the knee.
Socks (plain dark colour) Ankle socks – not sport / over-the-knee Plain / Woven Unbranded / no logos	**Socks (plain dark colour)** To be worn with trousers/shorts Ankle socks – not sport / over-the-knee Plain / Woven Unbranded / no logos
	Skirts (grey) Either A line with one pleat at the front or 2 box pleats front and back (it should be from just above the knee)
	Tights (black) To be worn with skirts
Shoes (black) Boys' shoes should be black polished (capable of taking polish) and not suede, canvas or a boot. Shoes should not have trainer style stripes or markings or have any sports tags. They should have a conventional sole and not a chunky trainer type. Please be aware that some shoe shops are selling trainer type shoes as "school shoes" – they are not suitable.	**Shoes (black)** Girls' shoes should be sensible and offer appropriate protection to the foot; they must have some form of tread or grip on the sole and should be either flat or a heel no more than 3cm. They should be black and leather or "leather look" i.e. synthetic. They must not be made of canvas or be any sort of trainer, plimsoll or boot.

Summer Uniform

- Short or long-sleeved shirt (white) – a school blazer is not required
- Tie (maroon)
- Socks with skirts instead of tights

PE Kit

*** Only available at Halbro online shop: https://www.halbro.com/keswick-school Tel: 01204 696 476**

Compulsory (Keswick School branded items)

* Games top (maroon and bottle green)
* Shorts (black and maroon - boys) or Shorts/Skort (black and maroon - girls)

Compulsory (Unbranded items)

- Socks (maroon for outdoor sport)
- Socks (white for indoor sport)
- Football boots (studded) blades are not permitted
- Towel for showering
- Shin pads for hockey and football

Optional PE kit (Keswick School branded items or plain black unbranded items without logos)

- Hooded sweatshirt – black/maroon/green
- Tracksuit bottoms – black
- Thermal top/leggings – black
- Showerproof jacket – black/maroon/green
- Rugby shorts – black
- Athletics vest – maroon/black
- Leggings – black

Jewellery and make-up

- Jewellery is restricted to one pair of plain stud earrings for pierced ears and a wristwatch (not an internet enabled smart watch – please see paragraph 4.5 of the School Uniform policy).
- No other jewellery, fashion belts, charity bands, tattoos, facial or any other visible piercings are allowed. Clear nose studs or other piercing are not allowed.
- Conspicuous make-up or a fake tan is not allowed at school.
- Acrylic nails, false eyelashes and conspicuously coloured nail polish are not allowed.

Outer garment

- This should be weatherproof and in a sensible style (a waterproof/anorak in a plain colour is recommended).
- Additional items of clothing are not allowed.

Hair

- For safety reasons hair must be tied back during certain activities e.g. PE, work in laboratories/workshops.
- Hair styles must not follow extremes of fashion (i.e. not grade 1 or 2), including colours or extensions.
- Boys must be clean-shaven for school.

Canteen payment card and lanyard

- This is school uniform and students must have the appropriate coloured lanyard and a canteen payment card with them every day.

School bag

- This is required to bring in books and equipment. Carrying books and equipment in a school blazer is not acceptable.

Parent Declaration
I/We have read this Home-School agreement and understand the aims and values of Keswick School and the educational opportunities and experiences it will provide.

I/We understand and agree to all the rules, expectations and guidelines set out in this Home-School agreement and fully endorse them.

I/We understand the need to comply with the sections on 'what school expects of parents' and will support the school to ensure my/our child meets the requirements set out within this agreement.

Signed: _____ (Parent/s)

Parent(s) of: _____

Date: _____

Student Declaration
I have read, understand and accept all of the rules, expectations and guidelines set out in this Home-School agreement and will maintain the high standards and values expected from all the students who attend Keswick School.

Signed: _____ (Student) Date: _____

Appendix 7

Sixth Form Student Contract

By enrolling on courses at Keswick School there is a requirement upon you to meet the expectations of the school and to remember that you have a special responsibility to set the standards in school for the younger pupils. You will be given privileges where they are deserved and appropriate, although privileges also come with responsibilities. You will have a different relationship with the teaching staff, one that is, we hope, a partnership based on a mutual respect with the shared aim of your success. This implies a contract or agreement on both sides.

You will be expected to:

1) **Attend registration punctually each day at 8.50am** and be registered in each lesson, whether a taught lesson or a study period.

2) **Obtain permission for absences known in advance,** and bring a note to explain your absence if it is unavoidable, e.g. due to illness. Absences known in advance, for example for an interview or open day, must be authorised by your Head of Year, and to all teachers whose classes you will miss. You must also take the responsibility to catch up and complete any work you have missed during these periods of absence. **Parental emails, or via EduLink, to explain absences are required.**

3) **You must also attend all lessons,** including supervised private study as arranged – your attendance in these will be monitored.

4) **Conduct yourself properly in the Sixth Form study rooms** – for example, keeping the rooms tidy, only using phones for music, and respecting others' right to study.

5) **Maintain an overall attendance rate of at least 95%,** which is required to achieve your potential on advanced level courses. If you take unauthorised absence, or if your absence falls below the expected percentage, the school reserves the right not to pay your examination entry fees.

6) **Follow the school code of conduct and the regulations as to uniform** – this includes all appropriate behaviours, matters of dress, piercings and hairstyles. A Sixth Form Uniform Policy will be issued on the Induction Day.

7) **Always sign out whenever you are permitted to leave the site during the school day.** At lunch time if you leave the site you must sign out and back in again using the register in the downstairs Sixth Form study room.

8) **Maintain a commitment to your academic work, achieving Effort grades of at least 4 at each data return from subjects.** You must:
    i) participate actively in lessons
    ii) meet deadlines
    iii) raise problems with staff as soon as they arise
    iv) use supervised private study time sensibly
    v) complete all work to the best of your ability

9) **Develop yourself as an independent, reflective, advanced learner,** using effective study skills

10) **Make a broader positive** commitment to the life of the school

11) **Make a consistent commitment to the general programme of the curriculum**; this includes games, personal development, and careers education.

12) **If you decide to bring a Permitted ICT Device to school**, that you follow the BYOD policy.

You can expect:

1) **Lessons which are varied and engaging** and which, in conjunction with your supervised study, will prepare you in your chosen specifications.

2) **Work to be set when a teacher is absent**, whether this was known in advance or not – your attendance will still be required at these lessons.

3) **Clear guidance as to homework and study tasks** and to what you should do to prepare for lessons.

4) **Access to the study facilities**, including the rooms in the SFC, the Library and ICT and support for independent study to enable you to do this work.

5) **To be able to represent your views and to be listened to,** both as an individual or as a member of a group, e.g. the prefects; the School Council.

6) **To receive information about your academic progress at regular intervals** and to be able to discuss this with your subject teacher, Form Head and Year Head – this includes target setting and performance reviews.

7) **To receive advice and guidance on next steps**, including applications to higher education, training or employment.

Conditions for receiving bursary funding
You should make payments for both the bursary for vulnerable groups and the discretionary bursary conditional on the student meeting agreed standards of attendance and behaviour.

You must ensure that any standards they set are clear, and accessible, and that students understand them. You should ensure you obtain and retain evidence that a student has seen and agreed to the conditions. This might be an agreement signed by the student or a signed declaration that forms part of the institution's bursary fund application form.

You can withhold payments if a student does not meet agreed standards, but you should always consider the individual circumstances of the student first. Sanctioning a student to the extent that their bursary funding had been stopped for a whole term, for example, is not recommended as it can stop students attending and undermine the purpose of the bursary fund.

If you purchase books or equipment, for example, a laptop that is necessary for the student to complete their study programme, you can purchase this with bursary funds. You must specify the student must return it once they have completed their study programme so they can be used again by another student where appropriate. If keeping equipment on campus is the best way of ensuring this happens, you have the right to set this as a condition.

Appendix 8

Lunchtime Rules

- Respect the school environment - place your litter in the bins provided. Use of the hard courts and school playing field during lunchtime is a privilege not a right. If litter is left in these areas then access to them may be removed.
- Sixth Form are allowed into lunch from 12.25pm onwards, they are strongly encouraged to have their lunch at this time if they are not in a lesson. After 12.40pm Sixth Form students must access the terrace via Queen's Hall, queueing around the perimeter. They are also allowed go into town, but must sign out if they are doing this.
- Y10 and Y11 are allowed into lunch from 12.40pm onwards, they need to queue in the Queen's Hall corridor.
- Year 7 and 8 pupils are allowed into lunch on a weekly rota.
- Year 9 pupils will eat their lunch in the canteen. They must queue in the designated area. They should not queue before 12.45pm
- Year 7 will purchase lunch in the terrace and eat lunch in Queen's Hall or the terrace. They must queue in their designated area, which is the courtyard outside the atrium on a dry day or inside the atrium on a wet day, before they are brought to the hall. They should not queue before 12.45pm
- Early lunch passes are not allowed (except if they have been issued by the school medical officer/first aider. If you have a club or activity and want a packed lunch for this it can be ordered from the canteen the previous day. Collect a slip from pupil reception and return it to the canteen once completed. You can then collect it at break on the day you need it.
- Food **can be consumed** in the following places (you will know which areas are allocated to your year group):
  - The main restaurant (canteen)
  - L60
  - The Terrace
  - The Queen's Hall
- Food and **drink (except water) must not be consumed** outside of the canteen areas.
- The one way system must be followed by all Y9 - Y11 students:
  - Access to the main restaurant /L60 is via the long corridor next to the Queen's Hall.
  - Entrance to the main restaurant is only through the main door, exit is only through the side door at the back of the main restaurant
- The covered terrace/Queen's Hall is for the consumption of packed lunches or food purchased from the terrace. All rubbish must be disposed of in the appropriate bins provided and a member of staff must be notified of any spills.
- There must be no running along corridors at any time and bags in the locker rooms MUST be placed in lockers and not on the floor where they are an obstruction.
- No food will be served or sold after the bell has gone.

Appendix 9

Behaviour and Attitude Contract

Following several periods of internal supervision, as a result of persistent poor behaviour, this behaviour and attitude contract must be followed. This summarises the main expectations as set out in the home-school contract.

- **No lateness to school or lessons**
- **Respect the school environment and contribute constructively in all areas of school life**
- **Do not disrupt the learning of others**
- **All class work/notes must be kept up-to-date**
- **All homework must be completed and deadlines met**
- **Produce consistently good work**
- **Develop a positive attitude in all lessons**
- **The instructions of staff must be followed at all times.**
- **Total commitment to school and work must be evident (Monitored through use of Report Card)**
- **Work towards realising your full potential**

Further action will be taken if these expectations are not met.

Signed: Student: _____

Parent: _____

Head of Year: _____

Deputy Head teacher: _____

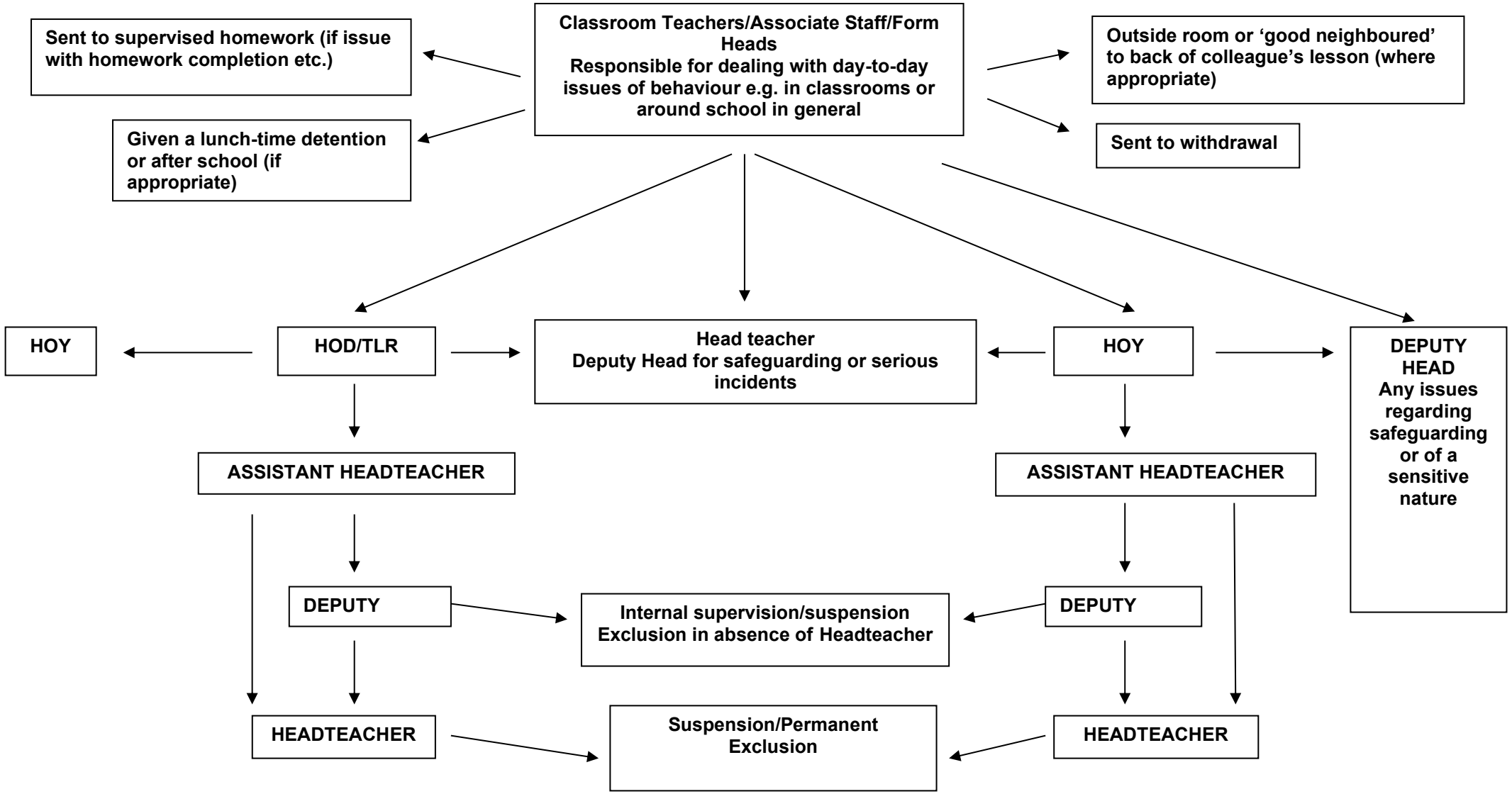
Head teacher: _____

Date:

Behaviour Reporting/Management Process

Appendix 10

The following flow chart shows the main management process for who deals with behaviour and disciplinary issues – there will be exceptional circumstances where issues will have to be dealt with at SLT level e.g. if there is a serious incident.



Appendix 11

Anti-Bullying Procedure

1.0 INTRODUCTION

1.1 All pupils have the right to feel happy, safe and included.

1.2 Pupils have the right to work in an environment without harassment, intimidation or fear.

1.3 All bullying, of any sort, is therefore unacceptable.

1.4 Pupils who experience bullying will be supported.

1.5 We recognise the effects that bullying can have on pupils' feelings of worth and on their school work and the school community will actively promote an anti-bullying environment.

2.0 WHAT IS BULLYING?

2.1 Bullying involves dominance of one pupil by another or a group of others, is pre-meditated and usually forms a pattern of behaviour. According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally"

2.2 Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against

2.3 It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings, initiating/hazing type violence and rituals
- Verbal – name calling, insulting, making offensive remarks
- Electronic – inappropriate text messaging, emailing, or 'posting' on social media sites and sending offensive or degrading images (consensual and non-consensual sharing of nude and/or semi-nude images and/or videos)
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

2.4 Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying;
- Sexist or sexual bullying and sexual harassment;
- The use of homophobic language, bio-phobic or trans-phobic language;
- Bullying of pupils who have special educational needs or disabilities;
- Bullying relating to religion or belief, culture, sex (gender), gender reassignment.

3.0 OUR RESPONSIBILITIES

3.1 Everyone within school is expected to

- Act in a respectful and supportive way towards one another
- Adhere to and to promote the objectives outlines here.

3.2 Pupils are expected to

- Report all incidents of bullying and suspected incidents that victims may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

3.3 Parents can help by

- Supporting our anti-bullying procedure.
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way.
- Helping to establish an anti-bullying culture outside of school.

3.4 All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyber-bullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online. This can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images/videos or other indecent images and the sharing of abusive images and pornography.

3.5 Cyber-bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else. Cyber-bullying will be dealt with in line with this Policy and procedures.

3.6 Where cyber-bullying occurs outside our direct supervision parents will be encouraged to report these incidents to the Police as criminal laws (harassment, threatening, and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy.

3.7 Anti-bullying procedure links with a number of other school policies:

- The School Code of Conduct ((KSMAT/STAT/039)
- Home Learning Policy (KS/CUR/067)
- Use of Reasonable Force & Physical Restraint Policy (KS/P&B/081)
- Child Protection and Safeguarding Policy (KSMAT/STAT/040)
- Online Safety Policy (KS/P&B/034)
- Bring Your Own Device Policy (BYOD) (KS/CUR/065)

4.0 THE LAW

4.1 Keswick School will ''encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'' (Education and Inspections Act 2006, section 89).

4.2 Keswick School will comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

5.0 HOW WE WILL MAKE BULLYING UNACCEPTABLE

5.1 The Behaviour Policy aims to promote positive behaviour in school and to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other.

5.2 We will use opportunities in direct teaching to promote appropriate behaviour and will strive to create an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

5.3 Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy,
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others.

5.4 Tutorial work, Personal Development and opportunities in many other lessons will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school. In addition the Student Support Centre will be used to support any pupils who need it.

5.5 Bullying will not be tolerated and we will make this clear in the information we give to pupils and parents when they join this school.

5.6 We will use school assemblies (such as during Anti-Bullying Week) to reinforce our message that bullying will not be tolerated and maintain a record of such assemblies.

5.7 We would ask that parents contact the school and speak to their Head of Year if they suspect their child is being bullied at school.

5.8 At intervals we will ask pupils where and when bullying occurs in school and we will supervise, and try to eliminate any areas which they report to us.

5.9 We will also provide regular training for teachers and associate staff on spotting the signs of bullying and how to respond.

6.0 THE SCHOOL'S STRATEGIES FOR DEALING WITH BULLYING

6.1 Individual incidents may be reported to staff before a pattern is established which could be categorised as bullying. In cases where a situation can be best remedied without exhaustive research and follow-up

procedures we reserve the right to take such a route. The main objective will be to solve the problem. In this way we hope to prevent most problems from developing into bullying.

7.0 RESPONDING TO INCIDENTS WHEN THEY OCCUR

7.1 Pupils who have been bullied should report this to any adult or sixth former whom they feel confident to approach; the Form Head or Head of Year might be the most obvious person to report to.

7.2 Pupils who see others being bullied should report this to the Head of Year of the pupil or pupils concerned or any member of staff.

7.3 Members of staff who receive reports that a pupil has been bullied should report this **in writing** to the Head of Year of the pupil concerned. (This does not preclude that member of staff addressing the problem. Indeed all staff are encouraged to do so: everyone in the community must be seen to be involved in the establishment of a 'no bullying' ethos.)

7.4 All reports of bullying will be logged by the Head of Year. It is important that there is a written record of all incidents, even if satisfactorily dealt with, to allow a cumulative picture of the situation of bullied individuals to be built up. Cyber-bullying should be recorded separately in line with the online safety policy, (KS/P&B/034).

7.5 All reports will be taken seriously and will be followed up.

7.6 Where bullying is of a racist nature, we will also report the matter to the Local Authority using the Racial Incident Report Form.

7.7 We will provide support to pupils who are bullied.

- They will be reassured that they should not be bullied and this is not their fault. We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does

7.8 We will discipline, yet try to help the bullies.

- We will encourage them to talk about what happened
- We will try to discover why they became involved.
- We will inform the bullies' parents/guardians.
- We will continue to work with the bullies to try to get rid of prejudiced attitudes as far as possible.
- We will take whatever disciplinary steps are necessary to prevent more bullying.

7.9 Every instance may require a tailor made response, but we shall adopt a basic procedure to include all or most of the following steps.

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate this might include using the 'no blame approach' to establish resolution and asking the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under this policy.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done all we promised to do.
- When bullying occurs, we will contact the parents of all the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again. We will do this within two weeks, and again within the following half term.

8.0 DEALING WITH INTRACTABLE PROBLEMS

8.1 If necessary, we will invoke the some or all of the range of sanctions that are detailed in the school's Behaviour Policy, (KSMAT/STAT/044), in order to stop the bully from bullying. These include:

- Removal from the group during lesson times
- Internal supervision from peers at break and lunchtime
- Detention
- Withholding participation in school events trips and activities
- Setting up a Pastoral Support Programme
- Internal Exclusion
- Suspension or permanent exclusion.

9.0 BULLYING OUTSIDE THE SCHOOL PREMISES

9.1 If this is perpetrated by one of our pupils directed at another member of the school community or anyone who brings the schools name into disrepute we can take action as outlined in this policy.

9.2 Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Headteacher of another school whose pupils are carrying out bullying.
- Talk to the contractor about bullying on buses.
- Talk to the police.
- On occasion we recommend that parents contact the police.

10.0 CONCERNS, COMPLAINTS AND FEEDBACK

10.1 We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying – and we would ask that this is brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure, (KSMAT/STAT/021), details of which are obtainable from the Clerk to the Governors' via the school office or the school website (Appendix 9).

10.2 We would also be pleased to receive feedback from parents when things have gone well.

11.0 EVALUATING OUR ANTI-BULLYING STRATEGIES

11.1 We will evaluate our anti-bullying policy using the following measures:

- Conducting an annual review of the numbers of incidents that are reported to Head of Year.
- Seeking feedback on pupils' perceptions of bullying either through periodic questionnaires or from discussions in class or tutorial time.
- Making regular investigations of patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.
- The Local Governing Body will ask for regular briefings on bullying within school, and will ask for regular briefings on bullying within the school as part of the pastoral report.

12.0 BOARDING

12.1 This policy is equally relevant to the Boarding House and the procedures outlined will be adhered to should any bullying occur. The main difference will be in the reporting procedure as this will be to the Head of House or Deputy Head of House.

12.2 Sanctions which may be applied for bullying are in line with the Lairthwaite House sanctions, as outlined in the Boarding House Handbook.

12.3 Boarders will be given additional information about what to do and who to speak to should they have issues with bullying.

Appendix 12

WEAPONS POLICY

1.0 DEFINITIONS

1.1 For purposes of this policy, a "weapon" is any firearm (of any description including starting pistols, BB guns, air guns and any type of replica or toy gun), knife (including all variations of bladed object including pocket knives, craft knives, scissors, homemade knives etc.), explosives (including fireworks, or other small explosive devices), aerosol spray, lighter, matches, laser pen or other object, even if manufactured for a non-violent purpose, that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

2.0 POLICY STATEMENT

2.1 Keswick School is committed to ensure the safety and wellbeing of all members of the school community and to maintain an appropriate educational environment in which all can learn and succeed.

3.0 AIMS

3.1 It is a criminal offence to carry knives or other weapons on or around school premises. As from February 2007 the penalty for carrying a knife or offensive weapon is up to four years imprisonment and or fine.

3.2 It is the school's policy that no pupil or other person shall bring a weapon into school, nor carry or keep any weapon within the perimeter of the school site or while attending or participating in any school activity. This includes during transportation to or from school during educational trips and visits and whilst on extended school activities.

3.3 These rules apply at all times except where an object that could be described as a weapon is issued to a pupil by the school (e.g. scissors for craftwork). Misuse of such items will be dealt with as though possession was not authorised.

3.4 This policy should be read in connection with:

- Behaviour Policy (KS/PP&PW/044)
- Search Policy (part of the Behaviour Policy)
- Child Protection and Safeguarding Policy (KS/PP&PW/040)
- Lockdown Policy (KS/F&P/101)

4.0 DEALING WITH WEAPONS IN SCHOOL:

4.1 Keswick School will use the power to search students but will limit this to the student's possessions (school bags and outer clothing), in line with the search policy. School lockers will be searched without permission but, if appropriate, the student will be present during the search.

4.2 If a student or another person is suspected to be in possession of a weapon we will:

- Ensure the situation is brought to the immediate attention of the Headteacher/Deputy Headteacher (if there is any immediate threat to the safety of others the police should be contacted directly).

- Senior staff must be accompanied by another member of staff when dealing with an allegation or suspicion of a pupil carrying a weapon.
- Pupils must be questioned away from others if there is any suspicion that a pupil has a weapon staff should ask them to surrender it reminding them of the school policy.
- If suspicion remains and the pupil does not surrender the weapon, the Headteacher (or in their absence the next most senior member of staff) should call the police and request an urgent operational response.
- Manage the pupil in order to keep other pupils and staff safe while the police are not present.
- If the pupil runs away staff must call the police immediately.
- In exceptional circumstances, take immediate action to safeguard a situation by:
- diverting the pupil or other person to a place of safety where no pupils are present.
- removing other pupils from the vicinity.
- Apply the lockdown policy and procedures.

5.0 AFTER THE EVENT

5.1 The pupil will be suspended from school until the matter is fully investigated.

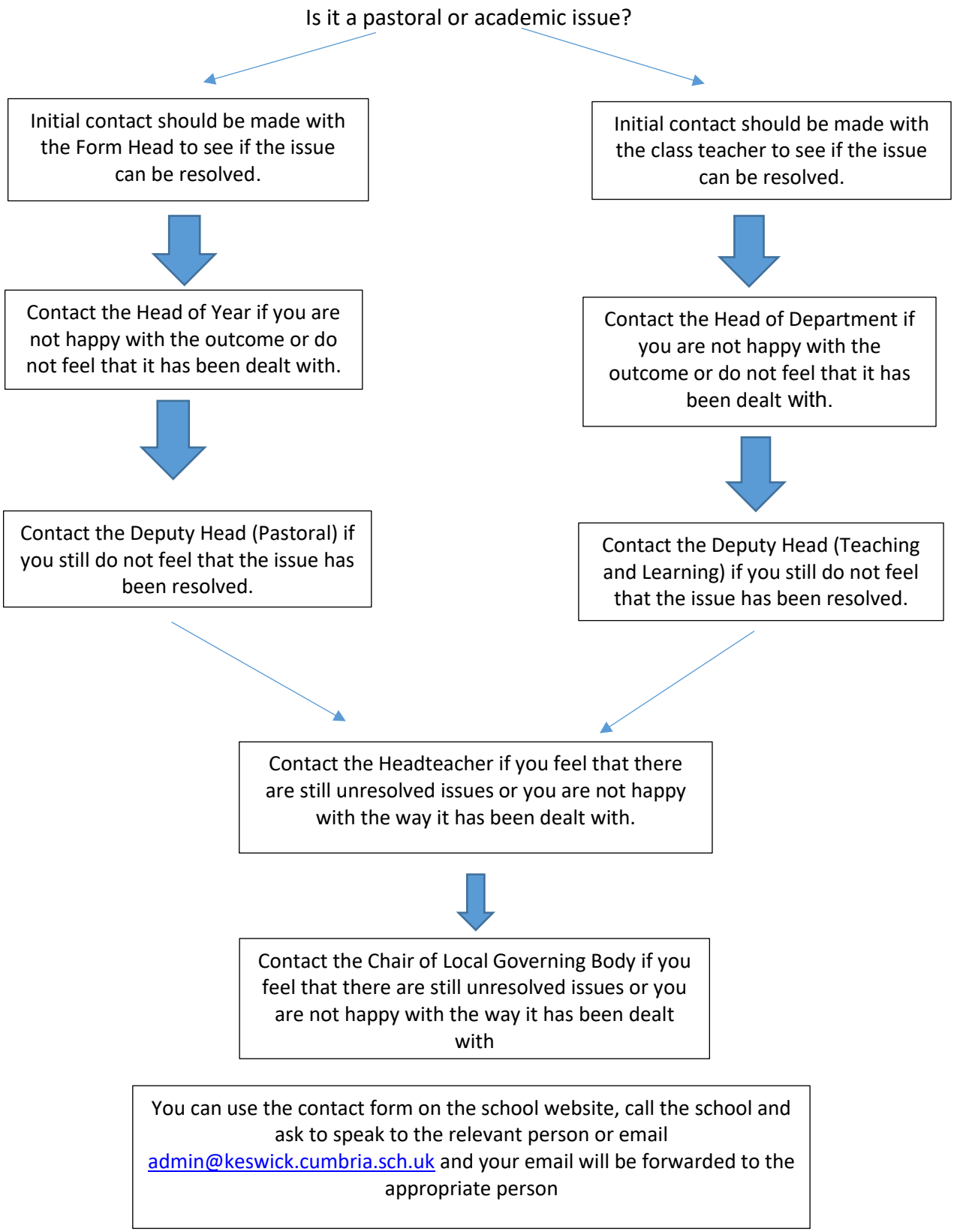
5.2 The weapon must be handed over to the police for disposal as soon as possible.

5.3 All staff involved must keep a record of the events and any search as undertaken, using the record of search documentation.

6.0 PENALTIES

6.1 Any pupil found to be in breach of this policy shall be subject to action under the school's Behaviour Policy (ref (KSMAT/STAT/044). Bringing a weapon into school could result in a permanent exclusion

Reporting of bullying or other incidents



RESTRICTIVE INTERVENTIONS INCLUDING THE USE OF REASONABLE FORCE PROCEDURES

1.0 INTRODUCTION

1.1 To maintain the safety and welfare of our pupils, it may sometimes be necessary to use restrictive interventions including the use of reasonable force on a pupil, as permitted by law.
These procedures were developed to support staff and inform the school community in response to publication of the Department for Education (DfE) – 'Restrictive interventions, including use of reasonable force, in schools' guidance, which came into force on 1 April 2026. Page 14 of that document contains statutory guidance from the DfE issued under section 93A of the Education and Inspections Act 2006, the rest is non-statutory advice and these procedures outline this school's approach.

1.2 Throughout government guidance, when the word "must" is used, the person in question is legally required to act. When the word "should" is used, the advice set out should be followed unless there is good reason not to. These words have the same meaning throughout these procedures

- Behaviour and discipline in schools: guidance for governing bodies (sets out the DfE expectation that governing bodies provide clear advice and guidance to the Head teacher on which to base the school Behaviour Policy. In 'maintained'[1] schools, this is the Governors' 'Written statement of behaviour principles'[2] which must be published on the school website alongside the school Behaviour Policy and procedures)
- Behaviour in schools: advice for head teachers and school staff (describes the legal powers and duties that govern behaviour in schools and includes the use of restrictive interventions and the use of reasonable force)
- Equality Act 2010: advice for schools
- the school's public sector equality duty set out in section 149 of the Equality Act 2010.
- Keeping Children Safe in Education
- Mental health and behaviour in schools
- Mobile Phones in Schools
- Restrictive interventions, including use of reasonable force, in schools
- Searching, screening and confiscation: guidance for schools
- Suspension and permanent exclusion from maintained schools, academies and PRUs in England, including pupil movement - Guidance for schools
- Working together to safeguard children

1.3 These procedures should be read in conjunction with the following school policies and procedures:
Overarching Safeguarding Statement (where available – not a statutory document)

- Child Protection Policy and procedures
- Behaviour Policy and procedures
- Code of Conduct for staff and other adults
- Health and Safety Policy and procedures/arrangements
- Equality Policy/Objectives

[1] 'Maintained' schools are those with Community, Voluntary Controlled, Aided and Foundation status and Pupil Referral Units
[2] Academy Trusts, Independent schools and Free schools are not required to produce a 'written statement of behaviour principles' but such settings must have a Behaviour Policy and procedures agreed by the Governing Board.

- Special Educational Needs and Disabilities (SEND) Policy/Information Report
- Drug Policy
- Supporting Pupils at School with Medical Conditions Policy and procedures
- Off Site Visits procedures

2.0 TERMINOLOGY

2.1 For clarity, these procedures use the following definitions:

Child/Pupil: For the purposes of these procedures a child, young person, pupil, or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Parent: A child's birth parents or anyone who has parental responsibility (which includes the Local Authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives (Education Act 1996).

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances[3]. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident[4]: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in Section 15 (Other physical contact with pupils). This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, securing the place so that the pupil cannot leave it, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides, securing the pupil to a fixed or heavy object or removing a pupil's auxiliary aid that they usually use to help them move e.g. crutches, would all be considered forms of restraint.

The various restrictive interventions above are defined for completeness and are not to be construed as an endorsement or otherwise for their use in this school.

3.0 OBJECTIVES

3.1 The key objective of this document is to outline the school's procedures on restrictive interventions including the use of reasonable force to control or restrain pupils.

3.2 We recognise that school staff have a legal power to use force and that the lawful use of this power will provide a defence of any related criminal prosecution or other legal action where it can be demonstrated that the use restrictive interventions or force was reasonable in the circumstances.

3.3 Restrictive interventions or reasonable force will only be used as a last resort after de-escalation techniques have failed. School staff are made aware that they will have to justify their actions if they ever

[3] Section 93 of the Education and Inspections Act 2006 and section 550ZA(3) of the Education Act 1996

[4] 'Significant incident' is in reference to section 93A of the Education and Inspections Act 2006 which requires schools to record and report significant incidents of use of force to parents and others with parental responsibility for the child.

use restrictive interventions or reasonable force in the course of their duties.

3.4 It is clear in our Behaviour Policy and procedures and in communications to parents and pupils when restrictive interventions or force might be used – this will reduce the likelihood of complaints being made when interventions or reasonable force has been properly used.

4.0 BACKGROUND: WHAT THE LAW SAYS

4.1 Section 93 of the Education and Inspections Act, 2006, provides the legal power for any member of the school staff to use reasonable force in certain circumstances to prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence (this applies to children under the age of 10 who can now be held responsible for their actions even though they are below prosecution age);
- damaging property;
- causing disorder among pupils at the school, whether during a teaching session or otherwise.

4.2 Employers (LA, Governors, or Academy Trust Board) have a duty Under the Health and Safety at Work etc. Act, 1974, to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. We will, therefore, carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible[5].

4.3 The legal power given to school staff may only be used where the pupil and the member of staff are on the school premises or they are elsewhere and the member of staff has lawful control or charge of the pupil concerned, for example, on an off-site visit.

4.4 Where a pupil has a disability, we have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, which in turn may reduce the need for restrictive interventions or force, making sure they can benefit from what the school offers. Examples of reasonable adjustments are included in Section 10 below.

4.5 The Human Rights Act 1998 requires the school to ensure that disciplinary actions such as restrictive interventions and reasonable force are legal, necessary and proportionate. Staff in the school must act reasonably and avoid discrimination.

4.6 The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 set out the requirements for the recording and reporting of incidents where restrictive interventions, force or seclusion is used on a pupil.

5.0 REDUCING THE NEED FOR RESTRICTIVE INTERVENTION OR FORCE

5.1 In order to minimise the need to use any form of restrictive intervention or force, staff will attempt to use other techniques such as diversion or diffusion to de-escalate and manage the situation. Where possible, before using force and depending on the circumstances staff will:

- engage the pupil in a calm measured tone, setting out how the pupil could choose to modify their behaviour;
- distract the pupil: for example, when pupils are fighting, by shouting or blowing a whistle;

[5] Health and Safety: responsibilities and duties for schools

- if an angry pupil has moved away: decide whether they are a risk to themselves and others before deciding to follow/detain;
- remove other pupils who might be at risk;
- warn the pupil that force might be necessary;
- summon assistance;
- use the minimum amount of force necessary;
- request Police assistance, if appropriate.

Any force will be proportionate to the level of risk and will be reduced at the earliest possible opportunity.

5.2 Staff will not, as far as possible, use force unless or until another responsible adult is present to support, observe and call for assistance. We may consider a pre-determined alerting procedure. This procedure can be used for many issues not just the need for restrictive intervention. A simple book alerting system, where the school have previously identified a book in each classroom, which can be given to a pupil to pass on to another member of staff, is one method. This then serves to alert that member of staff to come to the class base as a matter of urgency.

6.0 WHEN THE USE OF RESTRICTIVE INTERVENTIONS OR REASONABLE FORCE MIGHT BE APPROPRIATE

6.1 The use of restrictive intervention or reasonable force is a relatively rare occurrence in the school. The judgement on whether to use restrictive interventions or force should depend on the circumstance of the case or information about the individual concerned. Examples of situations that particularly call for judgement of this kind include action to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in such a way that seriously disrupts a lesson;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts;
- prevent a pupil committing deliberate damage to property;
- prevent a pupil from causing injury or damage, e.g. by accident, or rough play; pushing and shoving in a crowded situation or by misuse of dangerous materials or objects.

6.2 In circumstances where a pupil who is intent on leaving the school other than at an authorised time, it would only be justifiable to prevent this if allowing a pupil to leave:

- may result in serious risks to a pupil's safety (taking account of age and understanding) to the safety of other pupils or staff or of damage to property;
- leads to behaviour that prejudices good order and discipline, such as disrupting other classes.

6.3 In the above examples the use of force is likely to be construed as reasonable (and therefore lawful) if it was clear that the behaviour was ***sufficiently dangerous and disruptive*** to warrant restrictive intervention of the degree applied and could not realistically be dealt with by any other means.

7.0 DETERMINING WHEN THE USE OF RESTRICTIVE INTERVENTIONS OR REASONABLE FORCE IS APPROPRIATE

7.1 There will be times when school staff may need to use restrictive interventions including the use of force, and they are aware that this option may be available to them depending on the individual circumstances

of each situation. The decision on whether to physically intervene is down to the professional judgement of the staff member. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if restrictive intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Decisions on whether the precise circumstances of an incident justify the use of force must be reasonable. Typically, such decisions are made quickly, with little time for reflection. To make this assessment, staff will consider the following:

7.2 Is intervention or use of force necessary?

In making this decision, staff should consider whether there are other more effective, less restrictive ways to manage the situation.

- Does the seriousness of the incident, the effect of injury, damage or disorder justify the use of force?
- What are the relative risks to self or others associated with the use of force compared with other strategies?
- Would de-escalation or distraction help?
- Can we ask the pupil to undertake a different task in a different area of the classroom?
- Would removal from the classroom altogether diffuse the situation e.g. transferring the pupil to another classroom or sending them on an errand in school?
- Is restrictive intervention likely to be successful to reduce the risks or would its use escalate the situation further leading to more harm than the behaviour itself?
- Would introducing other staff de-escalate the situation to an acceptable level without the need for restrictive intervention or would this potentially inflame the situation?

7.3 Is the proposed intervention proportionate in the circumstance?

Having made the decision to intervene, staff should:

- always use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks;
- consider whether the intervention itself is escalating the situation. Where this is the case, staff should reconsider their approach and attempt an alternative strategy;
- consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

7.4 Has the pupil's welfare been considered?

Staff should always consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.

- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

7.5 Where a pupil has an agreed Behaviour Management Plan (BMP), this should clearly identify the type of restrictive intervention and the circumstances when interventions will be used. Where pupils have the capacity to understand the intervention outlined in the BMP, the intervention should be explained to them at a time when they are calm and not in crisis so that the intervention does not come as a surprise to them should it be required.

8.0 UNACCAPTABLE USE OF RESTRICTIVE INTERVENTIONS OR FORCE

8.1 It is illegal to use force as a punishment. This would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

8.2 Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

8.3 Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.
The following are not acceptable in any circumstance:

- holding a pupil around the neck, or the collar/tie or in any other way that might restrict the pupil's ability to breathe;
- pushing the pupil's head downwards, or sitting, kneeling or resting on the pupil;
- pushing or holding the pupil on the floor either in a sitting or lying position;
- slapping, punching or kicking a pupil;
- twisting or forcing a limb; forcing a limb against the joint or behind a back;
- tripping up a pupil;
- pulling ears and generally pulling hair;
- touching or holding in any way that might be interpreted as sexually inappropriate conduct.

8.4 In addition, the following are considered to have unacceptable risk when used on a child or young person and are not permitted:

- 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;
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff will avoid acting in a way that might reasonably be expected to cause injury. Any force should be limited and removed as soon as possible.

9.0 SECLUSION

9.1 Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. Seclusion will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances,

the pupil is not acting with intent. Seclusion will never be implemented by staff through threat of punishment.

9.2 Where seclusion is deemed to be necessary in the presenting circumstances, the place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

9.3 An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in Sections 12 and 13 below.

9.4 Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom and our Behaviour Policy outlines the circumstances when such disciplinary measures would be used.

10.0 PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

10.1 We recognise that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions and challenging behaviour. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

10.2 We will seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. Under the Equality Act 2010 we have a legal duty to support pupils with disabilities and other special educational needs by making reasonable adjustments, which in turn may reduce the need for restrictive interventions or force. These reasonable adjustments could include:

- **tailored changes to rules** - allowing children to enter school early/late to avoid crowds, modifications to breaktime rules allowing use of quiet areas;
- **amendments to policies** - using timeout or 'break' cards, using restorative work instead of standard sanctions and modifying uniform policies;
- **alterations to the environment** – removing stimuli that may cause distress, specified or allocated seating, provision of sensory tools (e.g. noise-cancelling headphones, fidget toys or allowing movement breaks), modified breaktimes, provision of quiet, calm or sensory-friendly spaces;
- **additional support and structure** – changing body language, facial expression and/or tone of voice, the use of distraction techniques to redirect their attention to something familiar, implementing visual timetables, supporting the pupil to express their emotions before getting overwhelmed, providing clear, written instructions and allowing time for the instructions to be processed, breaking up assignments into manageable chunks.

10.3 We will communicate with those staff who know the individual pupil well, with external professionals e.g. the virtual school Head, social workers or external behaviour specialists who are involved with the child and with parents to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

10.4 All staff should adopt a positive approach to improving behaviour to reward effort and build self-esteem. Staff will work in partnership with those who know the child to:

- find out why the child behaves as he/she does;
- understand the factors that influence a child's behaviour;
- identify early warning signs that indicate foreseeable behaviours are developing.

10.5 This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviour and assist in ensuring that the use of restrictive intervention is rare. If a child's behaviour deteriorates so that he/she is a danger to himself or others it may be necessary to use restrictive interventions or reasonable force to prevent them hurting themselves or others. These interventions would be emergency measures or interventions if all other routes have been exhausted.

11.0 IMPLEMENTATION AND USE OF BEHAVOUS MANAGEMENT PLANS (BMPs)

11.1 The term 'risk' refers to any circumstances which could lead to adverse or harmful outcomes for the child or others.

11.2 Risk assessment and management is a process that helps staff to consider risk issues, to act reasonably and to learn from everyday practice. The Behaviour Management Plan (BMP) is to all intents and purposes a 'Risk assessment' outlining appropriate controls to reduce the risk of harm to both the child and others. Whenever it is foreseeable that a pupil might require a restrictive intervention, a BMP must be put in place which identifies the benefits and risks associated with the application of different intervention techniques with the pupil. Assessing and managing risk is central to the process of deciding whether to use restrictive interventions or force, ensuring that it is both reasonable and proportionate to the circumstances.

11.3 Where it is known that a pupil is likely to present severe behaviour difficulties, a formal assessment (BMP) of the risks involved will assist staff in judging the benefits and risks of any proposed intervention for staff, the pupil concerned and others. The BMP must be completed by a competent person who has sufficient knowledge about the pupil and his/her behaviour to enable them to make objective decisions on the appropriate control measures to utilise.

11.4 Risk reduction options will be considered such as situations that may provoke difficult behaviour, preventative strategies and de-escalation strategies that are most likely to work, what is likely to trigger an unacceptable reaction and specific strategies and techniques agreed by staff and parents which will be used if necessary and an agreed BMP and, where necessary, a 'Positive Handling Plan' (PHP) produced.

11.5 It is important that the BMP includes all situations where the pupil is in the care of the school for example, home to school transport (where transport is arranged by the LA or the school), off-site visits and activities which take place off the school site e.g. curricular swimming or sports events. Once complete, the BMP must cover all eventualities where dealing with the challenging behaviour may arise.

11.6 Once agreed, the BMP and PHP will be shared with all those responsible for implementing or monitoring the impact of the plan including:

- the child (where he/she has the appropriate level of understanding);
- his/her parents;
- school staff and other adults working in the school on a need to know basis;
- other professionals involved with the child.

11.7 The BMP and, where required, the PHP will be agreed by parents and reviewed termly and following any significant incident so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil. The BMP must be signed and dated by the assessor.

12.0 RECORDING AND REPORTING SIGNIFICANT INCIDENTS

12.1 The school does not require parental consent to use force on a pupil. The school has a statutory duty to record and report to parents in writing each *significant* incident in which a member of staff uses force on a pupil as part of the schools duty under section 93A (Education and Inspections Act 2006)[6].

12.2 Incidents which result in the use of force on a pupil will be recorded in writing as soon as practicable after the event. The staff member(s) involved are responsible for recording the event and they will endeavour to do this no later than the same day. The requirement to record incidents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of the pupil's Behaviour Management Plan.

12.3 The member of staff involved must report the event to the Head teacher/DSL or other nominated senior leader and make a written record of the event on CPOMS.

12.4 In addition to the above, it is a statutory requirement for the school to report each significant use of force to the parents (or the LA where the child is cared for) in writing e.g. via email or online messaging system. We will endeavour to do this the same day but in any event, as soon as reasonably practicable.

12.5 The exception to the requirement to report is where it appears to the staff member that reporting to the parent would be likely to result in serious harm to the pupil. In such instances, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the Cumberland CASS - Tel: 0333 240 1727) **|** Westmorland and Furness MACH -Tel: 0300 373 2724 within whose area the pupils normally lives.

12.6 The requirement to report to parents applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's BMP. A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention;
- brief account of why the intervention was assessed as necessary in that instance;
- brief account of what type of force was applied, and the degree of force;
- details of any physical injuries sustained, if applicable.

12.7 A follow-up discussion with the parents will be considered (where appropriate) as best practice including:

- any behavioural triggers or warning signs of an impending incident;
- whether any agreed behaviour support plans were followed;
- what de-escalation strategies were used and how effective they were;
- what might be done differently in the future.

Any issues arising from the discussion, will be used to amend any existing BMP or to create a BMP where one doesn't currently exist.

[6] Section 93A of the Education and Inspections Act 2006 and Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

13.0 RECORDING AND REPORTING THE USE OF SECLUSION AND NON-FORCE RELATED RESTRAINT

13.1 We have a legal duty under the Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025.[7] to ensure that we record incidents of non-disciplinary seclusion or restraint that may occur with or without direct physical contact for example the removal of a walking aid. The legal duty to record such incidents follows the same procedure as outlined in Section 12 above. The requirement to record applies even if the use of non-disciplinary seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's BMP.

13.2 In the case of incidents involving non-disciplinary seclusion or restraint, we will provide information about the incident in writing to parents e.g. via email or online messaging system as soon as practicable after the incident and will endeavour to inform parents no later than the same day. The same exceptions to reporting to parents apply as outlined in Section 12 above.

13.3 Where a non-disciplinary seclusion or restraint incident also constitutes a significant use of force, the same information does not need to be recorded twice. However, if a non-disciplinary seclusion or restraint incident does not constitute a significant incident of use of force, for example, the removal of a walking aid, this must be recorded and reported to parents under the procedures outlined in this Section and Section 12 above.

13.4 We will use the CPOMS record for recording and, where necessary, reporting to parents.

14.0 POST INCIDENT MEASURES

14.1 We will follow our standard procedure of investigating/evaluation of the incident, including seeking first aid or professional medical support for all injured parties and reporting relevant injuries as appropriate. We will hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation will be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue.

14.2 This process should ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support. Engaging in this process will enable us to foster a culture of continuous improvement. We will continue to monitor both pupil and staff wellbeing and provide additional support if needed.

14.3 Any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed with also be provided with reassurance and/or appropriate support where necessary.

14.4 If the reason for the incident was the pupil's behaviour, then sanctions, including exclusion, will be considered in line with the Behaviour Policy and procedures.

15.0 OTHER PHYSICAL CONTACT WITH PUPILS

15.1 We do not have a 'no contact' policy and will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions where these are reasonable in the circumstances to fully protect pupils. Whilst the school does not encourage staff to touch pupils unless it

[7] Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

is necessary, there are occasions when physical contact with a pupil is proper and necessary. Examples of occasions when physical contact is generally appropriate include:

- to give first aid;
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate;
- to comfort a distressed pupil;
- to congratulate or praise a pupil, for example a pat on the back or a handshake;
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during PE lessons or sports coaching.

The above list is not exhaustive.

15.2 In assessing whether physical contact is appropriate in a given situation, the member of staff will use their judgement and have regard to:

- the school's Child Protection (or any other relevant) Policy;
- the applicable circumstances, such as whether there are other adults present;
- the individual pupil's age;
- any other material factors, including but not limited to whether:
  - the pupil has SEND or other vulnerabilities;
  - any alternative strategies that do not include physical contact can be used.

16.0 USE OF REASONABLE FORCE TO SEARCH PUPILS

16.1 Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

16.2 The following items are what are termed 'Prohibited or illegal Items' and their presence on school premises, or if found on an individual pupil, will lead to the highest sanctions and consequences:

- Knives and weapons *(Further guidance is available in KAHSC Safety Series G14 – Knives, Offensive Weapons and other inappropriate items)*
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on electronic devices)
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
  i) to commit an offence;
  ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

16.3 Authorised staff can use such force as is reasonable given the circumstances when conducting a search for 'prohibited or illegal items'. Such force cannot be used to search for other items which are banned under the school rules.

16.4 Further information and more detailed advice and guidance on this issue can be found in the School Behaviour Policy and procedures and DfE advice 'Searching, Screening and Confiscation – Advice for schools'.

17.0 STAFF TRAINING

17.1 All staff will receive training on the implementation of these procedures. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Where required, some staff will receive additional training on the appropriate techniques which may be used to physically restrain a pupil which are outlined in an individual BMP or PHP. The training will be to an approved nationally acceptable level and will be regularly refreshed.

17.2 On-going training is provided for relevant staff when required i.e. Team Teach. Team Teach provides training in positive handling strategies (with an emphasis on de-escalation but including restrictive intervention techniques) to better support those who display challenging behaviour. It takes a whole setting holistic approach to behaviour management.

17.3 Once the individual BMP and control measures have been agreed and communicated to those who work with and support the pupil, consideration should be given to the ability of staff to implement the measures. Successful implementation will be dependent upon staff competence and expertise. It is important to determine what level of training may be required and by whom.

17.4 Where it is apparent that there are staff with significant training needs, implementation of the control measures required will be modified until the relevant training has been provided. In some circumstances, staff training may well be required as a matter of urgency so that implementation can take place without delay. We will also ensure that there are more individuals trained in positive handling techniques in the school than are generally required in order that absences can be covered.

17.5 Early discussions with receiving schools will take place as a pupil moves through the educational system so that accommodation needs, resources and training in particular control measures and strategies can be anticipated and undertaken prior to transfer.

18.0 GOVERNOR/TRUST BOARD MONITORING

18.1 It is the responsibility of the Governing Body/Trust Board to take all reasonable steps to ensure that these procedures for recording and reporting the use of force, seclusion and restraint are complied with.

18.2 It follows that the Governing Body/Trust Board will regularly review and interrogate data on the use of restrictive interventions to ensure that we:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective;
- identify areas of learning and development for school staff, supporting teachers and others to improve understanding and practice;
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan;

- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

18.3 Any analysis will be proportionate and avoid over-interpreting small subgroups of people.

19.0 COMPLAINTS AND ALLEGATIONS

19.1 Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's normal complaints procedure.

19.2 If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures outlined in the school's Child Protection Policy and procedures will be followed. This includes the provisions regarding suspension of staff.