



IPSWICH HIGH SCHOOL  
WOOLVERSTONE HALL  
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# Behaviour Management and Discipline Policy

## Behaviour Management and Discipline Policy (Senior School)

*The School acknowledges its responsibility in ensuring that this policy is effective in its implementation and meets all current regulatory requirements. An annual review of this policy and associated procedures and the efficiency with which associated duties have been discharged will be undertaken so that any deficiencies or weaknesses can be remedied without delay.*

*The Assistant Head (Wellbeing) is the member of SLT responsible for updating this policy annually.*

*To be read in conjunction with the 'IHS Code of Conduct' and the ['Safeguarding and Child Protection Policy'](#)*

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### Policy Aims:

- to promote **good behaviour, self-confidence, self-discipline, respect** and **academic endeavor**;
- to ensure, as far as possible, that every pupil in the School is able to benefit from and make his/her contribution to the life of the School, consistent with the needs of the School Community;
- to ensure a safe, positive environment in which pupils have the opportunities to discover and develop their talents;
- to promote an inclusive and tolerant community in which pupils and staff treat one another kindly and respectfully.

### Departmental Advice

This policy was written with regard to advice from the Department of Education:

- Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016)
- Preventing bullying and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)
- Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)

- Screening, searching and confiscation: Advice for headteachers, staff and governing bodies (January 2018)

## **Pupil Voice**

Pupils are engaged through a variety of bodies such as the School Council, School Prefects, the e-Council, Heads of House, PSHE lessons and tutorial sessions, to contribute to the development of this policy.

## **Expectations of the Pupils**

Pupils should obey the school rules, abide by this policy as well as the school's *Anti-Bullying Policy* and *ICT Code of Conduct*. They should follow the Pupils' Code of Conduct for Learning (Appendix 1), as devised through form group contributions.

## **Context**

Effective education can only take place in a setting where pupils attend school regularly, are motivated to learn and behave well. The school plays a critical role in this process through its curriculum and pastoral and behaviour policies, which have a significant impact upon the learning and personal development of all pupils.

The Assistant Head (Wellbeing) takes lead responsibility for the implementation of the *Behaviour Policy* in the Senior School and the Head of the Prep School takes lead responsibility in the Prep School, and is responsible for EYFS.

According to its duties under the Equality Act 2010, the School makes reasonable adjustments to the parameters laid out in its *Behaviour Policy* for pupils with SEND requirements. Tracking a pupil's pattern of behaviour – for example, large numbers of behaviour points for disorganisation – may also assist the School in identifying an Additional Learning Need in a pupil.

The School recognises its responsibility to ensure that this Behaviour Policy promotes good behaviour amongst pupils and sets out sanctions in the event of pupils' misbehaviour. The policy is available to parents and prospective parents as well as the Chief Inspector, Secretary of State or an Independent inspectorate.

## **The principles on which this Behaviour Policy is based are that all pupils are entitled to:**

- a broad and balanced curriculum which is differentiated to age, aptitude and ability



- experiences and pastoral support which promote positive social and personal development
- a school experience which is free from bullying and disruption
- a school environment which upholds the rule of law
- a school environment where each member respects and values others

The School is responsible for responding to the needs of the community it serves and for developing effective policies and guidelines.

Early intervention will increase the likelihood of problems being quickly and effectively resolved.

Some pupils will go through periods in school when they will need particular support or encouragement; the majority of these difficulties will be short-lived and will be responsive to normal in-school procedures.

Some pupils may need specialist support, including from other agencies to help deal with:

- emotional and/or relationship difficulties which can prevent effective learning and may require support from other agencies such as counsellors
- dissatisfaction and/or disruptive behaviour which can interfere with education achievement and progress of peers
- other issues requiring support from external agencies such as speech therapists, occupational therapists and so on.

**IHS acknowledges the need to take a positive approach to pupils' behaviour and their emotional and behavioural development.** (Please refer to Appendix 2: Positive Behaviour Management)

All members of staff each have a responsibility for managing behaviour during the school day and throughout school trips. Pupils are, however, expected to behave sensibly and responsibly at all times, including when travelling to and from school, and when taking part in school trips and exchanges.

Inside the classroom, staff use their professional expertise to encourage positive behaviour by delivering lessons which are well prepared, appropriately targeted and which take into account the needs of the students. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order to ensure the school environment is one of cooperation, respect and shared responsibility. Behaviour management is a whole school responsibility.

The School's Behaviour Policy addresses the following:

- a) Shared routines in teaching and learning
- b) Recognise and celebrate achievement
- c) Rewards and sanctions
- d) Bullying
- e) Child protection
- f) Equality of opportunity
- g) Sexual and racial harassment
- h) School trips and visits
- i) Drugs, Alcohol and Tobacco

**Staff at Ipswich High School will:**

- a) Ensure emphasis is placed on learning and teaching – staff and pupils should work together to promote an ordered environment to enable effective teaching and learning to take place (please refer again to Appendix 2)

- b) Recognise and celebrate achievement:

All pupils will receive appropriate commendation and rewards for achieving against their own personal targets in learning and behaviour.

Good work and behaviour in classrooms and around the school will be rewarded with courtesy, praise (verbal and written) and encouragement. Exceptional work will receive public recognition through the merit and presentation of awards systems as will consistent demonstration of the School's Values. (Please also see the *Rewards Policy*)

- c) Consequences and Sanctions:

Any pupil displaying inappropriate behaviour should be addressed and sanctions may be imposed in order for them to recognise this and make amends. Every effort will be made to resolve issues verbally and by reasoning in the first instance. Inviting pupils to empathise and understand why their behaviour is unacceptable should always be the starting point and any sanctions applied should be appropriate and applied with the aim of developing learning.

A list of consequences and sanctions can be found in Appendix 3. Any serious sanction is recorded in the Serious Sanctions register and reviewed by the Head and Assistant Head (Wellbeing).

No form of corporal punishment, nor the threat thereof, is permissible at IHS or at any event involving IHS pupils. Physical contact and restraint may be appropriate in exceptional circumstances – please refer to the '*School Policy on Use of Restraint for further information*' (Appendix 6)

Corporal punishment is defined as: 'Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation'.

d) Bullying (refer also to the [Anti-Bullying Policy](#))

The School believes in equal opportunities: all members of the community are of equal worth and should be treated respectfully and have rights and responsibilities towards each other. Anyone known to be involved in bullying will be dealt with promptly. Bullying will not be ignored and pupils will be encouraged to share their concerns.

The School works to prevent bullying by including anti-bullying material, rights, responsibilities and disabilities as part of the FLOURISH programme, including tutorial sessions, PSHE and assemblies.

Staff have a responsibility to treat each other and pupils with respect and model good behaviour.

e) Child Protection (refer also to the [Safeguarding and Child Protection Policy](#)):

All members of the school community will be kept safe through effective procedures for child and adult protection.

Disclosures of a Child Protection nature must be passed to the Assistant Head (Wellbeing), the designated safeguarding lead.

f) Equality of Opportunity:

The School believes in equal opportunities for all.

g) Racial/Sexual Harassment:

Racial or sexual harassment will not be tolerated.

h) School Trips and Visits:

All school trips/visits must be officially approved by the Head and follow the guidelines set out in the relevant policy document.

Pupils and parents should be aware of expectations and pupils should sign a Residential Pupil Code of Conduct when appropriate (See Appendix 4)

i) Drugs, Alcohol and Tobacco:

All pupils of Ipswich High School are expected to abide by the law of the land at all times. They should also be aware that, whilst either on site or in the local area, they are representatives of the school and thus should behave as ambassadors. Any pupil in possession of an illegal substance should expect the most serious sanctions.

Ipswich High School is a no smoking site and pupils found to be smoking, in the company of smokers or in possession of smoking paraphernalia whilst on the school site will face sanctions and possible suspension, with exclusion becoming a possibility after two such incidents. Any pupil found smoking inside a building at the School is endangering the lives of others and may face immediate expulsion.

If a pupil is thought to be in possession of illegal substances – solvents, alcohol or drugs – staff should follow the 'Guidance concerning searching pupils' found in Appendix 5, then:

- record the time, place and circumstances of any discovery and the approximate size and appearance of the substance
- immediately inform the Head and ensure the pupil is escorted to the Deputy Head's office

If another pupil alleges that a pupil has drugs in his/her possession:

- the member of staff should immediately inform the Head/Assistant Head (Wellbeing)
- the Head/Assistant Head (Wellbeing) and the pupil's Head of Year/Tutor should supervise a search of the pupil's locker, following the guidance in Appendix 5

If staff suspect a pupil is taking drugs off the school premises or a pupil confesses to taking drugs off the premises, they should:

- advise the relevant Head of Year who should inform the Head and Assistant Head (Wellbeing)
- not promise confidentiality
- not pass judgements

### **Monitoring behaviour and intervention**

The School prioritises reflecting on the efficacy of its behaviour policy as well as recording and reflecting on individual pupil's behaviour, in order to spot patterns for that child and for the School as a whole. Through the pastoral and guidance systems, the school has Tutors and Heads of Year whose roles are to support pupil welfare and well-being. This includes making explicit the school's expectations to reinforce positive learning attitudes, apply disciplinary sanctions and monitor behaviour.

Monitoring is carried out in a number of ways:

- through the tracking and monitoring data provided through SIMS for individual pupils and form/year groups as a whole
- through regular reflections by Heads of Year in HOY meetings and individual meetings with the AH(W), in which behavioural patterns are reviewed to assess pastoral need
- through regular reflection by SLT of the serious sanctions log and anti-bullying log
- through reports to governors

### **Implementation**

For the behavioural system to work, it is imperative that it is used consistently, but sensitively, across the whole school. See Appendix 6 for the list of achievement and behavioural points.



It is good practice for staff to help a pupil recognise and understand his/her behaviour by talking calmly about the incident and the consequences of such behaviour, including helping him/her to 'put him/herself in the other person's shoes'.

Insolent behaviour by a pupil should not be tolerated and, unless there are extenuating circumstances, should result in a lunchtime detention, in consultation with the Head of Year and Tutor.

Tutors will be notified about Achievement Awards and Behaviour Points awarded through SIMS.

Should a pupil's behaviour warrant removal from lessons, arrangements to supervise him/her will be put in place and all subject teachers will be informed.

Serious breaches of school rules might involve a pupil being withdrawn from activities or a school expedition, providing that it is not essential to the curriculum and, in extreme cases, temporary or permanent exclusion. A list of serious breaches of school rules resulting in internal or external suspension will be kept on file by the Assistant Head (Wellbeing). (See also Fixed Period and Permanent Exclusions Policy)

Groups should not be punished for the activities of individuals. No punishment should involve humiliation of the pupil and no physical force must be used. (Please refer to Appendix 7: School Policy on the Use of Restraint)

Issues relating to pupils with special educational needs or disabilities may mean reasonable adjustments will need to be made.

### **Involvement of parents**

Parents are encouraged to inform school about circumstances at home which might affect a student's behaviour and work. Parents will be informed of any behavioural incidents that breach the terms of this policy or require sanction within one day or as soon as is practicable. Parents must be given at least 24 hours' notice of an after school detention. Detentions might involve carrying out a useful task, completing an assigned task or outstanding work or prep.

### **Promotion and monitoring of the Policy**

- The Policy should be promoted and discussed in each form at the beginning of the school year with the form tutor
- Copies of the School Rules, the Code of Conduct and details of Rewards and Consequences in a visual, simplified version should be displayed in each form room



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- Opportunities to raise awareness about behaviour issues should be exploited where possible: in lessons, in assemblies, in form time
- A copy of this Policy is published on the School website and should be available to parents upon request
- The Assistant Head (Wellbeing) is to monitor the application of the Policy across the school
- The policy is reviewed annually

Policy Written: January 2005  
Last Updated: August 2018  
Person Responsible: Assistant Head (Wellbeing)



## **Appendix 1: Pupils' Classroom Conduct for Learning**

### **If we do not behave well at all times, these are the sanctions:**

- Spoken to by the teacher for off task behaviour, talking and not concentrating
- No homework/late homework: behaviour point and making up late work supervised by class teacher/Head of Department if necessary
- No equipment: behaviour point
- Rudeness/insolence to teacher: parents informed, lunchtime detention and apology
- 5 Behaviour Points in one week: lunchtime detention on Wednesdays, regardless of clubs you will miss; Heads of Year will inform parents.
- Serious and repeated infringement of rules will result in being placed on report and/or an after school detention.
- Serious poor behaviour which continues will result in firstly in a Home School agreement with improvement targets. Meeting with Parents.
- Further continued serious poor behaviour will result in internal suspension.
- Serious misdemeanours may result in fixed term or permanent exclusion (See the IHS Exclusion Policy)

## Appendix 2: Positive Behaviour Management

Effective teachers can maximise teaching and learning by establishing clearly the school's expectations of the pupils. They are prepared to back up their words with actions. In addition, they:

- have positive expectations about their ability to manage classroom behaviour
- have a plan for classroom management
- demonstrate key skills e.g. setting clear classroom rules, giving positive support to students
- expect and receive support from senior staff and parents

Good behaviour is generally the result of planned proactive strategies rather than unplanned reactive strategies. It is possible to prevent low level disruption emerging by using tried and tested techniques.

### DO:

- make clear your expectations of students in the classroom at the beginning of the year, in line with the Pupils' Classroom Code of Conduct for Learning (Appendix 1)
- be consistent in maintaining your expectations and make clear to the students the consequences of not fulfilling them
- have a sharp and structured start to every lesson
- make the aims of the lesson clear
- use the pupils' names as often as possible
- wait for silence, employing tactical waiting time
- establish positive norms of behaviour e.g. 'This is how we behave in here'
- use positive rather than negative language e.g. "remember" rather than "don't forget"
- involve as many pupils as possible in discussion sessions to increase ownership of the lesson
- move about the room but not when giving instructions
- minimise confrontation by not using sarcasm or ridicule, or by embarrassing the student
- use praise wherever possible, both for individuals and for the efforts of the majority
- when expressing disapproval, use eye contact, non-verbal methods of communication, or have a quiet word with the pupil that the behaviour is inappropriate and should stop
- apply the consequence if unacceptable behaviour occurs
- try to maintain a good level of humour – learning should be enjoyable!
- have a crisp end to the lesson

## **DON'T:**

- talk above background noise
- shout
- make sarcastic or hurtful comments to or about pupils
- set targets for behaviour in front of other pupils
- allow pupils to sit where they want, unless it is part of a teaching strategy
- leave the class unsupervised
- be distracted by email

The aim of positive behaviour management should be to change bad behaviour, not simply to punish it. Although students are encouraged to take responsibility for their behaviour, the ultimate responsibility lies with the teacher. The certainty of sanction is a more effective deterrent than the severity of it. The sanction should be seen as a **consequence** of bad behaviour, and there should be a progression of consequences according to the extent of the behavioural problem. (Please refer to the Consequences and Sanctions section of the Behaviour Management and Discipline Policy.)

In managing pupil behaviour, the effect of rewarding good behaviour should never be underestimated. The use of praise and encouragement, which serves to create a positive atmosphere with the whole class, should underpin the whole policy.

## Appendix 3: Consequences and Sanctions

### Consequences of repeated poor behaviour or late/careless work

If low level discipline issues are addressed successfully, these consequences may be infrequent, but students should be aware of them.

#### Cause for Concern

- Teachers are responsible for recording causes for concern as behaviour points. These are summarised weekly and sent to Heads of Year and Assistant Head (Wellbeing).
- For pupils with 5 or more behaviour points, or with negative behaviour patterns emerging, a lunchtime detention will be given at the discretion of the Head of Year\*. The Head of Year will inform the parents about the detention.
- Lunchtime academic detentions are supervised by the Deputy Head and behavioural detentions are supervised by the Assistant Head (Wellbeing).

#### Sanctions

There is, however, a full range of sanctions available, which include:

- Verbal sanction and correction by class teacher
- Making good missed work, followed up by class teacher
- Lunch time detention by Assistant Head (Wellbeing) or Deputy Head
- Setting improvement targets
- Being placed on report: Head of Year and Assistant Head (Wellbeing) to consult
- Removal from lesson, after consultation with Assistant Head/Deputy Head and informing parents
- Home/School agreement
- Internal suspension
- Exclusion ( Please see Ipswich High School's Exclusion Policy)
- The Assistant Head will consult with the Deputy Head at all times.

\*It must be noted that the reason for the behaviour points must be reviewed by the Tutor/Head of Year. Detention may not be the correct course of action if there are pastoral or organisational issues, which may suggest Additional Learning Needs; the Tutor is likely to be the best placed member of staff to recognise these. If there are considerable organisational issues, a supportive plan must be implemented and parents informed.

## Appendix 4: Residential Pupil Code of Conduct

### Pupils must:

- listen to and obey instructions from members of staff and other leaders;
- ensure they report to members of staff promptly at designated times and be punctual with regard to meal-times and meeting times for excursions;
- only take part in activities that are directed and supervised by staff and / or qualified instructors;
- AT ALL TIMES** move around in groups of no less than 4;
- never leave anyone alone but, in case of emergency, split into two pairs;
- look after their personal property, such as purses, coats, cameras and bags;
- not take photographs of people without their permission;
- keep hotel rooms tidy, immediately report any damage to property and stay in their rooms after lights-out;
- speak quietly in rooms and hotel corridors and walk, rather than run throughout the building, so as not to disturb other guests;
- leave the hotel only when accompanied by a member of staff or with permission;
- ensure their room is locked when they are in it and when they leave it;
- not allow anyone who is not part of the group into their room;
- refrain from buying and consuming cigarettes and alcohol for the duration of the trip (this applies to all pupils even if they are over 18 and parents allow them to smoke/drink at home);
- NOT buy or use drugs for the duration of the trip;
- report accidents or illness immediately to a member of staff;
- take their litter with them at all times, especially when they leave coaches and picnic sites;
- always wear a seat belt when travelling by coach;
- not arrange meetings with people who are not part of the group, unless permission has been granted by a member of staff;
- not exchange personal details with people who are not part of the group;
- not misuse personal information given to them by staff.

Please read through this together before signing.

Signed (by Pupil).....

**Appendix 5: Guidance concerning searching pupils** (in accordance with the DfE's guidance Screening, Searching and Confiscation.)

**Informed consent:** The School staff can search pupils or their studies with their consent for any item. If a member of staff suspects that a pupil has a banned item in his / her possession, they can instruct the pupil to turn out his or her pockets or bag.

**Searching pupils with consent:** Before any search is undertaken, consent will be sought. In seeking consent, the age and maturity of the pupil will be taken into account together with any special educational needs they may have. If consent is refused, the pupil will be asked to say why s/he has refused. The School will be entitled to draw inferences from his or her response and general demeanour and sanctions may be applied in accordance with this policy. If it is deemed necessary to do a search of a pupil's study with consent, this will be conducted in the pupil's presence and/or with another adult in attendance (in addition to the member of staff conducting the search). Searches may be conducted without the knowledge of the Deputy Head or the Assistant Head (Wellbeing).

**Searches without consent:** The Head further authorises members of the School's Senior Leadership Team (SLT) and Heads of Year to search pupils, their study or their possessions, without consent, where they have reasonable grounds to suspect the pupil has a prohibited item.

Prohibited items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the School Rules, which has been identified in the rules as an item, which may be searched for.

If a member of staff of the School believes that a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of school property, e.g. pupils' lockers or desks; and / or
- a search of personal property (e.g. bag or pencil case within a locker).



Pupils **cannot be required to remove clothing that is worn next to the skin or immediately over a garment that is being worn as underwear**; they may only be required to remove "outer clothing" such as coats and shoes.

The **search must be carried out by a member of staff of the same sex as the pupil** being searched in the presence of a second member of staff of the same sex. There is a very limited exception to this rule which only applies if the member of staff reasonably believes 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.

If the search reveals any offensive weapons or anything else which amounts to evidence in relation to an offence the School will contact the Police.

The pupil must be present during the search in addition to the person searching and another member of staff.

Searching the pupil's possessions includes searching a pupil's goods over which he has or appears to have control.

Searches will be conducted in such a manner as to minimise embarrassment or distress.

Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Screening, searching and confiscation*.

### **Searching electronic devices**

An **electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances** in accordance with this policy. If there is good reason to suspect that the device has been, or is likely to be used to commit an offence, cause personal injury, cause damage to property, cause harm, disrupt teaching or break the School Rules, **any data or files on the device may be searched**.

If material on the device is thought to contain evidence in relation to an offence including a pornographic image of a child or an extreme pornographic image it must be passed on to the police as soon as is reasonably practicable without being deleted.

If inappropriate material is found on an electronic device which does not need to be passed on to the police for the reasons above, the member of staff may delete the material or retain it as evidence of a breach of School discipline.



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## **Communication with parents**

There is no legal requirement for the School to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, we will inform parents of any search that takes place and provide details of any items that have been found. In appropriate cases we will consult parents on how the School should dispose of certain items.



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## Appendix 6: Achievement and Behaviour points categories

ACHIEVEMENT AWARD CATEGORIES	
Academic	Behaviour
Excellent effort	Kindness
Shows improvement	Helpfulness
Excellent attainment	Shows integrity

BEHAVIOUR POINT CATEGORIES	
Academic	Behaviour
Missing/late homework	Unkindness
Lack of organisation	Uniform/jewellery/make-up etc.
Lateness	Rudeness*
Disruption to learning	Inappropriate use of mobile devices**
Lack of effort	

### Please note:

\*When a pupil is rude or insolent to a member of staff, he/she should also be placed into the next available lunchtime detention

\*\*If a pupil contravenes the mobile devices policy, his/her device should be confiscated and taken to reception, from where the pupil may collect it at the end of the day. The pupil's name will be logged by reception staff, so patterns of behaviour can be monitored.



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## Appendix 7: School Policy on the Use of Restraint

**Ipswich High School** expects the highest standards of behaviour from all its pupils. Staff will encourage positive behaviour, respect for others and a sense of self-discipline. When the need arises, a hierarchy of sanctions (see Behaviour Policy) is followed. All forms of corporal punishment are strictly forbidden. These include:

- physical violence e.g. hitting, slapping, punching, kicking, pushing, shaking, pulling limbs or hair or clothing
- throwing missiles e.g. objects such as books, pencil cases, rubbers

Although force must not be used as a punishment, staff are entitled to use reasonable force to control or restrain pupils if all other strategies have failed. This entitlement applies not only on school premises but also wherever the teacher has lawful control or charge of the pupils.

Staff should be aware of not putting themselves at risk, and restraint should only be used as a last resort in the following circumstances:

- in self-defence
- to prevent immediate danger / injury to the pupil concerned, any other pupils, staff or volunteer workers
- to prevent potentially significant damage to person or property

Staff should take a calm, measured approach to a situation and never give the impression that they have lost their temper, or are acting out of anger, frustration or to punish the student. Safe methods of restraint must be used for the **shortest period of time** necessary and with the **minimum amount of force** necessary in order to secure the safety of people and property. The use of restraint must not degrade the pupil in any way.

Physical intervention could involve:

- physically interposing oneself between pupils or blocking a pupil's path
- touching, holding, pushing, pulling or leading a pupil by the arm
- shepherding a pupil away by placing a hand in the centre of the back
- using a more restrictive hold in extreme circumstances
- in exceptional circumstances, when there is an immediate risk of injury e.g. to prevent a pupil running onto a busy road, taking any necessary action that is consistent with the concept of "reasonable force"



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Staff should note that if inappropriate use of force or excessive force is used, this may result in disciplinary action or criminal damages claims.

### **Recording of incidents involving the use of restraint**

- A member of the Senior Leadership Team should be informed and a written report should follow
- Staff should consult with senior staff before writing the report and should always keep a copy
- Pupils who have witnessed an incident should be asked to write an individual report as soon as possible
- Parents/guardians should be informed orally and then in writing

Staff who have had to use restraint should receive appropriate support from senior staff, and pupils who may have witnessed the incident should be supported by members of the pastoral team.

### **Malicious accusations against school staff**

The school recognises that there may be occasions which are justified when a pupil needs to raise issues against a member of staff and has procedures for dealing with concerns. However, where the allegation is one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction, including temporary or permanent exclusion, or referral to the police.

### **Other physical contact between staff and students**

Physical contact may be necessary in some lessons e.g. PE, DT, Music, or in sports coaching, or when First Aid is being administered. Touching may also be appropriate to comfort a child in distress. However, staff are advised to keep physical contact to a minimum and to use it only when it is essential in the above situations. It should also be borne in mind that physical contact between staff and pupils, particularly of the opposite sex, could be misconstrued, especially as pupils reach adolescence. Please refer to the IHS Safeguarding Code of Practice.