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9a Behaviour & Discipline Policy (including Exclusions)

Standards of Behaviour and Discipline

Our approach at UCS is to gauge our response to pupils' behaviour as nearly as possible to the pastoral needs of each pupil. The emphasis in our pastoral system on strong relationships between pupil and staff helps to achieve this.

In line with the principles upon which UCS was founded, every effort is made to offer pupils as much scope for individual expression as is consistent with high standards of achievement and with proper standards of behaviour. We expect the highest standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. Our rules and the UCS Code of Conduct apply at school, when the pupil is travelling to and from school by whatever means and when taking part in or supporting any activity organised by or sponsored by the School whether in or out of term time.

Pupils are expected to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. In order to promote good behaviour it is made clear that our standards concerning self-control, tolerance and respect for others are a vital constituent of the ethos of the school, and this is communicated to pupils before they join the school (at open evenings and in promotional literature produced by the school), during induction to the school by Form Teachers and Wardens, during Assemblies, Form Periods and PSHE. The UCS Code of Conduct is prominently displayed in all form rooms. The Code applies to all pupils irrespective of Special Educational Needs or Disability. Harassment and bullying of any description will not be tolerated. Our Anti-bullying strategy is set out as a separate document. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, religion or absence thereof or physical disability.

Such particular rules as are necessary to support our expectations are communicated to pupils and to their parents.

The Behaviour and Discipline Policy is based upon the DfE guidance Behaviour and Discipline in Schools (Sept 2015) and the Equality Act 2010.

Rewards

Good behaviour and impressive work are recognised through the award of Commendations which bring pupils to the notice of Lower School Year Wardens, Deme Wardens and the Head of Section. Prizes, both for academic work, sporting prowess and for wider contribution, are also awarded. Wardens award certificates and colours throughout the school year. In the Lower and Middle School such awards will ultimately lead to the pupil being awarded ties. The Lower School tie is awarded after the pupil achieves fifteen certificates. In the Middle School there are three separate ties awarded after the pupil has achieved ten, twenty and thirty certificates. In the Lower School there is a special blazer pocket badge awarded to pupils once they achieve their twenty second

certificate to recognise their academic and personal qualities as well as their extra-curricular contribution.

Outstanding contribution to the school's extra-curricular life is recognised through the award of Certificates of Excellence at the end of each term in a whole school assembly. Pupils of all ages are eligible for these Certificates. Each term there is also a Group Achievement Award, which seeks to recognise the hard work and excellence of a group of pupils in their extra-curricular activity. Groups are nominated by their patrons and the winning group has dinner with the Headmaster.

General Behaviour of Pupils

- Pupils must be properly dressed. In the Lower and Middle Schools, they must wear white shirts, school ties and school blazers. Sweatshirts, if worn, must be plain. Hoodies are not a recognised part of the UCS uniform. In the Transitus and Sixth, a more casual dress code is acceptable. All pupils must be cleanly dressed. We expect our senior pupils to dress in a respectable manner. This means no items of clothing with inappropriate slogans or logos for example.
- In the Transitus and Sixth Form discreet facial jewelry is permitted.
- For school matches in the Lower and Middle School pupils are required to wear the school tracksuit. In the Transitus and Sixth Form they are expected to wear a suit or the school tracksuit.
- Pupils must treat one another and, of course, all members of the school staff and all other adults, with civility and respect.
- Pupils in the Lower and Middle Schools must not leave the school site without permission from their Warden and must sign out at the Reception Office when they have permission and must sign in on their return.
- Pupils in the Transitus and Sixth may not leave the school site during the morning without permission. They may leave during the lunch-hour but must sign out and in at Reception. They may sign out and leave after their last commitment of the day once the school has received parental agreement for this. If a pupil chooses to stay at school in the afternoon yet has no lessons he or she must attend afternoon registration.
- Any pupil in the Transitus and Sixth who does leave the site in morning study periods or at break will lose the right to leave the site before the end of the day, as will those who abuse general school attendance.
- All pupils must attend morning and afternoon registration punctually, and must be prompt in the delivery of notes to explain absence.
- Late-comers must report to the Reception and attend Assembly or form period. If arriving too late for that, pupils must report to the Reception.
- Pupils must be punctual for lessons and for games. Absence from games requires an off games note from parents to the Form Tutor for short term absence and a medical note for longer term absences.
- If pupils have permission to miss a lesson - for a music lesson, for example - they must inform the teachers affected in advance of the scheduled lesson.

- Pupils must respect the property of others and of the school.
- Smoking is forbidden at all times during the school day.
- Pupils are forbidden to possess any illegal substances while under the jurisdiction of the school.
- Chewing gum is forbidden at all times during the school day.
- Pupils must never behave, either inside or outside the school, in a manner that might bring disrepute upon themselves, their families or their school.
- Contact with the media in the name of UCS is forbidden without the approval of the school.
- All pupils must adhere to the E-Safety Policy and Social Media Policies.
- Stealing is forbidden
- Gambling is forbidden
- Pornography is forbidden
- Pupils are forbidden to possess alcohol but beer and wine may be consumed in moderation by pupils aged 18 at appropriate occasions such as on school trips, but only when written parental consent has been provided and under the direct supervision of accompanying staff.

Sanctions

In the Lower and Middle School when a pupil is missing a particular item of uniform, a uniform card will be issued by his Form Tutor or Warden. However, this is only regarded as a short term measure. Were the Warden to believe that a pupil was deliberately flouting our uniform policy he/she will send the pupil home to get changed after consultation with his or her parents.

Sanctions are in place to help us manage challenging behaviour. The Headmaster and Deputy Head Pastoral undertake to apply any sanctions fairly and, where appropriate, after due investigations have taken place. Sanctions may undergo reasonable change from time to time, but will not involve any form of unlawful or degrading activity.

Sanctions for behaviour deemed antisocial may include withdrawal of privileges and/or detention (before school, during breaks or after school on a Thursday by the Warden). For more serious matters, pupils may be detained after school on a Friday by the Deputy Head Pastoral or on a Saturday morning, during a day at the end of term or before the beginning of a term. Parents are informed in advance if a pupil is to be detained after school and a record kept on the pupil's file. For particularly serious breaches of discipline, pupils may be suspended both internally and externally for a specified period or expelled.

If pupils are persistently late to school they will be required to report at 8.15 to their Warden and, if necessary, the relevant Head of Section. Parents will be informed beforehand. In the Transitus and Sixth Form any continuation will result in the withdrawal of the right to leave before the end of the school day.

Academic Discipline

- Pupils must not behave in class in a way that might distract others or threaten the learning environment. Chatting inappropriately, answering back and other forms of low-level disruption will not be accepted and will initially be dealt with by the class teacher.
- Pupils must follow instructions about the work they are to complete in class and should work to the best of their ability on the tasks set.
- Pupils must complete homework reliably and on time. Failure to do so may result in a pupil being detained by the member of staff in the first instance, in a lunchtime detention or in an academic supervision after school on a Tuesday. In the latter case parents will be informed by the relevant Head of Department and a record kept on the pupil's file.
- In the Transitus and Sixth Form persistent academic ill-discipline will result in the withdrawal of the right to leave school before the end of the school day and their private study will be supervised.

Sanctions for Unacceptable Academic Performance

Academic and behavioural shortcomings in particular subjects are dealt with by the individual teachers concerned. If a pupil's behaviour is such that their presence in the classroom is in any way dangerous or totally disruptive of that class, or is actively undermining the role of the teacher in that class, the teacher can, exceptionally, exclude the pupil from the lesson. If a 'cooling-off' period is required, the pupil may be asked to remain outside the room for up to five minutes before returning to the class; otherwise the pupil will be sent to the school office to locate his/her Year Warden or Deme Warden. In the event of behaviour in class which is not acceptable and which cannot be immediately resolved by talking to the pupil(s) concerned, the class teacher must inform the pupil's Form Tutor, the Deme Warden or Lower School Warden and the Head of Department that an issue has arisen.

In the case of general academic concerns a pupil may be placed 'On Report'. The pupil's progress is monitored by teachers in each lesson and reported back to the Form Tutor who will discuss developments with the pupil concerned. Parents will be informed before a pupil is placed 'On Report' and of his/her progress while the sanction is in place. Our aim is to limit the period of the sanction as far as possible, in order to encourage pupils to develop reliable habits of study. We have a system of daily and weekly report cards both of which would be signed at home.

In the Transitus and Sixth Form, a separate academic process operates, known as Academic Support, overseen by the Head of Sixth Form and the Senior Tutors. Weekly meetings with a coaching aspect to them are held that bring together teacher and pupil feedback and set targets; the process can be escalated, for example from the Form Tutor to the Senior Tutor, or to the Deme Warden, and then onwards to the Head of Sixth Form

and the Deputy Heads if necessary. Parents are made fully aware of this process and, when required, of any feedback or action that requires their attention or input.

The school also reserves the right to apply the sanction of Internal Suspension if a pupil's behaviour is such that he or she disrupts the learning of others. Parents will always be informed before this takes place. The pupil will be supervised throughout the day and will be set the work, where possible, that he/she is missing in lessons.

Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at University College School undertake to uphold the school's policies, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform dress and appearance, standards of academic work, extra-curricular activities and homework. Parents and guardians are encouraged to support their sons and daughters in the extra-curricular life of the school. It is the School's policy not to allow holidays to be taken during term.

Physical Punishment

In accordance with Section 47 of the Education Act 1986 and Section 131 of the School Standards and Framework Act 1998, University College School does not use any form of physical punishment, including corporal punishment.

Searching Pupils

Teaching staff may search a pupil with the pupil's consent for any item. Appropriate consideration must however be given to whether or not a pupil fully understands the implication of their giving consent. A male teacher will never search a female pupil and a female teacher will never search a male pupil. A search must be witnessed by another member of staff.

In relation to prohibited items the Headmaster, and staff authorised by him, may search a pupil or his/her possessions, without the pupil's consent, where staff have reasonable grounds for suspecting that he/she has a prohibited item in his or her possession. Such action will be carried out in accordance with the DfE guidance "Screening, searching and confiscation" (January 2018). Such prohibited items are set out in the Education Act (1996) and Regulation 3 of the Schools Regulations 2012 (Specification and Disposal of Articles). They include knives or weapons, alcohol, illegal drugs, stolen property, tobacco, fireworks and pornography. The school reserves the right to ask the police to carry out such searches if this is felt necessary.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's Behaviour and Discipline Policy.

Suspension and Permanent Exclusion

Suspension, be it internal or external, and Permanent Exclusion are reserved for those occasions when the school feels it necessary as a mark of its disapproval at the behaviour of a pupil or group of pupils. It is also an opportunity for the pupil(s) to reflect upon their behaviour and, on occasions, to protect the safety and well-being of the community.

Suspension or Permanent Exclusion will only occur after a detailed investigation, which will normally be led by the Deputy Head Pastoral in conjunction with the appropriate Warden or Head of Section. As part of that investigation the pupil(s) concerned will be interviewed and asked to provide a signed statement of their actions. The decision-making process will always take into account the best interests of the pupil(s) concerned placed alongside the wider interests of the community as a whole.

The authority to suspend rests with the Headmaster, Vice Master and Deputy Head Pastoral. A parent/guardian will always be contacted and invited to a meeting prior to the pupil being sent home. Parents may appeal against the suspension to the Headmaster. All suspensions will be followed up in writing and a record placed in the pupil's file.

In the case of suspension, our aim will be to keep any period away from school as short as is compatible with the disciplinary offence concerned. On the pupil's return he or she will have a meeting with the Headmaster as part of his or her rehabilitation process. The school reserves the right to require the pupil to sign a contract of agreed acceptable behaviour if this is deemed necessary.

Examples of behaviour which may merit temporary or permanent exclusion include:

Persistent disruptive behaviour

Bullying – no distinction is made between physical, verbal or online bullying

Physical assault/threatening behaviour against students or adults

Verbal abuse/ threatening behaviour against students or adults

Sexual harassment or assault

Sexual misconduct including sexting/youth produced sexual imagery

Racism/Racist abuse

Theft

Damage to property

Drug abuse

Alcohol abuse

Bringing the School into disrepute – persistently caught smoking for example

It should be noted that this is intended as a guide and is not an exhaustive list.

Sanctions of temporary or permanent exclusion may be applied whether the offence has occurred on school premises, within school grounds, on school trips and visits, within the vicinity of the school or away from school premises. They may be applied in the case of illegal activity, or in the case of activity which is considered likely to bring the school or members of the school community into disrepute.

If a pupil is suspended twice the second suspension will normally carry with it a final warning. Any pupil on a final warning whose behaviour would merit a suspension will normally be permanently excluded by the Headmaster.

In the most extreme circumstances, the Headmaster may feel it necessary to exclude a pupil permanently from the school. Although the pupil's best interests will always be taken into consideration, the interests of others in the school and the nature of the particular offence will carry considerable weight. Parents will always be invited to meet the Headmaster when such a decision is being considered and before it is made.

Whenever permanent exclusion is adopted as a punishment, parents have a right to appeal against the Headmaster's decision. Such appeals must be directed to the Council of UCS who will inform the parents of the procedure for hearing the appeal.

Appendix 1: Policy on the handling of allegations of sexual harassment and sexual assault (This appendix should be read in conjunction with section 7 of the Safeguarding Policy and KCSIE Sept 2020, section 5)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, joke and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.
- Sexting, also known as youth produced sexual imagery

- Initiation/hazing type violence and rituals.

Responding to Reports of Sexual Violence and Sexual Harassment: KCSIE Sept 2020

The School's initial response to a report from a child is important. It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment nor should they ever be made to feel ashamed for making a report.

All staff are reminded as part of the annual child protection and safeguarding training how to raise a concern with the DSL. In the event of disclosure about peer on peer abuse and allegations, the School will support victims of peer on peer abuse if there is "reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm". Any such abuse will be referred to local agencies.

Reporting concerns or disclosures to the DSL

All staff (including supply staff and volunteers) have a professional duty to take immediate action on suspicions of abuse or reported allegations of abuse concerning pupils. They also have a professional duty to report wider concerns about pupils so that prompt action and early intervention can be taken to ensure they have the best outcomes. Staff should not assume a colleague will take action or share information that might be critical in keeping children safe. Every report, disclosure or suspicion of abuse from within or outside the School will be taken seriously.

Staff are aware, from training and from their reading of KCSIE (Sept 2020), that concerns should be raised immediately with the DSL, who will make a referral to children's social care. The DSL will offer advice to staff reporting concerns and keep the Head informed of all actions unless the Head is the subject of the complaint. In this situation the complaint should be made directly to the Chair of Council, Stephen Warshaw.

Should a child be at risk of immediate harm, the staff member should also see the DSL or one of the Deputies in person without delay. Staff are aware of the need to respond immediately and to record accurately as records may be required to be disclosed in possible court proceedings. Any potential evidence must be safeguarded and preserved (for example, scribbled notes, mobile phones containing messages or screenshots of online evidence, clothing, and computers). Staff notes should not reflect the personal opinion of the note taker.

All staff are aware that confidentiality must not be promised as it is very likely that a concern will have to be shared further and that leading, or closed-type questions, must not be asked. Staff should only prompt a child where necessary with open questions – when, where, what, etc. If a child makes a disclosure staff must listen carefully to the

child, keep an open mind and be non-judgmental in their response. Staff should not take a decision as to whether or not abuse has taken place.

Staff need to understand that a child is likely to disclose to someone they trust. It is important that the staff member recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child. Any discussions will be handled with tact and sympathy and staff are made aware that the way in which they talk to a child may affect the evidence if the matter proceeds to court. The child should be reassured that they have done the right thing in coming forward and that information will only be shared with those who need to know. It is important that the victim understands what the next steps will be and who the report will be passed to.

Where a disclosure includes an online element, the key consideration is for staff not to view or forward illegal images of a child. This must be reported without a delay to the DSL or Deputy. The school will refer to the searching, screening and confiscation advice for schools in handling such cases.

Options for Action

The DSL will take into consideration contextual safeguarding which means assessments of pupils will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The DSL might co-ordinate or initiate further support or early help for the child and the family via an inter-agency assessment or perhaps working with the child's GP in order to prevent needs escalating to the point where intervention might be needed by children's services. The DSL might seek advice from the Camden Safeguarding Children's Partnership. This might be followed by a eCAF (Common Assessment Framework) in order to assess a child's needs with other agencies and to co-ordinate support in the School and/or with external agencies.

The School will listen to the views of the child and the DSL will take these views into account in their decision-making. There may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes. The DSL and all staff will always act in the interest of the child. If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to children's social care immediately. The Parents will be informed about the need to refer whenever possible, except where, in doing so, the School would expose the child to further risk. The School is not required to gain the consent of Parents before referring an incident to social care. It is important to note that any staff member can refer their concerns directly to the relevant children's social care department if they believe that a child is in immediate danger of harm. The local authority should make a decision within one working day of a referral being made about the type of response that is required and should let the referrer know the outcome.

Action following a Report of Sexual Violence and Sexual Harassment

Immediate consideration should be given as to how to best support and protect the victim and the alleged perpetrator (and any other children involved/impacted)

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

The School will carefully consider any report of sexual violence and/or sexual harassment. The DSL (or Deputy) is most likely to have a complete safeguarding picture and be the most appropriate person to advise on the School's initial response. The DSL will take into account the wishes of the victim in terms of how they want to proceed. Victims should 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.

When there has been a report of sexual violence, the DSL (or Deputy) should make an immediate risk assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk assessment should consider the victim, especially their protection and support, the alleged perpetrator and all other children.

The DSL will take into account the ages and developmental stages of the children involved and the nature of the alleged incident(s) including whether a crime may have been committed and consideration of harmful sexual behaviour. The DSL will also take into account any power imbalance between the children e.g. is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

The DSL will consider if the alleged incident is a one off or a sustained pattern of abuse and consider if there are any ongoing risks to the victim, other children or the School staff and also consider other related issues and wider context in line with contextual safeguarding.

Every report will be considered on a case by case basis. There are four likely options to consider when making a report:

1. Manage internally – if the DSL considers that the child concerned is not in need of early help or statutory intervention then it may be appropriate to handle the incident internally through the School's behaviour and bullying policies and by providing pastoral support. It will still be made clear that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded.

2. Early help – this means providing support as soon as a problem emerges and can be particularly helpful to address non-violent harmful sexual behaviour and may prevent escalation to sexual violence. Multi-agency early help will work best alongside the School’s policies and engagement with Parents. It will still be made clear that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded.
3. Referrals to children’s social care – where a child has been harmed, is at risk of harm, or is in immediate danger the DSL will make a referral to the local children’s social care. Unless there is a compelling reason not to, the DSL will inform the Parents. The School will not wait for the outcome of the social care investigation before protecting the victim and other children but will work alongside and co-operate with the relevant lead social worker to ensure the best support possible is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support. If the social care’s review of the evidence means they do not believe statutory intervention is relevant, but the DSL is still concerned for the safety of the child, the DSL should be prepared to refer again. It will still be made clear that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decision should be recorded.
4. Reporting to the police – any report to the police will generally be in parallel with a referral to children’s social care. The DSL will follow local processes for referrals. Where a report of rape, assault by penetration or sexual assault is made the DSL must pass this on to the police, even if the alleged perpetrator is under ten years old. Where a report is made to the police, the school will consult with the police and agree what information can be disclosed to others, in particular the alleged perpetrator and their parents.

Whatever the school’s final response it will again be made clear that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decision should be recorded.

Ongoing Response for the Victim

The School will consider the age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The needs and wishes of the victim will be paramount. Wherever possible the victim, if they wish, should be able to continue in their normal routine ensuring that the School is a safe place for them. Victims may not disclose the whole picture immediately but provide information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. The victim will find it helpful to have a designated trusted adult to talk to and the School will respect this choice.

If the victim finds it difficult to maintain a full timetable, allowances will be made and a physical space to which the pupil can withdraw will, where appropriate and possible, be provided. The School will do everything it reasonably can to protect the victim from bullying or harassment as a result of any report they have made and provide ongoing support if necessary, continuing to work with social care and other agencies as required. If the victim moves to another educational institution the School will make them aware of any ongoing support needed; the DSL will ensure this happens, discussing with the victim and their Parents if appropriate. Any CP and safeguarding files will be transferred in accordance with the mandatory processes.

Ongoing Response for the Alleged Perpetrator

The School will be mindful of the difficult balancing act of safeguarding the victim and providing the alleged perpetrator with an education and safeguarding support as appropriate and implementing any disciplinary sanctions. The School will consider the age and developmental stage of the alleged perpetrator, and the nature of the allegations. The School will consider the proportionality of the response and support and sanctions should be considered on a case-by-case basis.

The School will be mindful of the fact that the alleged perpetrator may have unmet needs as well as potentially posing a risk of harm to other children. Their own harmful sexual behaviour may be a symptom of either their own abuse or exposure to abusive practices and/or materials. The School may take advice, as appropriate, from children's social care, specialist sexual violence services and the police. If the alleged perpetrator moves to another educational institution, the DSL must make them aware of any ongoing support needs and where appropriate, potential risk to other children and staff. Any CP and safeguarding files will be transferred in accordance with the mandatory processes.

Helpful Contacts

- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) – emotional and practical support for victims of sexual violence accessed via Rape Crisis and The Survivors Trust
- CAMHS – child and adolescent mental health services
- Rape Crisis Centre
- Internet Watch foundation – potentially removes illegal images.
- The NSPCC helpline that supports victims of sexual harassment and abuse in education – 0800 136 663

Signs of Abuse or where Safeguarding Concerns should be Raised Possible signs or indicators of abuse include (but are not limited to):

- Disclosure of abuse or any comment which gives rise to that inference

- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there are a number of injuries or a pattern to them
- The pupil's behaviour changes suddenly, or their behaviour stands out as being extremely challenging behaviour or possibly extreme model behaviour.
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- The pupil's development is delayed.
- The pupil loses or gains weight.
- Self-harming behaviour, including cutting and drug and alcohol abuse.
- The pupil uses inappropriate sexual language.
- The pupil displays a high level of anxiety.
- The pupil isolates themselves and becomes withdrawn.
- The pupil appears neglected, for example, hungry or inadequately clothed.
- The pupil is reluctant to go home, or has been openly rejected by Parents.
- The pupil's friendship circle in or out of the School changes significantly and/or suddenly.

Data Protection

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Appendix 2: Policy on Tobacco and Alcohol

We regard education in personal health and the development of personal responsibility for lifestyle choices as a very important element of the pastoral programme at UCS. This is developed through PSHE and in other lessons. Our aim is to give pupils an awareness of the importance of diet, exercise and nutrition and, as they grow older, to understand the personal, social and legal consequences of the use and misuse of alcohol, tobacco and other drugs and to gain a fuller understanding of their physical effects.

This health education programme focuses upon the potential risks from excessive consumption of alcohol and risks of smoking. We concentrate on teaching the importance of young people making healthy, informed choices. The programme involves pupils of all ages and continues throughout your child's time at the school. The messages are reinforced through our pastoral system and opportunities are taken to involve parents as well as pupils in our educational programmes. We regularly invite groups of parents and guardians to discussion groups and meetings, and are very conscious of the importance of working together in order to promote the well-being of your son or daughter.

Pupils can discuss their individual worries about drinking and smoking with their Form Tutor or Warden. They can also refer themselves to the School Nurse or to the School Counsellor for individual guidance, without fearing sanctions or adverse report.

We do not allow the pupils at UCS to bring alcohol, cigarettes or electronic cigarettes onto the premises, nor to consume these substances on the journey to or from school. This rule applies to all school trips and visits, whether in this country or overseas.

Tobacco and Vapes

UCS is a public place and, thus, a no-smoking environment. No members of the school community nor visitors to the school are permitted to smoke anywhere on any of the school sites.

Smoking or being in possession of cigarettes or tobacco is prohibited whenever a pupil is under the school's authority, including the journeys to and from school. This also includes any occasion on which he/she is involved in activity organised by the school or is identifiable as a member of the school. Smoking in the immediate vicinity of the school, therefore, is strictly forbidden.

E-cigarette use is not recommended for young people and this is reflected in the UK's age of sale and advertising restrictions. Therefore, there should be no smoking (real or vaping) by pupils, staff or visitors in the buildings or on any part of the site at any time. Charging of electronic cigarettes on site is not permitted.

First offences involving tobacco or vapes will normally meet with a school-based punishment such as after school detention, in which case parents will be informed. Repeat or more serious offences, such as smoking or vaping at school, will call for a more serious response, which might involve temporary, or even permanent, exclusion.

Alcohol

Our policy towards alcohol is to encourage sensible and safe drinking habits. In normal circumstances, drinking or being in possession of alcohol is prohibited throughout the school day whether on or off the school premises. However, alcoholic drinks may occasionally be available at functions to which senior pupils are invited.

Where the school aims to discourage the use of tobacco entirely, we will offer wine to parents and guardians at certain formal events and social gatherings. We also believe that pupils in their final two years at the school should learn that the moderate consumption of alcohol has its place within our society when accompanied by food and lively conversation. We therefore occasionally offer limited quantities of wine or beer (but never spirits) to members of Years 12 and 13 on appropriate occasions. This will always have been approved in advance by the Vice Master and will always involve the supervision of a member of staff (consumption of alcohol will be restricted in accordance

with the Licensing Act 2003). Soft drinks are always available at such events. Younger pupils are not allowed alcohol.

The same principles lie behind the School's approach to the consumption of alcohol on school trips. Our policy is that pupils should not consume any alcohol on school trips except where parents' permission to allow moderate and supervised drinking of beer or wine has been given. The consent must be in writing and comply with the laws of the country concerned. The parent and student must give their written acceptance of the guidelines applying to the trip. The guidelines are as follows:

1. Pupils must not purchase, have in their possession, or consume, any form of spirits.
2. The consumption of beer and wines with or after meals, in moderation, and only under the direct supervision of staff or exchange families is permitted for senior pupils, subject to parental consent, and in accordance with the Licensing Act 2003.
3. All pupils must, without question, accept and obey any instruction given to them by a member of staff, not to drink or to cease drinking alcohol, regardless of any consent given by parents.
4. Where pupils are staying with a family (e.g. on exchange visits), they must follow guidance given by their parents and, if this is more restrictive, by their hosts. Parents must not encourage pupils to bring back alcoholic gifts from visits abroad. Importing alcohol into the UK is illegal for those under the age of 17, and is against school rules for all pupils.

Offences involving alcohol will normally be communicated to parents. The school's response will be appropriately balanced between the disciplinary and the educational. A pupil may be referred to the School Counsellor if it is felt appropriate. Punishment for serious or repeat offences may involve temporary or, in especially serious cases, permanent exclusion.

Appendix 3: Policy on Substance Use and Misuse

We know that many of our pupils will be exposed to situations where prohibited drugs are available and where others regard their use as acceptable – even commonplace. Our aim is to ensure that UCS pupils are equipped with the information and the strength of character to resist drug use and to avoid the many personal and social problems that are associated with it. We also hope that they will develop the confidence and sensitivity to help others who do not avoid these problems. This aim is achieved through a combination of educational, pastoral and disciplinary initiatives.

Educational and Pastoral Approaches

From Year 7 upwards, pupils are informed through our PSHE programme of the biological, medical and psychological effects of different drugs. With the support of the

local Police, we also ensure that pupils are fully aware of the legal and personal implications of drug use. A programme of outside speakers plays a key role in this regard.

In addition to these programmes of information and instruction, our PSHE programme also encourages students to consider the issues of social media and peer pressure that may affect decision-making in respect of drug use, and to understand the need for individuals to take full and informed responsibility for their own decisions in this area, as in all others.

Through PSHE and through our pastoral system, pupils are also encouraged to consider how they might support or help friends who are encountering difficulties associated with drug use and are made fully aware of the support systems that exist, at school, and through medical and rehabilitation centres outside school, to help youngsters to address problems or crises that they may encounter through drug use.

Pupils who are concerned about their own drug use or about the behaviour of a friend are strongly encouraged to seek help and support by approaching their Warden, the School Nurse or the School Counsellor. Every effort will be made in these situations to treat their approach in confidence and our firm priority will be to provide pastoral and personal support, rather than disciplinary sanction.

Disciplinary Implications

Possession, use or distribution of illegal or controlled drugs is absolutely prohibited at UCS and will always be treated as a most serious offence, the punishment for which may be permanent exclusion. The school's jurisdiction in these matters will be deemed to extend to all cases, whether on or off the school site, which, in the view of the Headmaster, are reckoned to affect the community of UCS.

If there are reasonable grounds to justify an enquiry at school, then responsible pastoral staff and the Headmaster will have the right to question pupils. If they are satisfied that there is a case to be answered, parents will be informed immediately and will be invited to be present at any subsequent interviews. The Headmaster is duty bound to report all cases of supply, possession or use of controlled drugs to the Police.

If it has been established beyond reasonable doubt that a student is guilty of an offence, the Deputy Head Pastoral or Headmaster may decide that any of the following sanctions is appropriate:

1. Permanent Exclusion will be the almost inevitable penalty for: (a) those selling or distributing controlled drugs or otherwise actively encouraging their consumption by others; and (b) those who re-offend after having been given a second chance.

2. Temporary Exclusion may be preferred to permanent exclusion. If so, the pupil's return to school will be conditional upon one or more of the following: (a) his or her willingness to undergo a period of counselling; (b) their acceptance of targeted and unannounced medical screening tests (probably involving urine or hair samples) while they remain at UCS; (c) their recognition that a further offence will inevitably lead to permanent exclusion.
3. There may be circumstances in which rehabilitation programmes such as those defined in 2(a), (b) and (c) are deemed a sufficient response.

In keeping with the approach to pastoral matters adopted at UCS, decisions regarding the appropriate sanction in matters of this kind will take full account of the needs and circumstances of the individuals concerned as well as of the whole school community. Parents will be fully informed of these deliberations and will be invited to contribute towards them. The final decision in any disciplinary matter of this kind will lie with the Headmaster.

Appendix 4: Physical Intervention and Restraint Policy

Introduction and purpose of policy

On rare occasions, school staff may need to use physical intervention or restraint in order to safeguard pupils or maintain discipline within the school environment. *Keeping Children Safe in Education Sept 2021* recognises that there are circumstances where it is appropriate for staff to use reasonable force to achieve these aims and states that schools should **not** have a no contact policy as this can put staff and pupils at risk.

The aim of any policy is to ensure staff are confident about the context in which they have the power to use physical intervention and restraint in order to safeguard pupil welfare.

Core statement

Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property or to deal with serious classroom disruption.

Decisions on when to use physical intervention is a matter of professional judgement and any intervention or restraint should be proportionate and reasonable in the context of the perceived risk and in the pupil's best interests. This would normally be after de-escalation strategies have failed. Should such an intervention be required the school

should record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

Legal framework

Section 93 of the Education and Inspections Act 2006 allows members of the school's staff to **use reasonable force** in order to:

- prevent a pupil from hurting themselves or others
- prevent a pupil from causing serious damage to property
- remove a disruptive pupil from a classroom
- prevent a pupil from leaving a classroom where there is a risk to their safety or the safety of others.

Statutory guidance makes it clear that physical intervention and restraint cannot be used as a punishment.

Section 550ZB of the Education Act 1996 allows schools to **use reasonable force to carry out searches** for prohibited items where the young person has not consented to the search. Prohibited items are:

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

Schools can refer to the following government guidance for further details:

- *Use of reasonable force in schools*

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- *Searching, screening and confiscation in schools*

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Senior Leadership responsibilities

The Senior Leadership Team should ensure the following:

- There is a culture of respect and good relationships between staff and pupils so that the need for high-level intervention is reduced.

- All staff are aware of the school policy and their powers and responsibilities regarding the use of physical intervention and restraint and their part in implementing this policy.
- Staff are able to use de-escalation techniques strategies in the first instance unless the situation requires an immediate physical response.
- All staff receive appropriate training in behaviour management, including de-escalation techniques so that they are confident to deal with incidents and only use physical intervention where necessary.
- Staff do not place themselves at risk when using physical restraint and are able to access medical treatment and take time off if injured.
- The use of physical intervention and restraint is part of an overarching strategy of behaviour management within the school environment and that its use is closely aligned to the school's behaviour policies.
- Staff are aware of any agreed adjustments to the policy and procedures that are in place for individual pupils with special educational needs and disabilities (SEND).
- Staff are supported to use physical intervention and restraint where this is within acceptable parameters and in line with school policies.
- Support is offered to pupils and staff involved in incidents requiring physical intervention and restraint.
- There is a system in place to record and monitor incidents where physical intervention or restraint have been used.
- The policy on physical intervention and restraint is reviewed at least annually and more frequently where thought appropriate.

Physical intervention and use of force

To ensure the welfare of pupils and protect staff from any misplaced allegations, any physical contact between staff and pupils must be appropriate within the context of the teacher/pupil relationship, the pupils' age and the circumstances. There are many examples of appropriate positive physical contact that can be used to reassure, comfort, guide or calm a pupil, such as holding hands.

Physical intervention can cover a wide variety of contact with pupils of varying degrees of intrusiveness ranging from positive handling, such as gentle guiding to physical restraint. The level of intervention used and the degree of force required will be determined by the circumstances and the level of assessed risk to the pupil and others.

Generally, low-level physical contact/positive handling can be used to manage most behaviour, for example gentle contact to comfort, reassure or guide a pupil away from risk or block their movements. For younger pupils, this this positive handling can be used to control the child's movements in order to keep them from harm or danger. The level of contact and force that would be acceptable to achieve this would be similar to the actions that a reasonable parent would do to keep their own child safe.

In some situations, it may be necessary to use a physical intervention that involves restraint and the use of force. Where force is used, it must be a proportionate and reasonable response to the risk involved and decisions to use force must be based on a full risk assessment.

Reasonable force should involve "no more force than is needed" and should only be used for the purposes of restraining or controlling a pupil in order to safeguard pupils, stop damage to property or keep order in the classroom. What is reasonable force will be down to the professional judgement of the staff member but any use of force must be justifiable and the paramount consideration is that any action is taken in the interests of the pupil.

Vulnerable pupils

Some pupils may be more vulnerable to experiencing physical intervention and restraint due to their personal circumstances or because they have SEND.

- Pupils with emotional and behavioural difficulties may exhibit challenging behaviour or high levels of emotional distress and may be a risk to themselves or others.
- Pupils with additional needs and/or SEND may exhibit challenging behaviour because of frustrations at not being able to communicate their difficulties or needs. These children are also more vulnerable to bullying.

It is essential that schools can demonstrate that reasonable adjustments have been made to ensure any policy on physical intervention and restraint does not disadvantage these pupils.

We must demonstrate that the specific needs of these pupils have been considered and that we will tailor our approach accordingly to avoid discrimination against these pupils. This is likely to involve putting in place an individual plan in advance.

Planning and prevention

Whole school

Staff should be alert to situations and circumstances that can lead to incidents that may require physical intervention and take active steps to avoid issues escalating.

The school should regularly review environmental factors within the school that may lead to incidents in the school or elsewhere and should consider:

- the general school environment and any potential hot-spots
- any difficulties that may arise at different times of the day, ie: breaks
- any issues around supervision of pupils
- specific environmental factors for pupils with SEND
- specific risks related to gender, race, ethnicity, sexuality or disability
- specific risks related to gang activity
- specific risks off-site/school trips.

This should address:

- the nature of the risk and likely impact on pupils
- the likelihood of incidents
- actions and/or reasonable adjustments for pupils with SEND
- actions to be taken to avoid incidents and reduce risk
- actions to be taken in the event of an incident in order to reduce risk to staff and pupils.

Individual pupils

Any pupil who requires physical intervention on two or more occasions should have an individual plan that looks at their specific circumstances, any triggers to behaviours and strategies or approaches that may reduce the number of incidents and which should be regularly reviewed. Where it is known that physical intervention involving force or restraint may be required in order to manage an individual pupil's behaviour this should be planned for in partnership with parents and the pupil (where appropriate) and an intervention plan put in place.

The risk assessment should consider:

- the risks to the pupil and others from their behaviour
- the risks from use of physical intervention
- the risks from not intervening
- the form of physical intervention that would be the least restrictive.

The plan should:

- identify the triggers to the behaviour that may lead to the need to intervene or restrain
- relevant background information, such as experiences of home life or history of abuse
- relevant information with regard to a pupil's SEND
- detail any de-escalation techniques that should be used in the first instance to deal with incidents
- set out what forms of physical intervention and restraint may be used without injury to the pupil, staff member or anyone else present
- provide details of how incidents will be reviewed and who will be involved in the review.

Planned intervention can be viewed as positive as it demonstrates a commitment to keeping children safe and enables them to take part in the planning process.

Dealing with incidents

Initial consideration

Before any action is taken staff should quickly weigh up the situation and decide if intervention is needed immediately to avert risk of harm. It is for the staff member to make a professional judgement on whether the situation requires the use of physical intervention and the degree of force needed.

The staff member must be clear on the justification of the action and the intended outcome of intervention, for example stopping a young child from leaving the classroom to stopping an older pupil from attacking another pupil, and how the intervention is in the best interests of those involved. This could be important in terms of providing a defence to any allegation of assault arising following the incident.

Staff should also consider the risks of not intervening, for example if no intervention is made and the pupil causes serious injury to another, the school could be considered negligent in the duty of care owed to that pupil.

De-escalation

De-escalation techniques If possible must be used in the first instance and staff should:

- make the pupil and others present aware that the staff member is taking control of the situation;
- ask other pupils to leave in order to calm the situation;
- send for assistance from another staff member (particularly if restraint is likely to be needed);
- remain calm and respectful and speak slowly and clearly to the pupil to give reassurance and instructions;
- be aware of their tone of voice and body language;
- where possible, use minimal force/positive handling to gently guide the pupil away from danger (but be aware of risk to self);
- be aware of their own emotions and avoid allowing the situation to spiral;
- if the pupil is pacing, try to remain still and avoid mirroring their anxiety;
- keep a respectful distance and avoid encroaching on the pupil's personal space
- give the young person options so that they have an opportunity to resolve the situation in a dignified manner
- be specific to a pupil's SEND.

De-escalation techniques can be used where there is an opportunity to do so but not in a situation where a pupil is already at risk of harm and action is needed. However staff can continue to use many of the techniques listed above during restraint to calm and reassure the young person.

Use of force and restraint

All staff have a duty of care to pupils and have the power to use physical intervention and restraint where required. However staff can send for help if it is thought that assistance will be needed.

Use of force must be reasonable, proportionate and necessary and restraint should only be used for as long as is needed.

- Ideally, staff should not have to deal with incidents requiring restraint alone for any period of time and it is recommended that other staff attend the incident as soon as possible in order to reduce risk.
- Where possible, before intervening, staff should warn the pupil clearly and calmly that physical force may be used to restrain them and they should be given an opportunity to comply with any instructions to avoid this.
- When using restraint, staff should remain calm and continue to talk to the pupil calmly throughout in order to reassure them and let them know what is happening and why.

- The restraint should:
 - only involve the minimum of force necessary to restrict movement
 - only be used temporarily until the risk has passed
 - should not restrict breathing or blood supply
 - should avoid bringing pupil to the ground
 - should not involve any contact that may be amount to a criminal offence such as assault.
- The child or young person should be released slowly and safely when it is felt they are sufficiently in control of their emotions.

Recording and reporting incidents

Serious incidents involving use of force should be recorded and the record should cover:

- time/date of incident
- staff and pupils involved
- events leading up to the incident
- reason for use of physical intervention/restraint
- nature of physical intervention/restraint including degree of force and duration
- outcome of incident.

Notifying others

- The Headmaster must be informed of all incidents immediately in order to decide on what further actions are required.
- The DSL should also be informed of incidents that may raise any safeguarding issues.
- It is good practice for schools to inform parents following serious incidents involving the use of force to physically intervene or restrain a pupil and this decision should be made by the head teacher. Parents should be informed by telephone, text or email immediately after the incident and a written notification giving details of the incident sent within a reasonable timeframe.
- The Headmaster should include a report on the use of physical intervention and restraint as part of the termly report to Council.
- In settings where the use of physical intervention and restraint is a regular feature due to pupils' individual needs the setting should have in place a system for recording, analysing and reporting incidents. This can be particularly helpful during inspections and where an allegation or complaint is made.

Support following incidents

It should be acknowledged that the use of physical intervention and restraint carries an inherent risk of injury to staff and pupils involved. Use of physical intervention and restraint can be upsetting for pupils and staff and schools should have procedures in place for dealing with the aftermath of incidents so that those involved have time and space to recover. It may be necessary to ensure staff and pupils receive any required medical attention and are able to talk to someone who was not involved in the incident about what happened and why.

Monitoring and reviewing incidents

We will monitor and review the use of force, physical intervention and restraint as a means of learning from incidents to improve practice and inform risk assessments in order to avoid the need for physical intervention and restraint. Information on incidents can help inform any risk assessment both on a whole-school level and in terms of individual or groups of pupils.

When reviewing incidents, the school should consider the following:

- Was the use of physical intervention necessary, appropriate and proportionate?
- What steps were taken to ensure that minimum reasonable force was used?
- Have the incidents needing physical intervention increased/decreased?
- Are pupils with SEND over-represented in the numbers and if so why? Is the school confident that pupils with SEND are not being discriminated against by policy and procedures?
- Was the length of time physical intervention was used kept to a minimum?
- Could alternative methods other than physical intervention been used?
- What steps were taken to ensure that physical intervention used causes a minimum of pain or distress?
- What steps were taken following physical intervention for the pupil and the staff involved?
- Were there separate debriefing sessions for both pupil and members of staff who have been involved in the intervention? What were the antecedents, consequences and alternative courses of action?

Complaints and allegations

The use of force to physically intervene or restrain a child can lead to accusations against staff by pupils and parents of improper conduct or assault.

Where an incident of physical intervention or restraint leads to an allegation being made against a teacher, this will be dealt with under the CSCB "*Managing allegations against staff and volunteers*" guidance and the matter will be referred to the LADO.

This guidance makes it clear that reasonable force can be used to control or restrain in specific circumstances and this will be taken into account when deciding on what action to take. However, it must be demonstrated that the staff member followed agreed practice and procedure.

It should be made clear to staff that force may only be used within the parameters set out in the school's policy and that any deviation from acceptable practice will leave the staff member vulnerable to complaints and allegations.

Appendix 5: Special Arrangements for COVID-19

Upon returning to School under the guidance from Government, some specific arrangements will apply regarding behaviour, which will themselves be subject to regular review. Please note this is an appendix to the policy and the main body of the policy still applies.

More than ever before the fundamental principle of behaving in a way that puts the needs of others first, which lies at the heart of the school's ethos, is in sharp focus.

All pupils must:

- Follow all altered routines for arrival and departure, and alterations to timings of the School day
- Follow School instructions on hygiene, such as hand washing and sanitising, and follow hygiene expectations regarding sneezing, coughing and using tissues. Under no circumstances must a pupil cough or spit at or towards any other person. Failure to abide by this rule will be regarded as a very serious offence and the most likely response to this will be either temporary or permanent exclusion
- Follow instructions on social distancing and congregating with friends, particularly at break and lunch times
- Move around the School as per specific instructions and only go to areas of the School as directed by staff
- Only use School equipment and resources as directed by staff
- Follow instructions regarding not sharing personal items or equipment
- Tell an adult if they are suffering from any COVID-19 symptoms
- Follow instructions about use of toilets

