

ST. IGNATIUS COLLEGE
'Men and women for others'



Ignatian Code of Conduct

March 2017

Pastoral Assistant Headteacher

Next Review March 2020

- *Teachers have the right to teach*
- *Pupils have the right to learn*
- *Everyone has the right to safety and respect.*

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1. Introduction

The Governing Body, Headteacher and staff at St Ignatius College are committed to fostering a learning environment which enables the 'improvement in living and learning for the greater glory of God and the common good'¹. The expectations of a pupil at a Jesuit school are outlined in the Jesuit Pupil Profile (Appendix 1).

Every member of our school community is valued equally. Each individual is born in God's image and likeness and as such has a responsibility to be a man or woman for others.

We all work for the good of the College and treat each other with courtesy, respect and dignity at all times in the promotion of positive relationships between all members of our school community.

At St Ignatius College we believe that:

- Teachers have the right to teach
- Pupils have the right to learn
- Everyone has the right to safety and respect
- Incidents of poor behaviour are tackled effectively and fairly
- Expectations of positive behaviour need to be shared with our pupils and stakeholders so that achievements can be celebrated and negative behaviour discouraged
- All staff in our college community have a responsibility to contribute in a consistent way in the promotion of positive behaviour by recognition, praise, encouragement and reward

2. Pupil Expectations

Pupils are required to display high standards in their own learning, actions and conduct. The expectations of pupils are outlined in Appendix 2 and in the Code of Conduct for Pupils (Appendix 5), but are summarised as:

- Arriving to school and lessons on time
- Wearing the correct uniform
- Engaging fully in lessons and completing classwork and homework to the best of their ability
- Achieving high standards
- Developing self-respect, respect for others and regard for authority by following given instructions and treating all members of our community with respect
- Showing care, compassion and consideration to others
- Being helpful, polite and honest

¹ Section 440 :The Constitutions of the Society of Jesus 1553/1554

- Behaving appropriately inside and outside school
- Accepting of school sanctions which are issued
- Undertaking reconciliation when relationships break down
- Being part of a safe environment free from disruption, violence, bullying and any form of harassment

3. School Staff

Section 90 and 91 of the Education and Inspections Act 2006 states that all teachers, teaching assistants and other paid staff with responsibility for pupils within a school have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction in school and (in certain circumstances) outside school.

All staff must therefore:

- Insist on the highest standards of conduct in the classroom
- Assist with the supervision of pupils in the corridors, cloakroom and outside areas
- Challenge any incidents of inappropriate behaviour, including disorderly corridor conduct, being late for a lesson, dropping litter or uniform infringements
- Promote the values of honesty, fairness, trust, politeness and respect for each other, modelling the desired behaviour which they expect from pupils
- Undertake reconciliation when a relationship has broken down with a commitment to forgiveness and fresh starts

4. Form Tutors

As a school community the pastoral care and wellbeing of our pupils is at the heart of everything we do. The form tutor is best placed to identify issues relating to a pupil's welfare and provide daily support and guidance to those in their forms. On a day to day basis the form tutor is responsible for:

- Being the first point of contact for any concerns about a particular pupil or class, including persistent lateness to school and absenteeism, and notifying the relevant Subject Leader or Learning Coordinator if appropriate
- Monitoring the attendance, punctuality and appearance and equipment of those in their form.
- Applying appropriate sanctions and rewards to improve the punctuality and attendance of pupils in their form

5. Parents and carers

Parents and carers are required to:

- Sign the home/school agreement in the pupil planner
- Work in close partnership with the school to assist in maintaining high standards of behaviour for their child
- Be supportive of any sanctions that are applied to their child
- Take responsibility for the behaviour of their child both inside and outside the school
- Come into school where concerns have arisen
- Share any concerns they have about the conduct or welfare of their child
- Work closely with the school to reinforce expectations

6. Promoting Positive Behaviour

At St Ignatius College we recognise the importance of a positive approach to discipline which fits in with the Christian and Jesuit character of the school.

The College operates a system of rewards using achievement points to promote and reward positive behaviour which can be awarded to an individual, group or class (Appendix 3).

The following positive behaviour management strategies contribute to creating a positive learning environment where staff use every opportunity to acknowledge progress, high standards of behaviour for learning and the demonstration of being a man or woman for others:

- Praise
- Verbally acknowledging effort and work
- Positive and constructive feedback on pupils' work
- Displaying work and pictures throughout the school
- Awarding achievement points regularly and consistently
- Having high expectations of pupils
- Listening to pupils and taking an interest in their points of view
- Awarding of certificates and prizes in assemblies, award presentations and during the Annual College Speech Night

7. Serious breaches of the Ignatian Code of Conduct

It is not possible to define every situation under the category of what is considered a serious breach of the Ignatian Code of Conduct, which can occur in school or on the journey to and from school. However some examples are below:

- Abuse of the school email or ICT network
- Aggressive, confrontational or challenging behaviour
- Alcohol or drug related incidents including illegal drugs, legal highs, medicines and solvents
- Being out of bounds within the college grounds
- Bringing the school into disrepute

- Bullying
- Damage to school or personal property
- Defiance towards a member of staff
- Discriminatory abuse (racial, sexist, homophobic, physical)
- Discriminatory language such as homophobia.
- Disorderly conduct such as jostling/play-fighting in school or public
- Disrupting the learning of others
- Eating/chewing/drinking in class/corridor
- Extortion
- Fighting
- Intimidation of staff or pupils
- Lateness to school or lessons
- Misuse of the internet
- Possession and or use of an illegal drug, alcohol, legal highs or solvents
- Possession of a weapon or dangerous object
- Persistent Disruptive Behaviour
- Photographing, videoing or recording staff or pupils
- Repeated failure to complete class work, coursework or homework
- Repeated failure to comply with uniform code
- Repeated failure to bring books, planner or stationary to school
- Rudeness or arguing with a member of staff
- Refusal to follow instructions
- Sexualised language and behaviour
- Serious disorderly conduct
- Selling (food, drink, clothing, electronic devices)
- Smoking
- Swearing
- Truancy from school or lessons
- Theft
- Use of Mobile phone/electronic device
- Vandalism or damage to school, staff or pupil property
- Verbal and /or physical abuse against a member of staff or pupil

8. Sanctions

When a pupil's behaviour has fallen below the expected standard staff will apply the following sanctions as outlined in the Consequence chart (Appendix 4):

- Verbal warning
- Note in student planner
- Extra work
- Reporting at lunchtime or after school
- Detention
- Phone call home
- Subject Teacher detention
- Form Tutor detention

- Subject Leader/Learning Coordinator detention
- SLT detention
- Internal exclusion
- Fixed term exclusion

9. Internal Exclusion

A Learning Coordinator in consultation with the SLT link for that year group may put a pupil forward for an internal exclusion in the College's Manresa unit for a serious breach of the Ignatian Code of Conduct. There may be occasions when the Headteacher decides that the internal exclusion will be served at another school.

Further interventions may be identified by the Learning Coordinator that involve placing a pupil on a Form Tutor, Learning Coordinator or SLT monitoring report, developing a Behaviour Support or Pastoral Support plan and /or completing an Early Help Form to request specialised support from external agencies.

10. Fixed Term Exclusions

In cases of a serious breach of the Ignatian Code of Conduct, the College will exercise its right to exclude a pupil as appropriate and in compliance with guidelines issued by the DFE and the Diocese of Westminster as outlined below:

- The Headteacher is solely responsible for the exclusion of a pupil and may exclude a student (Fixed Term Exclusion) for up to 45 school days in a school year depending on the individual circumstances of the incident.
- The school will endeavour to contact the parents on the day of the incident if it is deemed serious enough to require a fixed term exclusion
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them
- Work will always be provided for the length of the exclusion.
- Parents will be requested to meet with their child's Learning Coordinator or a member of the Leadership Team on the day that the pupil returns to school for a reintegration meeting and to seek assurance that such events don't reoccur
- Procedures to appeal against a decision are clearly outlined in the exclusion letter as are parent(s)/ carer(s) responsibilities to provide care and supervision for their child for the first five days of any exclusion
- The school must make provision for the student for a fixed-term exclusion longer than 5 days and will ensure that they undertake day 6 provision at another school
- In the case of permanent exclusion, it is the responsibility of the student's 'home' local authority to arrange suitable full-time education no later than the sixth day of the exclusion.

- The college seeks to ensure that any decision to exclude is made in line with the provisions of the Equality Act 2010 and that any vulnerable child remains safe.

11. Managed Move

There may be occasions when the Headteacher decides that a student can be recommended for a Managed Move to another school in the borough as part of the Fair Access process. This would be offered as an alternative to a permanent exclusion. Each case will be considered on an individual basis by the Headteacher in consultation with the Chair of Governors and the student's family.

12. Permanent Exclusion

The College seeks to ensure that any decision to exclude a child permanently is a serious one and will only be taken:

- a) as a last resort;
- b) in response to serious breaches of the school's behavior policy; and
- c) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent Exclusion will usually be the final step in a process for dealing with disciplinary offences and one that takes into account the fair treatment of pupils from groups who are vulnerable to exclusion, such as looked after children and those with diagnosed or undiagnosed special educational needs.

A pupil can be permanently excluded for the reasons outlined below, though this list is not exhaustive:

- Bringing the school into disrepute
- Serious breach of the Ignatian Code of Conduct
- Persistent and defiant violation of the Ignatian Code of Conduct
- Bullying including racist, sexist or homophobic bullying
- Extortion

There are exceptional circumstances where a pupil can be permanently excluded for a first or 'one off' offence. Each case will be considered on an individual basis and may include incidents listed below:

- a) actual or threatened violence against another pupil or a member of staff
- b) sexual abuse or assault
- c) possession or supplying of an illegal drug, alcohol, medicine, legal highs or solvents on school premises.
- d) possession or misuse of an offensive weapon or dangerous object including items brought into school, found on the person or in a pupil's bag.

The College will inform the police where such a criminal offence has taken place and will take advice from the Safer School's Officer.

13. Prohibited and banned items

Prohibited items are knives and weapons, alcohol, fireworks, illegal drugs, laser pens, legal highs, pornographic and indecent images, shisha pens and pipes, solvents, stolen items, tobacco, cigarette papers and lighters and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Banned items also include sharp objects, including metal tail combs, pointed scissors and compasses.

In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them. Mobile phones, headphones and electronic devices such as I-pods will be confiscated if seen.

From time to time, certain items not listed here may be deemed to be banned by the Headteacher if they reasonably pose a threat to the safety and wellbeing of students and are likely to threaten or harm the good order of the school.

14. Use of Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Guidance on the use of Reasonable Force and Physical Restraint is attached as an appendix to this policy.

15. Searching with consent

Staff authorised by the Headteacher can search pupils with their consent for any item and are not required to have formal written consent from the pupil for this sort of search.

16. Power to search pupils without consent

The Headteacher and staff authorised by her have a statutory power to search pupils, their possessions or their school ICT account, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or any item banned by the school rules as listed in **Section 13**, on their person, property or on an electronic mobile device such as a phone.

This includes:

- alcohol
- fireworks
- illegal drugs, legal highs, medicines and solvents
- knives, weapons, dangerous or sharp objects

- pornographic or indecent images
- stolen items
- tobacco, cigarette papers, lighters, shisha pens and pipes
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause injury or damage to property

A hand held metal detector may be used if a pupil is suspected of being in possession of an offensive weapon or dangerous item.

17. Confiscation

Prohibited and banned items brought into school by pupils may be confiscated by a member of staff if found as a result of a search, and returned at a later time to the pupil or parent/carer, unless handed over to the police as part of an investigation.

Staff can also seize any item, however found, which they consider harmful or detrimental to school discipline.

18. Statutory Framework

This policy is guided by the 2016 DfE guidance 'Behaviour and discipline in schools'- Advice for Headteachers and school staff ', the Education Act of 2011 and Section 90 and 91 of the Education and Inspections Act 2006.

19. Governors

Governors should ensure all staff are familiar with the Government's regulations and guidelines regarding the behaviour and safety of the pupils in their care.

This policy should be read in conjunction with the following policies:

- Behaviour for Learning Policy
- Anti-bullying Policy
- Attendance policy
- Safeguarding and Child Protection policy and attached guidance on use of Reasonable Force and Physical Restraint
- Home School Agreement as outlined in the pupil planner

20. Links with external partners/agencies where relevant

We believe that effective partnership working with parents and outside agencies is key to the implementation of this policy. To this end, each year group has a Senior Leader and Learning Coordinator who is supported by a team of Form Tutors, the College's Learning Mentor and the

Student Services Manager who will ensure regular contact with parents for pupils with behavioural difficulties. We also liaise with outside agencies where required to provide support for Students and their families.

21. The power to discipline students beyond the school gate

In accordance with the Department for Education's "Behaviour & Discipline in Schools", the school has a statutory power to discipline students for misbehaving when they are not on the school premises, whether they are in uniform or not. This includes when travelling to and from school, on school-organised or related activities, while wearing school uniform or are identifiable as a student of the College.

Section 589(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable". In some cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school or could pose a threat to another student or member of the public, or could adversely affect the reputation of the school. In rare cases, the school may decide to educate a student elsewhere.

22. Communication

The information in this policy will be communicated thus:

- For students - in their student planner and on the relevant section of the school's website
- For staff - in the staff handbook and in the relevant sections of the school's website
- For parents/carers - in the induction guidance, home-school agreement, and in the relevant sections of the school's website

23. Pastoral care for school staff

The Headteacher will draw upon the advice featured in 'Dealing with Allegations of Abuse against Teachers and Other Staff' when dealing with allegations of misconduct against a member of staff.

24. Monitoring

Leaders within the school at middle and senior level will be responsible for monitoring the implementation of this policy and for ensuring its effectiveness. The school's School Improvement Plan includes a section on Personal development behaviour and welfare and this is monitored termly. Behaviour within subject areas and year groups is monitored regularly through line management.

Appendix 1

The Jesuit Pupil Profile



Pupils in a Jesuit school are growing to be:

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous with their gifts, becoming men and women for others.**

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their **just actions** and **forgiving words.**

Faith-filled in their beliefs and **hopeful** for the future.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, **changing what they can for the better.**

Intentional in the way they live and use the resources of the earth, guided by **conscience;** and **prophetic** in the example they set to others.

Appendix 2 Expectations of Pupils



EXPECTATIONS

The following expectations should be read in conjunction with the Jesuit Pupil Profile on page 3 of the diary	
Manners, Courtesy and Respect	<ul style="list-style-type: none"> • Pupils are required to show high standards of courtesy and respect to all members of the college community. This also includes showing respect for the College environment and the property of others. • Pupils are expected to cooperate with all given instructions immediately and without argument and address members of staff as “Miss” or “Sir”. • When moving around the school environment, all pupils should hold doors open for others and offer to carry bags or boxes for members of staff.
Bullying	<ul style="list-style-type: none"> • All forms of bullying are completely unacceptable and any pupil found to be responsible for such behaviour will be subject to serious disciplinary sanctions. • It is the responsibility of all to make a stand against injustice and report any bullying behaviour that is witnessed, either directly to a member of staff, by speaking to a Peer Ambassador or through the Sharp System. • Any pupil who is experiencing bullying should speak to a member of staff, a Peer Ambassador or report the situation through the Sharp System.
Attendance and Punctuality	<ul style="list-style-type: none"> • Pupils must arrive on time for school and all lessons. Individuals arriving after the 8.35am bell will be considered late and will be placed in detention that evening. Subject teachers will issue sanctions for lateness to their lessons.
Personal Property	<ul style="list-style-type: none"> • All personal property must be labelled. The College accepts no responsibility for the loss, damage or theft of any item brought into school and advises pupils to leave valuable items at home. • Any pupil found in possession of illegal or dangerous items will be reported to the Police and may be permanently excluded.
Mobile Phones & Electronic Devices	<ul style="list-style-type: none"> • The College adopts a policy of 'not seen, not heard, not confiscated' approach to the use of mobile phones and electronic devices. Pupils who do not cooperate with this will have the item confiscated. • Headphones and earphones should not be worn on school premises unless pupils have been given explicit instructions to do so by a member of staff. • Using a phone in a lesson or taking/recording of photographs or film on school premises is strictly prohibited and will result in a serious disciplinary sanction.

<p align="center">Daily Routines Before and after school</p>	<ul style="list-style-type: none"> • Pupils arriving early to school should use the supervised areas including Breakfast Club and the Loyola Library which are open from 7.30-8.30am each morning. The Loyola Library is also open after school from 3.15pm--4.30pm
<p align="center">Breakfast Club, Break time and Lunchtime</p>	<ul style="list-style-type: none"> • Eating and drinking should only take place in dedicated areas and not in the school corridors. • Pupils wishing to purchase food from the dining hall must join the end of the queue and wait quietly until they are served. • All pupils are responsible for clearing their table in the dining hall when they have finished eating, putting all rubbish in the bins provided and returning trays, plates and cutlery to the serving hatch. • All members of the college community should assist in keeping the school environment litter free by placing all rubbish in the nearest bin.
<p align="center">Conduct at break and lunchtime</p>	<ul style="list-style-type: none"> • All pupils are required to go out of the building to one of the supervised areas at break and lunchtime, which includes the playground areas, library, Octagon, dining hall or stage hall for Years 7 and 8. • There should be no congregating inside the toilets, which should be left in the way pupils would expect to find them. • Any pupil participating in a lunchtime club or intervention must have a pass for this activity or authorisation from a member of staff in their pupil diary. • The bushes next to the back path and behind the CCF hut are out of bounds. Pupils found in this area will receive an automatic detention that evening. • CCF Cadets undertaking lunchtime duties should meet CCF staff in the quadrangle so they can be accompanied to and from the CCF hut
<p align="center">Conduct when travelling to and from school</p>	<ul style="list-style-type: none"> • High standards of behaviour are required from all pupils on the journey to and from school. • Pupils should be mindful of members of the public when using public areas, including the pavement, bus stop or station platform. • Disorderly behaviour on the journey to or from school will not be tolerated and any pupil found to be bringing the school into disrepute in this way will be severely sanctioned.

***Teachers have the right to teach, Pupils have the right to learn,
Everyone has the right to safety and respect***

Appendix 3 Rewards



REWARDS



Behaviour	Reward	Awards
<p>Excellent achievement in classwork or homework</p> <p>Excellent effort in classwork or homework</p> <p>Attending an intervention/study session</p> <p>Attending an extra-curricular activity</p> <p>Academic/Pastoral improvement</p>	1 Achievement point	<p>25 Achievement points = Merit Postcard</p>  <p>50 Achievement points = Commendation Certificate</p> 
<p>Participation in sport/music practice session</p> <p>Representing College in a sports match</p> <p>Participation in school concert/mass/outreach projects</p> <p>Being a 'Man for Others'</p>	2 Achievement points	<p>75 Achievement points = Silver Lapel Pin</p> <p><i>Silver</i></p> <p>100 Achievement points = Headmaster's Certificate</p> 
Meeting target grade	3 Achievement points	
<p>Exceeding target grade</p> <p>College Companion</p> <p>Departmental Merit Certificate</p> <p>100% Attendance per ½ term</p>	<p>5 Achievement points</p> <p>5 Achievement points</p> <p>5 Achievement points & postcard</p> <p>5 Achievement points & postcard</p>	<p>125 Achievement points = Ignatian Certificate</p> 
Head of Department/ Learning Coordinator Commendation	7 Achievement points	
Achieving Sports/Music Colours	10 Achievement points	<p>150 Achievement points = Gold Lapel badge</p> <p><i>Gold</i></p>

Appendix 4 Consequences



CONSEQUENCES



Incident Category	Incident Type	Consequence (logged on SIMS)
E Dealt with by Subject Teacher	<ul style="list-style-type: none"> Failure to complete homework on first occasion 	Minimum Consequences Verbal warning Instructed to submit homework by next day
D Dealt with by Subject Teacher / Form Tutor	<ul style="list-style-type: none"> Uniform/Jewellery Failure to complete homework on second / subsequent occasion Talking in class/out of seat Disrupting the learning of others Lack of equipment Lateness (less than 5 minutes) Inadequate classwork Eating/chewing/drinking in class/corridor Littering in classroom/corridor 	1 Behaviour point + Minimum Consequences Verbal warning Note in student diary Extra work Reporting at lunchtime or after school Detention Phone call home
C Dealt with by Subject Leader/ Learning Coordinators	<ul style="list-style-type: none"> Repetition of Category D incident Cussing / Name calling Failure to attend Form Tutor/Subject Teacher detention Being out of bounds within college grounds Failure to attend Punctuality and Uniform detention 	2 Behaviour points + Minimum Consequences Detention Phone call home
B Dealt with by Learning Coordinators / SLT Link	<ul style="list-style-type: none"> Repetition of Category C incident Persistent lateness to school/late to lesson (more than 5 minutes) Arguing Defiance / Refusal to follow instructions Verbal abuse towards another student/staff member Jostling/play-fighting Graffiti Truancy Selling (food, drink, clothing, electronic devices) Failure to attend Learning Coordinator/Subject Leader detention Use of Mobile phone/electronic device on school premises Showing disrespect to a member of staff 	3 Behaviour points + Minimum Consequences Learning Coordinator detention SLT detention Internal exclusion Fixed term exclusion
A Dealt with by SLT Link / AHT Pastoral Care / Headteacher	<ul style="list-style-type: none"> Aggressive/Confrontational behaviour Bringing the school into disrepute Persistent disruptive behaviour Failure to attend a Senior Leadership detention Serious disorderly conduct Theft Verbal/Physical abuse against a member of staff Bullying, including racist, sexist or homophobic bullying Extortion Misuse of the internet Videoring or recording of staff or pupils Serious actual or threatened violence against another pupil/member of staff Sexualised behaviour Sexual abuse or assault Smoking Repeated possession and/or use of an illegal drug on school premises Dealing (illegal drugs, alcohol, legal drugs, medicines, solvents) Carrying of an offensive weapon or instrument (including scissors and compasses where the intention is to cause harm) 	4 Behaviour points + Minimum Consequences SLT detention Internal exclusion Fixed term exclusion Permanent exclusion Referral to Police

Code of Conduct for Pupils

- 1. We treat each other with respect and fairness at all times.**
- 2. We always take care of our school and our surroundings.**
- 3. We do not draw, write or say things that could upset others and we do not upset or offend anyone with our words or actions.**
- 4. We accept people's beliefs, colour, race or disabilities.**
- 5. We do not fight or deliberately hurt people.**
- 6. We follow our teachers' rules in the classroom.**
- 8. We strive to be men for others, for the greater glory of God and the good of all.**

The Code of conduct is based upon Christian values. It encompasses our Mission Statement and our Jesuit approach to education.

ST. IGNATIUS COLLEGE
'Men and women for others'



Use of Reasonable Force and Physical Restraint

March 2017

**Assistant Headteacher Pastoral Care
Next Review March 2020**

St Ignatius is committed to establishing a safe learning environment in which pupils can thrive. Reasonable force on a pupil is permitted under Section 93 of the Education and Inspections Act 2006 and this policy has been drafted using the guidelines set out in the D of E document '*Use of reasonable force; advice for headteachers, staff and governing bodies*' (July 2013).

These procedures apply to all staff and volunteers working in the College.

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Introduction

St Ignatius College recognises that in order to maintain the safety and welfare of our pupils, it may be necessary to physically restrain a pupil who is in danger of hurting themselves or others or causing damage to school property.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by members of staff that involve a degree of physical contact with pupils. 'Reasonable' means using no more force than necessary.

Who can use reasonable force?

All members of College staff have a legal power to use reasonable force as detailed in Section 93, Education and Inspections Act 2006. This power applies to any member of staff at the College. It can also apply to people whom the Headteacher has temporarily put in charge of a pupil, such as unpaid volunteers or parents accompanying pupils on a College organised visit.

When can reasonable force be used?

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

In a school, force is used for two main purposes – to control pupils or to restrain them. 'Control' means either passive physical contact such as standing between pupils or blocking a pupil's path, or leading a pupil by the arm out of a classroom.

Restraint

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention, or for restricting the movement of a pupil who is intent on harming others or causing damage to College or other property.

Procedures to be followed when using restraint

The decision of whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on individual circumstances, where a judgement has to be made based on the seriousness of the incident.

The member of staff has to quickly assess the possibility of injury to themselves or the pupils involved and the damage or disorder that is likely to result if reasonable force is not used. If the decision is made that intervening presents a risk of harm to the member of staff, the police should be called.

Restraint Guidelines

Before taking action which may involve physical restraint, a member of staff should attempt to summon the assistance of a colleague who can also act as a witness to the incident.

Clear verbal instructions should be given to the pupil(s) about what will happen if the behaviour persists before and during any physical intervention e.g. *“If you carry on doing that I will have to stop you!”*

The following guidance should then be followed:

- the degree of force should be the **minimum needed** to achieve the desired result and for the **minimum period necessary**;
- keep talking to the pupil to try to calm the situation;
- the member of staff should ensure that they keep his/her own temper under control;
- seek to avoid any injury to the pupil;
- cease the use of restraint as soon as safety is re-established;
- inform the Senior Leader with responsibility for Pastoral Care about what has happened as soon as possible after the incident and
- ensure incident is written up as soon as possible after the incident on the ‘Use of Reasonable Force and Physical Restraint Incident Reporting Form’ (Appendix 1) stating clearly and sequentially what happened, using a timeframe to explain how and for how long the pupil was restrained.

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

The power to use reasonable force applies whether pupils are on College premises or elsewhere, as long as they are in the lawful control or charge of a staff member. This includes College visits.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Section 550ZB(5) of the Education Act 1996 gives Headteachers and authorised staff the legal power to use such force as is reasonable given the circumstances to conduct a search for the following ‘prohibited items’:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under College rules.

Special Educational Needs and Disabilities

Those exercising the power to use reasonable force will take into account any Special Educational Needs and Disabilities (SEND) a pupil may have. Reasonable adjustments will be made to ensure that a disabled pupil is not treated less favourably than other pupils because of his / her disability.

The Senior Leader with responsibility for Pastoral Care and SENCO will discuss the needs of such pupils with the parents and the members of staff who work with them to ensure that clear guidelines are in place as to the pupil's needs and when physical intervention may be necessary.

If physical restraint is likely to be necessary because of a pupil's disability or Special Educational Needs, a written plan will be put in place following consultation with the parents, setting out the techniques that should normally be used, taking into account the pupil's Statement of Special Educational Needs or Education Health and Care plan, where appropriate.

The College will ensure that all members of staff involved with such pupils have received the appropriate training to enable them to carry out their responsibilities.

Post-incident support

First aid and emotional support will be offered for staff and students and an investigation initiated into the cause of the incident. Appropriate sanctions will be issued in line with the Ignatian Code of Conduct.

Recording and reporting incidents

Where a member of staff is involved in any incident in which force is used on a pupil, he/she should report the incident to the Senior Leader with responsibility for Pastoral Care (Mrs Catherine Goodwin), as soon as possible after the incident and complete the 'Use of Reasonable Force and Physical Restraint Incident Reporting Form' (Appendix 1).

Serious incidents involving force will be recorded in writing by the Senior Leader with responsibility for Pastoral Care and monitored on a regular basis to evaluate the college's policy and procedures and assess training requirements.

While the College is not required to obtain the consent of parents to use force on a pupil, parents will be informed of serious incidents involving the use of force.

Any complaints about the use of force will be investigated in accordance with the College's complaints procedures.

REFERENCES

Who can use reasonable force:

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Use of reasonable force

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Searching, screening and confiscation

APPENDIX 1

St Ignatius College
Use of reasonable force and Physical Restraint Incident Reporting Form.
Details of student or students on whom force was used by a member of staff:
Student Name:
Form:
Date, time and location of incident:
Names of staff involved (directly or as witnesses):
Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons:
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used:
Reason for using force and description of force used:
Any injury suffered by staff or students and any first aid and/or medical attention required:

Reasons for making a record of the incident:	
Follow up, including post-incident support and any disciplinary action against students:	
Any information about the incident shared with staff not involved in it and external agencies:	
When and how those with parental responsibility were informed about the incident and any views they have expressed:	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by: Name and role	Signed Date
Report countersigned by: Name and role	Signed Date

Title	St Ignatius Use of Reasonable Force and Physical Restraint policy		
Version	5.0		
Date	13.03.2017		
Author	C Goodwin		
Approved by Head teacher			
Approved by Governing Body	23.03.2017		
Next Review Date	March 2020		
Modification History			
Version	Date	Description	Revision Author
3.0	17/06/2015	Change to appendices order	JD
4.0	01/10/2016	Annual Policy Review	CG
5.0	13.03.2017	Removal of Use Reasonable Force and Physical Restraint policy from the	JD

		<p>Safeguarding Policy and insertion into the Ignatian Code of Conduct</p> <p>Insertion of Pastoral care for School Staff paragraph</p> <p>Insertion of paragraph regarding The power to discipline students beyond the school gate</p>	
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Legislative links

Behaviour and discipline in schools Advice for headteachers and school staff 2016

Behaviour and discipline in schools Guidance for governing bodies

Diocese of Westminster Exclusion of Pupils: Guidance 2004

Education Act 1996

Education Act 2002

Education and Inspections Act 2006

Equality Act 2010

Education Act 2011

Positive Behaviour in Jesuit Schools; A. Porter SJ, 2014

School Information (England) Regulations 2008

School Standards and Framework Act 1998

Schools (Specification and Disposal of Articles) Regulations 2012

Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies 2014

Use of reasonable force Advice for Headteachers, staff and governing bodies July 2013