

Hulme Hall Grammar School



Behaviour and Discipline Policy

Policy Control	
Report	Behaviour & Discipline Policy
Approval Body	Education Committee
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This policy applies to the Senior School. The Pre-School have their own policy for managing behaviour, which is available on the School website.

This policy has regard to the following DfE guidance and advice:

- “Behaviour in schools” (2024)
- “Restrictive interventions, including use of reasonable force, in schools” (2026)
- “Searching, screening and confiscation” (2022)
- “Keeping Children Safe in Education” (2025)
- “Mobile phones in schools” (2026).

This policy should be read in conjunction with other School policies and procedures, including the following:

- Safeguarding Policy
- Anti-bullying Policy
- SEND Policy
- Alcohol, Drugs and Substances Policy
- Exclusions and Appeal Procedure
- E-Safety / Online Safety Policy
- Mobile Phone Policy
- ICT Acceptable Use Policy
- Complaints Policy.

Pupils and parents should also be mindful of the behaviour expectations as detailed in the Pupil Information Booklet, which is available on the School website and in classrooms.

Importance of Good Behaviour and Discipline

Good behaviour and discipline are vital parts of School life and are necessary both for pupils to be able to learn and for their safety and wellbeing. The School believes that good behaviour and discipline instils the correct values into pupils, namely, respect for others and their property, honesty, trust, fairness, self-respect and self-discipline. In turn, this helps young people to develop into responsible adults.

Effective discipline is an important feature of personal and social development and has a positive influence upon pupil / teacher relationships. It serves to enhance the quality of learning in a school.

Our ground rules for behaviour and discipline are:

- all pupils have a right to learn
- all teachers have a right to teach
- everybody has the right to fair treatment
- everybody has the right to safety
- it is the responsibility of all members of the School’s community to ensure that they behave in a manner that enables all to enjoy these rights
- good discipline promotes purposeful learning
- unacceptable behaviour will not be tolerated, but can be changed.

While good discipline is essential for the wellbeing of the School and all its members, it is also important for the public image of the School. Pupils are therefore expected to behave in a manner worthy of the School at all times.

The vast majority of pupils respond to encouragement. We should aim to be positive and to highlight good behaviour. All sanctions are only useful if applied sparingly. Their deterrent effect is reduced if over-used.

Behaviour and Discipline for SEND Pupils

In line with the Equality Act 2010, the School recognises that reasonable adjustments should be made to support the behaviour of pupils with special educational needs and / or learning differences (SEND).

Our inclusive approach to behaviour management is rooted in understanding and support. Staff are trained to recognise and respond to behaviours that may arise from unmet needs, including those linked to SEND or neurodiversity. The focus is on identifying underlying causes and implementing strategies that address these needs, helping to reduce the likelihood of behaviours recurring. This proactive approach ensures that pupils are supported fairly and equitably.

We recognise that some pupils, such as those with Autism Spectrum Condition (ASC), may respond differently to certain interventions due to factors such as sensory sensitivities. For this reason, de-escalation techniques are always prioritised in situations where behaviour becomes challenging, with the use of reasonable force considered only as a last resort. Where such measures are necessary to prevent harm, they will be detailed in an individual Pathway to Positive Behaviour Plan and agreed with parents / carers. (See later section on Physical Restraint.)

To further support pupils with SEND, the school utilises a range of additional resources and services, which may include Occupational Therapy, Counselling, Speech and Language Therapy (SALT), Autism Team input, CAMHS, HYMS, and ADHD specialist support. We also offer targeted interventions such as Social Thinking Groups to help pupils develop social and emotional skills.

Role of the Governing Body

The Governing Body has a key role in promoting the ethos and values that the School holds as important.

Role of the Headmaster

The Headmaster is directly responsible to the Governing Body for ensuring that good behaviour and discipline are an integral part of the way in which the School and its pupils are managed. The Headmaster must lead by example in these areas to ensure that the School can attain its aims.

Role of the Teacher

The subject teacher is responsible for the behaviour of the class during lessons and for ensuring that work is completed to the required standard.

All teachers should have consistent expectations about the way in which pupils should behave. A key ingredient of good discipline is having a positive teacher / pupil relationship. Staff can help to sustain a school's discipline policy by accepting responsibility for pupil behaviour outside the classroom as well as inside, and by accepting responsibility for all pupils, not simply those of their own form or teaching groups. Most importantly, there must be consistent standards of discipline throughout the School (e.g. punctuality, lining up procedures, movement between lessons), and common strategies for dealing with problems as and when they arise.

Teachers must be reflective practitioners. If a teacher is experiencing difficulty in maintaining effective classroom management, it is important for him / her to reflect upon their teaching strategy, consult a line manager or observe another teacher in action. Often, a few simple changes in approach can remove the source of the problem.

Teachers should try to avoid:

- humiliating pupils - this breeds resentment
- over-reacting - the problems will grow
- over-using sanctions - their deterrent effect will be reduced
- being inconsistent - children need to know where they stand
- issuing vague instructions - this can lead to misunderstanding.

It is the role of teachers to ensure that all pupils adhere to the behaviour expectations of the School. These can be found in the Pupil Information Booklet.

Any member of staff who identifies a pupil as misbehaving has a responsibility to draw the child's attention to this fact.

Any incident involving misbehaviour resulting in some form of punishment will be recorded on the Management Information System (MIS).

Any conversation or meeting between a member of staff and a pupil's parent / carer, on matters of behaviour, must be noted and recorded on the MIS.

The following types of behaviour will result in the application of appropriate sanctions and will be recorded on the School's Management Information System (MIS) and / or in the pupil's personal file:

- physical assault
- child-on-child abuse
- bullying (see also the Anti-bullying Policy for details)
- persistent misbehaviour in class
- theft
- bad language
- persistently disregarding an instruction.

This list is not exhaustive.

Pupils who persistently misbehave in class and who fail to heed the warnings issued by their teacher, will be reported to the relevant Key Stage Manager or another member of the SLT. An appropriate sanction will be applied. If a pupil is sent out of a lesson, the Headmaster will be

informed and it is likely that a Headmaster's detention or other appropriate sanction will be imposed.

The Role of Parents

The vast majority of parents are interested in their children's education and are supportive of the School's aims in promoting good discipline amongst its pupils. Parents and teachers are key partners in education. Good communication and co-operation between the two are essential. Parents are therefore advised to bring any concerns to the attention of the teaching and / or pastoral staff immediately. It is expected that parents will respect the School rules, and the authority of the School and its representatives.

Liaison with parents is central to an effective Behaviour and Discipline Policy. Parents are contacted with both 'good news' – e.g. informed of "ACE point" totals on the Satchel One app and via Pupil Progress Records / Positive e-mails home / Praise Postcards / Thank You letters and also 'bad news' e.g. an e-mail home about a detention / a phone call from the Form Tutor or Key Stage Manager if poor behaviour persists and begins to have an adverse effect on teaching and learning.

Managing Pupils' Transition

Whether a pupil transfers to Hulme Hall at the start of an academic year or mid-year, behaviour is assessed through a number of interventions to ensure that the parents and pupils feel supported and understood. Pupils may attend for an Assessment and / or have Taster Days and references are always called for from their previous setting. HHGS staff may attend or speak to a representative from the current setting if they have an EHCP or other significant SEND and it may be deemed appropriate to have a transition meeting or observation. Behaviour plans may be necessary to help the pupil acclimatise to their new surroundings.

School Rules

Rules must lie at the heart of the School's Behaviour and Discipline Policy. The rules are a means of introducing parents and pupils to the values that the School considers to be important. The rules and expectations will be discussed and reinforced regularly by form tutors, subject teachers and in assemblies. Parents and pupils can refer to these rules via the information given in the Pupil Information Booklet, which can be found on the School website and in classrooms.

Mobile Phones

The School is a mobile phone free environment. The School has regard to the DfE guidance "Mobile phones in schools" (January 2026) ([Mobile phones in schools - GOV.UK](#)) and ensures that pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.

The School's approach to the use of mobile phones by pupils is set out in the Mobile Phones Policy, available on the school website. According to the policy, pupils are expected to hand their mobile phones to their form teacher (switched off) at morning registration and collect it at dismissal at the end of the day. Pupils' using the School's bus service, or those who arrive late to School on a

particular day, should hand their phone in at the office on arrival to School and collect it from there at the end of the day.

Arrangements for pupils who might need access to their phones during the School day, for example to assist with the management of a medical condition, will be made on an individual case by case basis.

Rewards and Sanctions

a. Rewards

The ACE (Achievement, Commitment, Excellence) points system operates in the School in order to recognise attainment, effort and the general contribution that a pupil makes to the life of the School. This system is our current method of promoting good behaviour and a positive attitude to school life.

The School takes the view that rewards are more effective than punishment in motivating pupils and is committed to promoting and rewarding good behaviour. A system of rewards and sanctions applies across the entire range of pupils. It seeks to create and reinforce positive relationships between all members of the school community and with the wider community it serves. All staff are encouraged to respond to all evidence of achievement, commitment and excellence (whether within or outside of the classroom) with praise and reward and, further, to share this with others. Staff do so by digitally rewarding students with ACE points on the Satchel One app. As a result, the system of rewards and sanctions is integrated into the School's reporting, whereby parents get a regular written update of achievement through pupil progress records and full reports. It is applied fairly, so that all pupils are motivated to seek praise and reward, and it is clearly understood and valued by staff, pupils and parents.

Our ACE points rewards system is aligned with our school aims and values and is as follows:

- Achievement - Improved progress or effort both inside or outside of the classroom
- Commitment - Commitment to the values of our school (e.g. being respectful, hardworking, honest and tolerant)
- Excellence - Academic and co-curricular accomplishments.

The range of rewards, which is designed to make them accessible to all pupils, is set out below:

Meeting a milestone: Milestone badges (bronze, silver, gold and platinum) can be awarded at any time throughout the academic year. These are acknowledged as a form group and by the Headmaster during a whole school assembly.

End of half-term (6 times per year): A Monday morning "Big Breakfast" for the top 2 students who have achieved the most ACE points in each form group for that half-term.

End of year (once a year): Students who have been rewarded throughout the year will have the opportunity to take part in our end of year rewards trip. Pupils in the house with the most house points will receive a movie afternoon in the Autumn term of the following academic year.

b. Sanctions and Punishments

The behaviour of the vast majority of our pupils is excellent. Therefore, the issue of behaviour must be kept in perspective. We should aim to work positively with the minority of pupils who persistently misbehave.

Generally, a few words to the offender is sufficient and certainly, in the first instance, any sanctions (assuming that the offence was not of a more serious nature), should be administered by the class / form teacher. Consistency is vitally important.

The School operates a traffic light system for behaviour in lessons in the Senior School. All pupils begin each lesson on green. Any inappropriate behaviour may lead to a pupil being placed on amber (a form of warning). Any further incidents would see the pupil being moved to red (a final warning). Any further poor behaviour would result in the pupil being sent out of the lesson and a further disciplinary sanction would follow (e.g. a Headmaster's detention). See also the section on Removal from Classrooms.

There are a range of sanctions that can be applied as appropriate to the seriousness of any offence:

- changing of seating position in the classroom
- withdrawal of privileges
- carrying out a useful task in school
- informing parents of behaviour (e.g. telephone, meeting or email)
- being placed on a formal behaviour report for a prescribed period of time, to be completed on a daily basis by parents and teachers
- withholding participation in school trips or sports events that are not part of the National Curriculum (in some circumstances, the School will reserve the right to withhold participation in visits connected to the National Curriculum if it is felt that the pupil's behaviour may endanger the safety of the group)
- subject detention (lunch time)
- *after-school detention (3.30pm – 4.00pm) and Headmaster's detention (Thursday 3.30pm-4.30pm) in Senior School (see below)
- sending out of lesson (see also the section on Removal from Classrooms)
- referral to Key Stage Managers / SLT / Headmaster for Behaviour Action Plan
- formal interview with Parents, Key Stage Manager and Headmaster
- fixed term exclusion at the discretion of the Headmaster
- permanent exclusion – Headmaster's recommendation to the Governing Body (see the Exclusions and Appeal Procedure).

*Detentions – After-school detentions will usually take place from 3.30pm to 4.00pm. Headmaster's detentions, which usually take place on a Thursday, run from 3.30pm to 4.30pm. Parents will be given at least 24 hours' notice of such detentions, to ensure they can make suitable arrangements for transport home for their child.

Under no circumstances will corporal punishment be used.

Child-on-child Abuse Including Sexual Violence and Harassment

All staff and Governors are made aware that safeguarding issues can manifest themselves via child-on-child abuse. These types of behaviours may include, but are not limited to:

- bullying (including online sexual abuse)
- gender-based violence
- sexual assaults
- sexual harassment
- the sharing of nude or semi-nude images – also known as sexting.

Staff acknowledge that child-on-child abuse and / or sexual harassment could be happening in our setting, even if there are no specific reports of it. We will assume that it is happening.

It is important to recognise that children and young people can feel under pressure with matters of sexual harassment. Incidents will not be treated as ‘banter’, ‘just having a laugh’ or seen as part of growing up. By promoting and supporting a whole school ethos towards sexual violence and harassment, we endeavour to prevent it. To create an environment where sexual violence and harassment are not tolerated, school will:

- challenge incidents of a sexual nature, for example, grabbing bottoms, breasts or genitalia. Not acting or dismissing such behaviours risks promoting or normalising them
- respond to incidents in ways that are effective, proportionate and consider the context in which they have occurred. This may include the use of appropriate sanctions, informing parents or, in more serious matters, referring the incident to the police. It may also be necessary for school to work with the LSP (Local Safeguarding Partnership) to access a range of support available for victims and or perpetrators of harmful sexual behaviours
- encourage bystanders to intervene, which helps to enforce a zero-tolerance message while also encouraging students to support each other
- encourage staff, students and parents to share their concerns openly so they feel listened to and don’t feel judged
- offer students various routes to report concerns (e.g. through surveys) and / or via a member of staff they identify as someone they trust
- engage parents in discussions and keep them informed of any concerns about harmful sexual behaviours either face to face, or via email or telephone
- build relationships with agencies and charities who can offer additional support, should school / individuals / groups require it.

Prevention and Education

To reduce and prevent incidents of sexual violence and harassment, children and young people should have a clear understanding of what they are.

To support this, School continues to develop an effective Relationships and Sex Education (RSE) programme within our Personal, Social, Health and Economic Education (PSHE) programme that’s supported by the wider curriculum. Subjects include:

- what healthy and respectful relationships are
- what respectful behaviour looks like

- what consent is
- what gender equality means
- what bullying is
- how to keep safe online
- what prejudiced behaviour is
- body confidence and self-esteem
- gender roles and stereotyping.

Staff teaching RSE will receive regular guidance, support and high quality training.

Staff and Governors will receive regular updates to help them better understand, identify and respond to instances of child-on-child abuse and sexual harassment.

Responding to Suspected Child-on-Child Abuse

Incidents of child-on-child abuse must be reported to the Designated Safeguarding Lead (DSL) These include records of incidents that may have occurred outside of the school setting / over social media / at weekends etc.

There will be a separate record for sexual violence and sexual harassment held on the school Management Information System (MIS).

Depending on the severity, a decision can then be made whether to:

- report the concern to social care and / or the police
- undertake an early help assessment
- manage the concern internally with or without external agency support.

When dealing with child-on-child abuse, the welfare of all the children involved is our top priority and our response should reflect this.

When dealing with child-on-child abuse, staff will:

- act quickly and sensitively
- gather information from everyone involved to make sure all the facts have been gathered
- ask open questions to obtain clarity. For example: What happened? Who saw what happened? What was seen and heard? Did anyone intervene?
- decide on the next course of action. In doing so, investigating staff should consider, for example: Was the act deliberate and with the intent to cause physical or emotional harm? Has the child (victim) experienced this abuse before? Has the child (perpetrator) done this before? Does the child (perpetrator) understand the impact of their behaviour on others? Have similar incidents occurred in the school involving other children? Is this a pattern emerging in a particular group or key stage, or in a certain location at School?
- ensure victims of harm are supported by the School's pastoral system
- ensure perpetrators also receive pastoral support and guidance
- follow these child-on-child abuse procedures and the School's Safeguarding Policy.

For further information, parents can consult the School's Safeguarding Policy, which is available on the School's website or refer to "Keeping Children Safe in Education" (2025) which can be found at:

Below is a bespoke NSPCC helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline, Report Abuse in Education, on 0800 136 663 or email help@nspcc.org.uk

Restrictive Interventions

The School's approach to the use of restrictive interventions is set out below. The School ensures that staff use proactive strategies and de-escalation wherever possible and restrictive interventions are used only when necessary, are proportionate and time-limited to address an immediate risk of harm.

The information contained here explains how the School promotes good behaviour and, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with Department for Education guidance and applicable legislation (see DfE guidance on "Use of restrictive interventions, including use of reasonable force, in schools" (April 2026)). ([Use of reasonable force and other restrictive interventions guidance](#))

It sets out definitions, decision-making principles, unacceptable practices, and our statutory recording and reporting duties so that staff and parents understand when and how such measures may be used, and how we reduce their use over time.

Definitions

Restrictive intervention: any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil's movement; this includes non-physical restraint (e.g., removal of a mobility aid).

Seclusion: a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal. Staff will use proactive strategies and de-escalation wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, pupils and parents as part of our behaviour culture.

We will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, predictability and inclusion for all pupils. Whole-school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and tutor time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, predictable School and classroom environment by ensuring, for example, that there is a visible staff presence at transition points; structured starts / finishes to lessons; the use of visual timetables and cues; creating quiet zones and designated regulation spaces.
- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.
- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice, autism and ADHD awareness, and lawful decision-making in regard to the use of restrictive interventions.
- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers, and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and the Headmaster will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

When restrictive interventions may be used

The School does not operate a “no contact” policy. Staff may make appropriate, non-force physical contact in context (for example, first aid, assisting with personal care in line with care plans, guiding a pupil, comforting a distressed pupil, or demonstrating activities), and consistent with discharging safeguarding duties.

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

- (a) causing injury to themselves or others
- (b) seriously damaging property where this creates a risk to safety
- (c) posing an immediate risk of disorder that presents a risk of harm.

Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk. Before intervening, and while an intervention is ongoing, staff will always consider:

- **Necessity:** Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- **Proportionality:** Is the degree and duration of restriction the minimum necessary to reduce the risk?
- **Welfare and context:** Has the pupil's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

Our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. Staff likely to use restrictive interventions will receive relevant training where appropriate. The School will support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation).

Members of staff (including support staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity).

Recording and reporting

Every member of staff will inform the Headmaster, or in his absence the Assistant Head / Designated Safeguarding Lead (DSL), immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact.

Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and pupils involved; details of the pupil's needs / SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required. The proforma for recording such an incident is included in the appendix.

Incidents will be reported to parents as soon as practicable, in writing and, where possible, the same day. The report will include the time / date / location / duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a plan for managing their child's behaviour in the future. There are limited exceptions to this procedure where safeguarding is a consideration and there is any risk that reporting the incident would likely result in serious harm.

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule.

Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Headmaster will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Support following an incident

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment / treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and / or restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties.

Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The School will, where possible, utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

The School will work with the pupil, parents and other professionals to:

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings.
- Develop a Pathway to Positive Behaviour Plan (a behaviour support plan) to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the Pathway to Positive Behaviour Plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

Searches and Confiscation

Searches with consent - A member of the School staff may search a pupil or their possessions for any item, if the pupil consents to such a search taking place. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted. (NB. The ability to give consent may be influenced by the child's age or other factors).

Searches without consent - The Headmaster, or a member of staff authorised by the Headmaster, has the right to search a pupil or their possessions without their consent, where they (staff) have reasonable grounds for suspecting that the pupil may have a prohibited item and / or an item that is banned according to the School rules.

Such prohibited items include;

- knives and / or weapons
- alcohol
- illegal drugs and / or substances
- stolen items
- cigarettes, tobacco, cigarette papers, lighters etc.
- e-cigarettes (including "vaping" devices or materials)
- fireworks
- pornographic images or materials
- mobile phones and similar devices.

This list also includes any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or may cause injury to any person (pupil or staff) or their / School property.

The member of staff conducting the search must be of the same sex as the pupil being searched and any search should be conducted with another (second) member of staff present. This second member of staff witnessing the search should also be of the same sex as the pupil, where this is reasonably practicable. (There are limited exceptions to this rule where the member of staff conducting the search believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency **and** it is not reasonably practicable, in the time available, for the search to be carried out by a member of staff who is the same sex as the pupil, **or** for the search to be carried out in the presence of another member of staff. Any member of staff conducting a search without another member of staff present should immediately report this to another member of staff).

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing (i.e. any item of clothing not worn wholly next to the skin or immediately over a garment that is being worn as underwear. "Outer clothing" also includes hats, shoes, boots or scarves).

A pupil's possessions means any goods over which the pupil has or appears to have control, including those in desks, lockers and bags.

Confiscation – School staff can seize any item found as a result of a search or any item they believe to be harmful, poses a risk to staff or pupils, is prohibited or banned under the School rules (see above) or detrimental to school discipline.

Any searches or confiscation of items carried out with reference to the above will be carried out in line with Department for Education advice to Schools relating to “Searching, screening and confiscation” (see link below):

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Serious Breaches of Conduct

The Headmaster or Senior Leadership Team (SLT) should be informed of any serious breaches of conduct. Serious breaches of conduct may involve:

- repeated verbal or physical abuse of another
- threatening behaviour (towards another pupil or a member of staff)
- bullying
- child-on-child abuse
- sexual violence and harassment
- fighting
- repeated bad language
- serious disruption of lessons
- refusal to obey instructions issued by a teacher
- disrespectful behaviour towards a member of staff
- theft
- bringing banned substances or items on to the School site
- serious misuse of ICT equipment (hardware or software) or electronic devices
- making malicious accusations against staff.

Where a serious incident has occurred or is alleged to have occurred, the Headmaster or SLT may immediately seek to involve the parents of those concerned. The Headmaster or SLT will deal with serious breaches directly, particularly when a matter is brought to their attention which seems to have been ongoing for some time and where other strategies have been unsuccessful.

This will usually involve the Headmaster asking a member of SLT or Key Stage Manager to conduct an investigation into the events surrounding the incident. This may involve speaking to those involved and any witnesses to the incident (pupils or staff). Notes of any interviews will be taken by the relevant member of staff conducting the investigation and / or those involved may also be asked to give a written version of their accounts. If necessary, the Headmaster may also interview those involved before reaching his decision.

The Headmaster will then review all the evidence available to him before reaching a decision regarding any appropriate sanction(s). All incident reports and records of sanctions will be recorded on the MIS and / or placed in the relevant pupil file(s).

Removal from Classrooms

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, for example using the School's "traffic light" system, unless the behaviour is so extreme as to warrant immediate removal. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

The School uses seclusion to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. Seclusion, unlike removal from a classroom, is a restrictive intervention and a non-disciplinary safety measure. Further information on seclusion is provided in this policy under the restrictive interventions section.

When a pupil is removed from the classroom parents will be informed on the same day. As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

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

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headmaster. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

The School will endeavour to ensure that a child is removed from the classroom for as short a period as possible, notwithstanding the conditions noted above. It may also be necessary to use this time out of the classroom for the pupil to assist staff with any disciplinary investigations that may need to take place as a result of a particular incident.

Removal from the classroom would not be expected to extend into a further school day.

The area used as the removal location will be supervised by appropriately trained members of staff and contain appropriate resources for the pupil who has been removed to refocus and continue with their education.

The child concerned will be reintegrated into the normal classroom environment when appropriate and safe to do so.

Exclusion from School

The Headmaster's decision on an issue of serious or persistent misconduct may result in the fixed term (temporary) or permanent exclusion of the child from School. An exclusion will only be imposed after a full investigation into the incident has been conducted (see above). The Headmaster is the only member of staff with the authority to exclude a pupil from School.

Fixed Term (Temporary) Exclusion.

This is generally implemented for ongoing repetition of an offence and / or repeated misconduct, where other guidance, warnings or sanctions have been unsuccessful.

Alternatively, such an exclusion could be applied to a more serious, single offence that merits such a sanction. Such exclusions are for a short and 'fixed' period of time, i.e. normally up to a maximum of one week / five school days.

Work will be provided for a pupil throughout the period of any investigation whilst they are not in normal lessons or during the period of any fixed term exclusion. This will normally be via the Satchel One app.

There is no right of appeal against a fixed term exclusion.

Permanent Exclusion

This is very much the last resort and will only be implemented for single or cumulative offences that are so serious as to merit this action.

The Headmaster will forward a report to the Governing Body recommending the permanent exclusion of the pupil. The Headmaster may not permanently exclude a pupil from School without authorisation from the Governing Body.

In the event of permanent exclusion, the Headmaster will provide a 'Request for Commencement of Appeal Procedure' form to the parents outlining the procedure to be adopted. In such a situation, parents have the right to lodge an appeal against the exclusion to the Appeal Panel.

Work will be set for the pupil, usually via the Satchel One app, during any appeal process.

In the event of an appeal and after consideration of the evidence, the Governing Body may choose to uphold the Headmaster's recommendation or ask him to reconsider it. The pupil will remain excluded from School until such time that the Governing Body has delivered its final decision.

The decision of the Governing Body is final and will not be subject to further appeal.

For further details see the **Exclusions and Appeal Procedure**.

Appendix: Proforma for recording and reporting a restrictive practices incident

The following pages contain a proforma to be used by staff to record and report a restrictive practices incident. This should be completed as soon as possible after the incident.



Hulme Hall Grammar School

Restrictive Practices Intervention Report

Use this form to record the details of a restrictive practices intervention incident and make sure you are meeting the statutory requirements.

This form should be filled in by a member of staff who used a restrictive intervention on a pupil (force, seclusion, restraint, or a combination of any of these).

You should record the incident by filling out this form as soon as possible after the event, **and no later than the same day**.

Staff: please read the accompanying staff guide to support you with completing this form. Don't hesitate to ask for support if you need it (*e.g. from the Headmaster or DSL*).

Staff, pupil and incident details

Staff Details

Name of the member of staff who used a restrictive intervention, and who is writing this report	
Role of the member of staff who used a restrictive intervention, and who is writing this report	
Names and roles of any other staff involved	

Pupil Details

Name of pupil who a restrictive intervention was used on	
Names of any other pupils directly involved	
Any needs or circumstances of the pupil, e.g. if the pupil has SEND	
The pupil's SEN code, if they have SEN (ask your SENCO if you're not sure)	

Incident Details

Date of incident	
Time of incident	
Location of incident	
Approximate duration of the intervention	
Restrictive intervention(s) used	
If reasonable force was used: <ul style="list-style-type: none">• What type of reasonable force was applied• The degree of force	
Were there any physical injuries to pupil and / or staff member(s)?	
Details of any physical injuries (if applicable)	
Any support provided after the incident, including any medical treatment for injuries to pupil and / or staff member(s)?	

Incident account

This should be a **brief account** of:

- **What** happened
- **Why** you assessed that it was necessary to use the intervention you used

You should include:

- What led up to the incident
- Any potential or identified triggers
- Any preventative or de-escalation strategies you used

You can find more support on how to write an incident report on page 2 of the accompanying staff guide.

What Happened

Why I assessed that it was necessary to use the intervention I used (if not covered above)

I confirm that the information above is accurate to the best of my knowledge.

Signed: _____ Date: _____



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