



---

## PROMOTING GOOD BEHAVIOUR (INCLUDING REWARDS, ACADEMIC INTERVENTIONS AND SANCTIONS)

**Policy Custodian:** *Second Master*

**Approving Governors Committee:** *Governors Education Committee*

**Approved:** *pending November 2018*

**Next Review:** *November 2019*

*This policy should be read in conjunction with the School Rules and Regulations.*

Members of the School are expected to behave at all times with common sense, self-respect and consideration for others, and in a way that will reflect well on themselves, their families and their School. All pupils have a responsibility to help to create a happy atmosphere and a well-ordered way of life at School for all to enjoy. To this end pupils are expected to abide by the Rules and Regulations of the School which are intended to create an unoppressive framework within which all pupils can feel that they are treated fairly, reasonably and consistently; within which they can feel happy and secure in the knowledge of what is and is not permitted; and within which they will feel encouraged to develop a confident sense of what is right and what is wrong. These Rules and Regulations form an essential part of a boy's education, helping him to find a proper, civilised balance between the need to conform to rules that make communal living possible, and the need to form individual opinions.

The school acknowledges its duties under the Equality Act (2010) and will make all reasonable adjustments when applying this policy to pupils with special educational needs/disabilities. These pupils will be known to staff (via the SEN Register) and advice on how to support them most effectively can be obtained from the Learning Support Co-ordinator, Tutors and from Heads of School.

All pupils and especially those with serious behavioural issues will be supported through any difficulty by their Tutors, Heads of House and Heads of Section; parents' help will be enlisted and they will be kept informed of what is being done at school to assist their sons – the aim, as ever, in pastoral matters is to achieve a situation where parents and staff work together to support pupils. Further support is available to pupils through the Chaplain, School Counsellor, School Nurses and, where appropriate, outside agencies.

Pupil monitoring is used if a pattern of concern (behavioural or academic) emerges which requires closer monitoring; Tutors, Heads of House and Heads of Section may use a pupil monitoring card over a weekly cycle. Teachers' and parental input allows specific support and advice to be tailored to individual pupils.

The Serious Disciplinary Incidents Policy is closely linked with this policy and should be read in conjunction with it.

This policy has been developed with the help of the advice contained in the non-statutory DfE publication Behaviour and discipline in schools – Advice for Headteachers and school staff (January 2016)

All members of the Senior Common Room are expected to be actively involved in ensuring good behaviour of the pupils in their care. This involves a number of important tasks:

1. Staff need to know what the School Rules and Regulations say, and to uphold them in a consistent manner.
2. Staff should be particularly vigilant, and ask themselves the appropriate questions, both as Form Teachers and as Tutors, when a boy's behaviour begins to change markedly; downward 'slides' in his work, absences and frequent lateness, poor homework, dodging games, a less desirable set of friends, loss of enthusiasm and commitment may all indicate a more general and serious problem.
3. Failure to attend lessons, Music lessons, Games, Assembly, Friday activities etc., needs to be checked thoroughly by members of staff. Any extra time and effort spent doing this should be mainly short term, if it produces in the longer term an improvement. Staff should be particularly insistent that boys are punctual at the beginning of lessons after the Quarter and Hour.
4. Effective supervision of pupils is vital in ensuring good behaviour. Teachers are responsible for the supervision of pupils in their classes and during games and extracurricular activities where they are in charge. At other times the Duty Staff, supported by all other members of the Senior Common Room, are responsible for pupil supervision (see the Staff Duty Policy). Duty is relatively infrequent, so must be done thoroughly and pro-actively, in a sense, 'looking for trouble'; please keep an eye out for boys smoking, selling things, disturbances in classrooms, not returning lunch trays, behaviour in the Lun etc.
5. Tutors and Form Teachers have a set of responsibilities which needs to be observed consistently: demanding punctuality, appropriate standards of attire and presentation, conduct, and interaction with the physical environment.
6. All equipment (especially but not only TVs, videos, computers, computer software, stereo amplifiers, musical instruments and equipment) should be safely stored away and, as far as possible, kept out of sight.
7. Staff should consistently ensure that regulations about hair, beards, school clothing, games clothing and general behaviour are observed.
8. The behaviour of cadets around the School during CCF times, and particularly in classrooms and changing rooms, is the responsibility of the CCF officers and needs to be enforced with vigilance.
9. Any member of staff sponsoring an activity or responsible for one organised by boys which involves some sort of money transaction (charitable collection, running a bank account) should ensure that as far as is possible regular checks are instituted and that temptation is not put in the boys' way.
10. Especially helpful and thoughtful behaviour should be praised; praise can be usefully reinforced by awarding a Gold Note.

Transition between a primary or prep school and Merchant Taylors' is a time when boys' behaviour occasionally lapses, in part because of the less regulated atmosphere in a senior school which some take time to adjust to. Tutors of new boys, Heads of House and the Head of Lower School work together to help new arrivals understand the standard of behaviour expected. Transitions between the Lower and Middle School, and between the Middle and Upper School (the Sixth Form) are managed by close cooperation between the Heads of School; pupil records are computerised so are available

when needed. The continuity and personalisation of pastoral care is enhanced through our Tutor system. As far as possible, boys remain with the same Tutor throughout their time at the school.

## **REWARDS**

### **POLICY AIMS**

This policy has been written to support the system of rewards at the Merchant Taylors' School with the aim of:

- Motivating each pupil to realise his full potential
- Developing each pupil's self-esteem

### **THE SYSTEM OF REWARDS AT MTS**

The system is designed to help staff to respond to all evidence of commitment, good work and positive behaviour (whether within the classroom or without) with praise and reward and, further, to share this with others. There are a variety of ways in which boys' achievements are recognised publicly. The Head Master's Assembly each Monday morning offers a frequent opportunity to recognise achievement and communicate praise. Individual and group/team achievements, whether in or out of School (sporting successes including the award of Colours, Physics Olympiad Medals, Duke of Edinburgh Awards, Sail Training Awards, success in Music exams etc.), are celebrated in this way. Celebration of pupils' achievements is a central feature of the weekly newsletter 'Scissorum' and of the school website.

Prizegiving is the occasion on which academic excellence is most publicly acknowledged. Cups and trophies are awarded at the final School Assembly of each term for sporting and other extracurricular achievements.

Promotion to the JCR, to the captaincy of a school team, to the leadership of the school orchestra etc. all provide all provide their own particular type of reward for a boy's endeavour.

Heads of House also record and celebrate relevant endeavour or achievement through house prizes, the awarding of house achievement ties and specific assemblies.

All rewards are aggregated and contribute towards the House Competition (see separate document).

## SCHOOL REWARDS PYRAMID

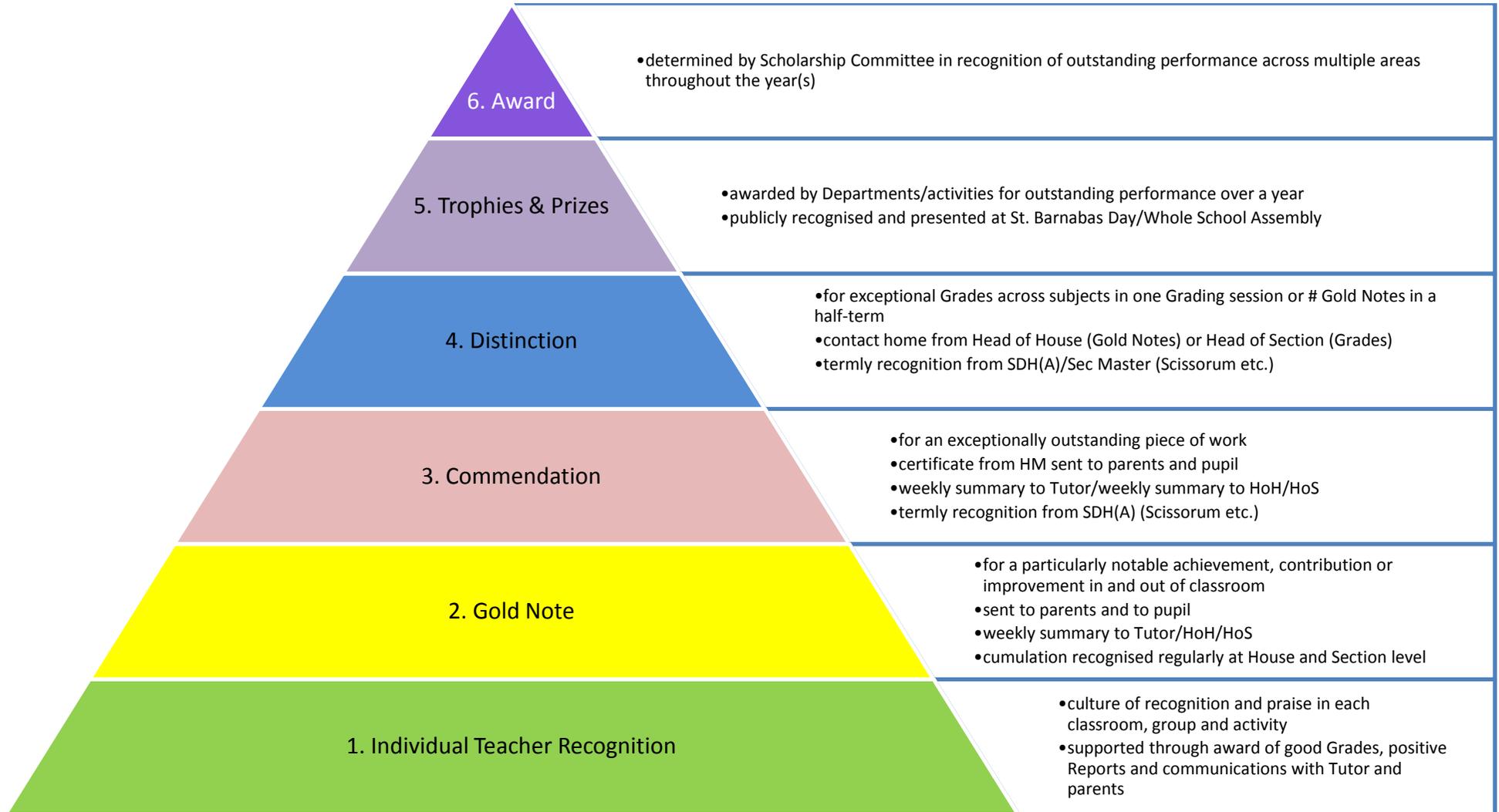


Figure 1: Rewards Pyramid

# **SCHOOL REWARDS: MECHANISMS & PROCEDURES**

## **1. Individual Teacher Recognition**

MTS promotes a culture of praise. Much of this takes place at an informal level and contributes to the civilised atmosphere experienced around the school. There is no substitute for the effect a personal word of praise from a teacher can have on a pupil, but there are also formal mechanisms for recognising a pupil's positive contribution to school life.

## **2. Gold Note**

Gold Notes are issued for a particularly notable achievement or contribution in any aspect of school life, whether academic achievement in the classroom, contribution in extra-curricular activities or sport, positive behaviour around the school and so on. There is no causal relationship between Gold Notes issued for academic endeavour and Grades, but some correlation would be expected. All staff are encouraged to use them, but also to restrain themselves in their use to preserve their value and avoid "inflation". If a Gold Note is handed out for a performance in a class test, for example, then it might typically only be given to the top two or three (or two or three most improved) in the class. Where pupils have volunteered for an activity then there is no such unofficial quota (for example tour guiding). Gold Notes can be issued to all year-groups.

The Gold Note process is as follows:

- the Gold Note is issued in ISAMS;
- a copy of the Gold Note is emailed immediately to the pupil and their parents;
- a summary of all Gold Notes is sent to the tutor every morning at 8am;
- a summary of all Gold Notes is sent to the Head of House/Head of Section every Monday at 8am and at the end of every half-term (then also to Sec Master);
- Tutors, Heads of House and Heads of Section may choose to recognise significant acquisitions of Gold Notes in different ways, and are encouraged to do so, including a letter of distinction sent home. They should also be referred to in Reports;
- the Gold Note totals go towards the House Competition (see separate document).

## **3. Commendation**

Commendations are awarded for exceptional pieces of work. They should be awarded sparingly, with the level of effort required to achieve commendable standard equivalent to the 9 or 10 on the effort Grading scale. Commendations can be issued to all year-groups.

The Commendation process is as follows:

- the Commendation is issued in ISAMS;
- the Commendation is emailed immediately to the pupil and their parents;
- the Commended work is left with the Head Master's secretary, who then contacts the pupil to arrange collection and congratulations from HM;
- a summary of all Commendations is sent to the Tutor/Head of House/Head of Section/Head of Department every Monday at 8am and at every half-term (then also to SDH(A));
- Tutors, Heads of House and Heads of Section may choose to recognise cumulative Commendations in different ways, and are encouraged to do so;
- the awarding of Commendations is monitored by the Sec Master and the SDH(A) and recognised in Scissorum.

#### **4. Distinction**

A sustained positive performance or contribution may occasion contact home. This is to be encouraged across the school, whether from a sports coach or music teacher, or Head of Department recognising a significant improvement or standard of excellence. In all cases, the Tutor should be copied in to any such correspondence. At various points in the year the process is formalised:

- every half-term the Head of House may choose to contact the parents of a pupil who has achieved a significantly high level of Gold Notes, to congratulate him on his achievement;
- every Grading session the Head of Section may choose to contact the parents of a pupil who has had a particularly outstanding set of grades;
- in both cases the HoH/HoS will liaise with and copy in the Tutor;
- such recognition is recorded in ISAMS as a “Head of House Distinction” or a “Head of Section Distinction”;
- the awarding of Distinctions is monitored by the Sec Master and the SDH(A) and recognised in Scissorum.

Such correspondence is in addition to, rather than instead of, the usual correspondence that a Tutor will have with parents after each Grading session or to recognise a specific achievement. (The Head of House/Section Distinction replaces the signing of the Head Master’s Book).

#### **5. Trophies & Prizes**

At various points of the year, most notably St. Barnabas Day, the school awards prizes and trophies to pupils to recognise their achievements in a particular area of the school. The Director of Sport oversees the awarding of sporting trophies, whilst the Senior Deputy Head (Academic) organises the awarding of academic prizes.

#### **6. Awards**

The school awards various scholarships to incoming and existing pupils. These include Academic Scholarships, Sports Scholarships, Music Scholarships, Art Scholarships and Design & Technology Scholarships. The organisation of these awards is overseen by the Director of Teaching & Learning, in concert with the Registrar and the Senior Deputy Head (Academic).

## **CLASSROOM CONCERNS & INTERVENTIONS**

It is important to make a distinction between misbehaviour and poor academic work. Whilst staff have a duty to intervene when a pupil is not performing academically as expected or required, this intervention should be constructive and restorative rather than punitive. This encourages pupils to recognise the longer-term impact of poor academic performance on outcomes and does not encourage them to confuse their attitude to academic work with their attitude to authority.

Staff should always respond promptly and firmly to unsatisfactory work. A pupil may be given a reprimand, a warning or be told to repeat a piece of work. Equally a teacher may decide to keep a boy behind during the Quarter, the Hour or after school to go over work. Persistent poor performance will result in low grades and outcomes, and will prompt academic intervention, perhaps in the form of a meeting with parents or, if across multiple subjects, an Academic Monitoring Card.

Interventions and escalation pathways for classroom concerns are as follows.

# CLASSROOM CONCERNS: INTERVENTION PATHWAYS

## Individual Subject Concern Pathway Teacher Action

### Single Issue

e.g. forgotten books, no prep, late for lesson, lack of revision, very poor effort etc.

- teacher intervention e.g. prep to be (re)done at lunchtime/handed in first thing (and failure to do so = 0 marks), held back into break etc.
- recorded by teacher in mark-book



### Repeat Issues

i.e. work habits/ organisation not improving

- discuss escalation of intervention with HoD e.g. lunchtime detention
- cumulative effect recognised in Grades/Report/Parents Evenings
- low Grade to be issued
- formal expression of concern to Tutor (through ISAMS Blue Note) with details of offences and action taken by teacher



### Sustained Issues

i.e. pattern of poor behaviour/ organisation/ effort (likely to be seen across subjects and so Tutor to have intervened (see opposite), but if not:

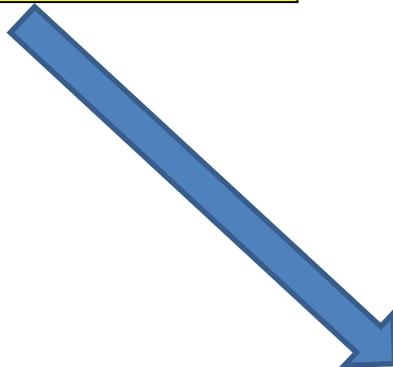
- contact with parents to be considered (esp. if effort Grade at "2" threshold)
- discussion with SEN and HoD (setting? continuation? subject-specific monitoring)
- Tutor to be kept informed



### Serious Subject Issue

i.e. coursework incomplete and overdue, potential failure in examined subject:

- discuss with HoD/Tutor
- meeting with parents
- HoS/SDH(A) to be kept informed



## Multiple Subject Concern Pathway Tutor Action

### Initial Concern

e.g. one or two isolated Blue Notes

- Tutor to discuss with tutee, seek explanation, re-express expectations, offer solutions & advice (pastoral/SEN issue?)
- consider low-level monitoring e.g. homework diary etc.
- consider contact with home
- review at next Grading/Reporting period



### Growing Concern

e.g. pattern of Blue Notes with initial intervention ineffective and/or a poor set of effort Grades

- discuss with HoH
- contact home
- SEN issue? Other factors?
- informal monitoring of work patterns/organisation etc.
- Report to reflect concerns



### Sustained Concern

i.e. no improvement in classroom behaviour/ organisation/ effort and/or second set of poor effort Grades

- contact home
- Academic Monitoring Card



### Persistent Concern

i.e. established and persistent patterns of concern not improved by Monitoring Card

- Tutor/HoH/HoS consultation
- meeting with parents (HoH/Tutor)



### Serious Academic Concern

i.e. viability of academic progress under threat

- HoS/SDH(A) consultation
- meeting with parents (HoS/SDH(A))

Figure 2: Unsatisfactory Work Pathways

## CLASSROOM CONCERNS: MECHANISMS & PROCEDURES

### Mark-Books & Grades

Teachers should keep a record of any and all late or incomplete work, along with failure to bring books, late attendance to lessons and any other academic concern. These should directly inform grades.

(See the Assessment & Marking Policy for more details on the school's policy on marking and assessment)

### Blue Note

A Blue Note is simply a means of centrally recording a serious reprimand/intervention made by a teacher, whether for misbehaviour or poor academic effort. They allow the Tutor, Head of House and Head of Section to monitor patterns of work and behaviour. They are not a substitute for the teacher's own intervention and are not in and of themselves a sanction. There is no need to inform a pupil that a Blue Note has been issued, although any pupil should expect one if they have had to be told off and given some form of teacher-led sanction (e.g. tidying up the classroom, staying behind in break, made to redo work, repeatedly failed to do prep and so on).

Blue Notes are issued through ISAMS. When entering a Blue Note the teacher should categorise as either Academic or Behavioural and provide some brief details of the nature of the concern *and the intervention made by the teacher* (e.g. made to redo work at lunchtime, kept back in the Quarter, given extra work, or even just a stern telling off). Categorise any Blue Note as Academic if the pupil's academic progress is in any way being affected (i.e. repeated poor behaviour *in class*).

(For guidance on Blue Notes issued for bad behaviour see under Sanctions: Mechanisms & Procedures.)

The Blue Note is recorded on the pupil's profile in ISAMS. A summary of all Blue Notes issued for a pupil is sent to Tutors, Heads of House and Heads of Section every Monday morning by 8am. Blue Notes are not sent home to parents, but a pattern of Blue Notes will prompt intervention by the Tutor which will often involve contact home.

### Academic Monitoring Card

If a pattern of poor effort/organisation in more than one subject has been established (for example through Blue Notes and grades) and has not been arrested with Tutor intervention and contact home, i.e. it is at the 'sustained concern' level, then the Tutor in discussion with the Head of House may decide that an Academic Monitoring Card is an appropriate escalation.

The Academic Monitoring Card requires the pupil to get each of his teachers to comment on the pupil's behaviour, organisation and effort for each lesson that week. The pupil also needs to show the card to his parents each evening for signature and comment, and his Tutor each morning (except Fridays) for signature and comment.

The process for putting a pupil on an Academic Monitoring Card is as follows:

- The Tutor will discuss the concern with the Head of House, giving details of previous interventions, and contact home;
- The Tutor will inform the pupil that he is to be put on an Academic Monitoring Card and contact home to let parents know, giving reasons and an explanation of the process and timescale;
- The Head of House will issue the Academic Monitoring Card in ISAMS (which also informs the pupil's teachers and the SEN department) and will distribute the Card the next Monday morning during Tutor Period;
- The pupil will take the Card to each of his Tutor Periods and lessons for teacher/Tutor comment, and home for parental signature, for the duration of the week;
- The Head of House will collect in the completed Academic Monitoring Card the following Monday during Tutor Period and, if appropriate, distributes a new one for the following week;

- The Head of House arranges for the completed Academic Monitoring Card to be uploaded onto ISAMS.

The decision to keep a boy on Academic Monitoring Card or not after the first week is taken at the discretion of the Head of House, in concert with the Tutor. The same process should be followed each week (i.e. issued through ISAMS, parents informed). If a pupil has been on Academic Monitoring Card for three weeks with no real improvement then the matter should be discussed with the Head of Section and appropriate escalation made.

If a pupil fails to complete the Academic Monitoring Card satisfactorily this should in the first instance be dealt with by the Tutor each morning, with opportunities to redress given (i.e. finding the teachers etc.). A wilful failure to follow correct Academic Monitoring Card procedure will warrant a Thursday Detention.

It should also be borne in mind that repeated lack of effort, failure to do homework, concentrate in class, organise and remember the right books, and attend on time, could all point to an SEN issue. Care must therefore be taken to ensure that the Academic Monitoring Card is an appropriate intervention, and that it is also seen as a method of helping boys as much as a punitive measure.

### **Contact Home and Meeting with Parents**

For guidance on ways to contact home or meet with parents and how to record/share information, please refer to the separate guidance document.

## **SCHOOL DISCIPLINE, BEHAVIOUR & SANCTIONS**

Poor behaviour of any kind must be reprimanded; it is an essential part of a teacher's job at Merchant Taylors' to take part in the collective effort to keep boys' behaviour up to scratch. Often a quiet word from a member of staff, or even just their presence, is enough to ensure that boys behave properly. Any unacceptable behaviour should be dealt with and reported to the boy's Tutor, Head of House and/or the Head of Lower/Middle/Upper School as appropriate (using a Blue Note). If necessary, the appropriate punishment should be given (see Sanctions Pyramid for guidance). Corporal punishment is prohibited for all pupils as specified under Section 131 of the Schools Standards and Framework Act 1998 and is not used at Merchant Taylors' School. Physical restraint of pupils should be used only as a last resort (see Restraint Policy included as Appendix 1).

Serious disciplinary incidents are dealt with by the Heads of School and the Second Master and likely to involve the Head Master (see Serious Disciplinary Incidents Policy).

A number of sanctions are available to members of Common Room to deal with misbehaviour.

## SCHOOL SANCTIONS PYRAMID

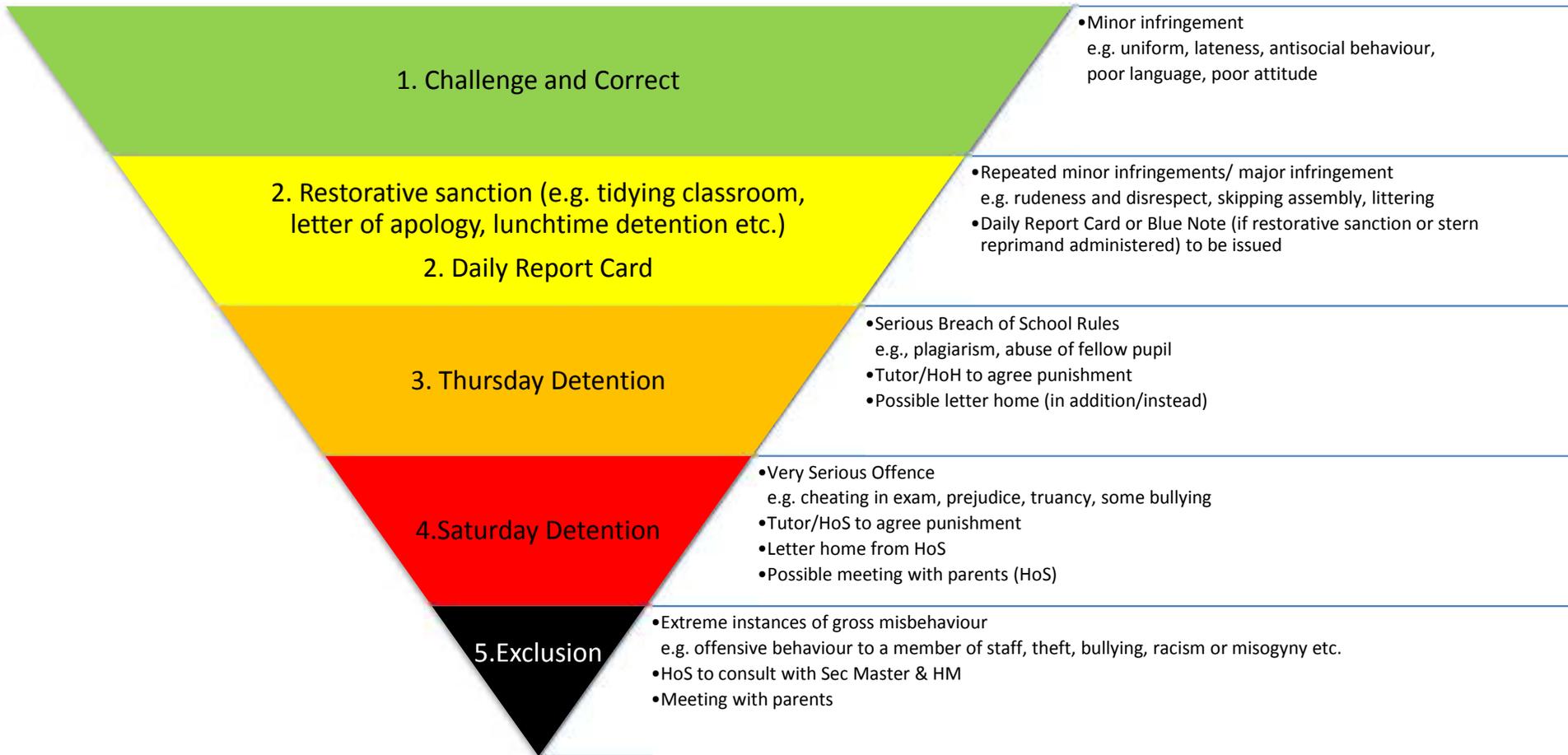


Figure 3: Sanctions Pyramid

# SANCTIONS: MECHANISMS & PROCEDURES

## 1. Challenge and Correct

It is the responsibility of all staff to challenge poor behaviour or standards whenever encountered. In most cases simply pointing out any shortcomings will be enough to prompt correction by the pupil (e.g. tucking a shirt in, boorish behaviour etc.). Where necessary any teacher should feel comfortable in reprimanding a pupil and insisting on a high standard of behaviour at all times. The school has an atmosphere of civility and in almost all cases appealing to a pupil's better nature in a positive way produces the best results. But this should never be at the expense of an unwillingness to confront any pupil whose behaviour and standards are below the high expectations we have of them.

In these cases there is no need to record the exchange or communicate it, although this can be done informally if felt necessary.

## 2. Restorative Sanction + Blue Note

In cases where a reprimand is insufficient, or has already been issued, then a teacher should feel comfortable applying some form of restorative justice and/or imposing their own sanction provided it is proportionate and fair. This may take the form of a formal apology, tidying up a classroom, remaining behind in class during a break or anything else that offers redress for the original offence. This individualised approach can help the pupil recognise the consequences of their actions more readily than a centralised sanction, as well as reinforcing the authority of the teacher concerned. Heads of House, Heads of Section and Heads of Department are useful sources of advice in suggesting suitable restorative sanctions.

In most cases, a restorative sanction should be accompanied by a Blue Note explaining the original offence *and the action taken by the teacher*.

## 2. Daily Report Card

A Daily Report Card requires the pupil to attend various places around the school at various times in a particular day to get their card stamped. It is a sanction typically used when a reprimand alone is deemed insufficient, and no restorative sanction is applicable or practicable. Typical offences might include skipping assembly, following school procedures incorrectly (e.g. in the lunch queue), repeated uniform infringements and so on. The procedure for issuing a Daily Report Card is as follows:

- the teacher informs the pupil that they are to expect a Daily Report Card, and explains why;
- the teacher issues the Daily Report Card through ISAMS;
- the Head of House collects the Daily Report Cards from the School Office and distributes to the relevant Tutor that morning;
- the pupil hands in the completed Daily Report Card to the final signatory at the end of lunch break, who returns it to the School Office;
- if the Daily Report Card is incomplete, then a further Daily Report Card is issued. Failure to complete a second Daily Report Card correctly results in a Thursday Detention.

### **3. Thursday Detention**

Thursday Detentions are reserved for serious breaches of school rules. These could include truancy from games or extra-curricular activity, cheating in a test or plagiarism, verbal abuse, vandalism of property and so on. Any boy may be put into Thursday Detention, including members of the Sixth Form. However, the issuing teacher will normally wish to consult with the pupil's Tutor and/or Head of House before issuing the detention: it may be that the offence also warrants some contact home via the Tutor (or whoever is felt most able to give context to the incident), or that some restorative sanction can be applied instead (e.g. for truancy from games, an extra session or acting as touch-judge for a Saturday fixture etc.). There may also be a bigger picture or some pastoral context of which the teacher is unaware. The procedure for issuing a Thursday Detention is as follows:

- the teacher, after consultation, informs the pupil that they are to expect a Thursday Detention;
- the teacher issues the Thursday Detention through ISAMS. No specific work needs to be set, but may be if felt appropriate;
- an automated email is sent to parents informing them that their son is in detention and that they will be serving it on the next available Thursday (24 hours notice is considered sufficient here). An email is also sent to the pupil.
- the Head of House and/or Tutor remind the pupil that they are to attend Detention on the day in question;
- the pupil attends Detention at 4pm on Thursday for 1 hour.

A failure to attend Thursday Detention is a very serious offence, and will normally be followed up by the Head of Section (contact home is likely here).

### **4. Saturday Detention**

Saturday Detention should only be used in the most severe cases of misbehaviour and breaches of the school rules. Typical offences that might lead to a Saturday Detention include cheating in an exam, truancy or absconding from the school site, offensive behaviour towards a member of staff, some forms of bullying, racist or misogynistic comments and so on. All of the above may well meet the threshold for Exclusion, and Saturday Detention is the stop-short of that sanction.

If a teacher feels a pupil has committed an offence that warrants a Saturday Detention then they should in the first instance consult with the relevant Head of Section, who will probably want to bring in the Tutor and Head of House on the discussion. At this point there may be some contact home, and a meeting with parents may be deemed appropriate (possibly with the Second Master or HM). The Head of Section issues the Saturday Detention through ISAMS and writes to parents explaining the incident and the position the school has taken. Notice given should be at least 48 hours beforehand. Saturday Detentions can range from between 1 and 3 hours. The start time varies around sports fixtures but Saturday Detention always takes priority over any other school commitment. Pupils attend in school uniform and may be given work to do.

A failure to attend a Saturday Detention will normally result in a meeting between parents and the Head of Section and Second Master.

### **5. Exclusion**

N.B. The separate school policy on Serious Disciplinary Incidents.

The capacity to suspend a pupil rests solely with the Head Master. Typically Heads of Section or the Second Master will bring matters to his attention and discuss how to proceed. Heads of Section will aim to keep Tutors and Heads of House as fully informed as they can. Once it has been decided that a pupil is to be suspended, the Head Master typically publishes the decision on the SCR noticeboard. The Heads of Section are responsible for ensuring that any relevant members of staff (including the Absence Secretary) are informed and that the incident is recorded in ISAMS.

The Head of Section, possibly with other pastoral staff, will meet the excluded pupil on their return to school but before they attend lessons for a reintegration meeting.

## **Appendix 1**

### **POLICY ON THE USE OF FORCE TO RESTRAIN OR CONTROL PUPILS**

#### **Introduction**

The school's policy on the use of force is based on the guidance contained in the non-statutory DfE publications *Behaviour and discipline in schools – Advice for headteachers and school staff* (January 2016), §§ 38-41 s.v. *Power to use reasonable force* and *Use of reasonable force – Advice for headteachers, staff and governing bodies* (July 2013).

The school policy is that the use of force should be avoided at all costs and should be used only when all other options have been explored. Staff will be made aware if it is known that a particular pupil is likely to be confrontational and aggressive; they will have advised on strategies to deal with incidents that may occur. Where, with any given pupil, there is likely to be a need for physical intervention, parents should be informed at an early stage what the School's policy is and be asked to agree to any action that might be deemed necessary. Staff should also be aware of the Medical Conditions list which indicates those pupils with specific medical needs that render the use of force entirely inappropriate. The inappropriate use of force by staff could leave them open to disciplinary proceedings.

Non-teaching staff should always avoid physical intervention (unless there is immediate physical danger to a pupil). In almost every circumstance they should summon assistance from a teacher.

Any teacher or member of the non-teaching staff has a right to defend themselves against attack providing an unreasonable level of force is not used.

Merchant Taylors' School does not use corporal punishment.

This policy is made available to parents and staff on the school's website as a separate policy.

#### **Types of Incident**

The School's policy is that the use of reasonable force is permissible to prevent pupils

- committing a criminal offence
- injuring themselves or to others
- damaging property.

In addition, members of staff have the power to use reasonable force to maintain good order and discipline in the classroom.

#### **Reasonable Force**

Reasonable force has no legal definition but it can only be used where the situation warrants it and must be in proportion to the seriousness of the incident.

In any incident the teacher should first tell the pupil to stop (unless there is an immediate danger) and what will happen if he does not. If restraint becomes necessary, as the incident progresses the teacher should continue to communicate to the pupil and indicate that restraint will stop as soon as it ceases to be necessary. A calm and measured approach is essential and teachers should never give the impression that they have lost their temper. Teachers should not intervene when to do so would put

themselves at risk (when facing a bigger pupil, a pupil carrying a weapon or where there are a number of pupils involved). In this situation other pupils should be removed and help should be summoned.

**Actions that may be taken are:**

- physically interposing between pupils
- blocking a pupils path
- holding
- pushing or pulling
- leading a pupil by the arm or hand
- shepherding a pupil away by placing a hand in the centre of the back

**Only in extreme cases may more restrictive holds be used and then should avoid:**

- anything that might restrict a pupil's ability to breathe
- a blow of any kind
- tripping
- pulling by hair or ear
- holding a pupil face down on the ground
- anything that might be considered indecent

**Recording of incidents**

On any occasion when force has been used by a teacher to restrain a pupil the incident should be fully recorded and a copy lodged with the Head Master or his Deputy. In the event of an injury occurring this should also be detailed in the report. The teacher involved should always retain a copy. The parents should be informed of the incident by a senior member of staff as soon after the incident as possible. They should be made aware that it may be necessary for the incident to be followed up by other disciplinary action or appropriate pastoral support.

**Other forms of contact**

Though it is generally the rule that all forms of physical contact between teacher and pupil should be avoided there will be occasions when it is both appropriate and necessary. This can involve demonstration of techniques in sports, P.E. or other lessons, the administration of First Aid or when a pupil is in distress and needs comforting. Teachers need to use their own professional judgement to decide when this is appropriate. Staff should also remember that the most innocent and well-intentioned contact can sometimes be misconstrued, particularly by pupils who are in their adolescent years.

## **REMINDER TO STAFF OF DO'S AND DON'TS**

### **DO...**

- Know the procedures within the School's guidelines for the use of physical restraint.
- Discuss these with a senior member of staff if you are unsure of any point.
- Be aware of pupils who have been physically restrained before and what happened.
- Send for adult help early if things begin to get out of hand and restraint seems likely.
- Assess the situation before acting.
- Stay calm – do not over-react.
- Use minimum restraint for minimum time.
- Report the incident to the Head Master or senior member of staff as soon as possible and write a report about what happened.
- Remember your professional obligations to all pupils in your care.

### **DO NOT...**

- Place yourself at risk: do not attempt to restrain a pupil who obviously carries a 'weapon'.
- Attempt to restrain a pupil when you have lost your temper.
- Allow the situation to get out of control.
- Use excessive force.
- Place yourself at risk of false allegation: avoid being alone with any pupil

Second Master  
November 2018  
Review date November 2019