



CARLETON COMMUNITY HIGH SCHOOL

A Specialist Science with Mathematics School

Behaviour, Discipline & Respect Policy

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CARLETON COMMUNITY HIGH SCHOOL
Behaviour, Discipline and Respect Policy

The Governors' Statement of Behaviour Principles

A central pillar of the policy will be the development of Restorative Practices, Behaviour For Learning Techniques and Positive Behaviour Management. The Restorative Practices approach will provide an alternative to the belief that punishment will change behaviour and achieve compliance.

As a school we will develop the use of Restorative Practices as an educative approach, to help those involved to learn how to change. Restorative Approaches will underpin our Behaviour, Discipline and Respect Policy and offer an alternative to the traditional responses to challenging behaviours.

Through the whole school policy we aim to maintain and further develop a positive learning environment to promote;

- good behaviour and self discipline,
- dignity and mutual respect,
- positive attitudes to learning and achievement through the completion of class work, home learning tasks and assessment tasks to a high standard

and to **prevent bullying** of any member of the school learning community, neighbour or visitor.

This will enable all members of our learning community to achieve to the best of their ability.

The Philosophy and Ethos for our School

- We believe that good behaviour and attendance is integral to the learning process and so achievement
- Individual Students have the right to work and develop in an atmosphere of respect, trust, security, honesty and openness – where positive relationships are valued within the school and the wider community

Good behaviour and discipline are key foundations of successful education at Carleton Community High School. Without an orderly atmosphere, effective teaching and learning cannot take place. We believe that this can be achieved by reinforcing positive behaviour rather than highlighting negative behaviour. In a positive school environment, everyone is valued as an individual and hard work, effort and initiative are rewarded. We are committed to the celebration of **all** success, be it academic, sporting, personal or social achievement.

Carleton Community High School operates a whole school approach to behaviour and discipline. This aims to:

- Promote consistent, positive classroom behaviour
- Minimise disruption in the classroom
- Reduce and manage bullying
- Establish and maintain a bright, clean, attractive environment
- Promote and improve academic achievement

The key elements in this philosophy are;

1. Clear, shared learning goals;
2. Creation of a safe and caring environment;
3. Enabling, recognising and celebrating individual achievement;
4. Tolerance and understanding of others.
5. Positive relationships (between Students, their peers and adults) are integral to the effective implementation of this policy
6. An effective partnership between adults at home and at school is key to the success of this policy.
7. The Policy will be applicable in school, on school trips, and also where appropriate when Students are representative of the school in their journey to and from school

The Code of Conduct including: The Principles of Restorative Practices

Restorative Practices are a means of supplementing the school behaviour and discipline policy in a non-punitive way. It relies on the learning community to sit at “the table” and to listen in order to rebuild the relationship when harm has been done.

The Policy will rely on developing the principles of **Restorative Practices**, which are:

- They focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.
- They help create dialogue and communication.
- They are fair, open, and honest; treating all participants with respect
- Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

The Restorative Practice Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The **RP questions** are neutral and non-judgemental, they are about the wrongdoer’s behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

How to use the Restorative Justice Questions:

The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes.

The Continuum of Restorative Approaches *(these go from informal to formal as you go down the list)*

- **Restorative Language: The Language of choice - Affective Statements**

<u>TYPICAL RESPONSE</u>	<u>AFFECTIVE STATEMENT</u>
➤ Stop teasing Peter	I feel uncomfortable when I hear you teasing Peter
➤ Talking during class is wrong	I feel frustrated that you aren’t listening to me
➤ You shouldn’t do that	I feel sad when you do that.....
➤ Sit down and be quiet	I feel cross when you won’t sit down with everyone else
➤ I don’t want to see you fighting with Alice	I was disappointed and shocked when you hurt Alice

teaching and dealing with low level behaviour incidents and using the language of choice script.

- **Check-in and Check-out** – this will often take place in tutor time or with a key worker identified for a vulnerable student to gather a picture of the emotional state of a student and the need and nature of an early intervention.

Intervention strategies

- **Restorative Chat or Corridor Conference**– informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process.
- **Impromptu Conference** – informal conference that might not include formal preparation, but should/may include a contract and a follow up. Individual member of staff takes initiative and leads process.
- **Circle or Classroom Conference** – formal conference that requires a formal referral, preconference preparation, a contract, debrief and a follow up session. Referral for support can be made to the SLT, Progress Leaders or Behaviour Officers for the Students concerned.
- **Formal Conference or Parenting Conference** – Requires formal pre conference preparation, possibly a home visit, formal referral, a contract and a formal setting a debrief after the conference and a follow up session. Referral for support can be made to the Behaviour Officers, Progress Leaders or SLT as appropriate.

All Restorative Justice Interventions should be recorded as appropriate on SIMs.

Developing The Restorative Classroom

At Carleton Community High School, we aim to develop Restorative Classrooms foster effective learning through;

- Giving each student a voice and the ability to find solutions to their own problems by working together
- helping our students to see situations from another person's perspective
- managing the troughs and dips in student's' relationships with their peers, teachers themselves
- developing the skills to handle conflict and challenging situations
- motivating our students by developing a good relationship with them.

It is really important to always reflect upon this **key statement**;

If you are not modelling what you teach, then you are teaching something different!

Restorative Practices should NOT be viewed as an isolated incident or a tool that is used only when required, but should be instead linked to ALL interactions that occur throughout the school day.

What can students expect when things go wrong? (INFORMATION FOR STUDENTS)

It is normal or for things to occasionally to go wrong. Your responsibility when things go wrong is to;

- face up to what's happened
- be honest
- try to fix things so that relationships are repaired
- Reflect on the choices you have made and learn from them for future success

What you can expect in the classroom? (INFORMATION FOR STUDENTS)

- Your name on the behaviour board as a warning
- To be asked to move seats
- To spend a couple of minutes in / out of the classroom to calm down
- Have an open and honest conversation with the teacher about what went wrong

- To complete a restorative thinking plan (Reflecting on the RP Questions)
- To spend time reflecting on what has happened and the choices made
- For your parents/carers to be informed and involved
- Any items you shouldn't have to be put away safe until it is appropriate to have them returned, unless they are NOT appropriate to return to you
- For you to have a restorative conference with a member of staff
- To be placed on an appropriate report
- To have an intervention strategy applied so that you are able to succeed

Reconnection (Reparation) Meetings

This takes place either before school, after school, at break time or at lunchtime, but at any time deemed suitable. It may take place immediately after the incident or more likely a little later.

This allows a restorative conversation to take place and encourages the use of emotional intelligence. A reconnection meeting ensures that the harm has been healed and allows the student to move on in their learning.

- If during a lesson a teacher has followed the Negative Consequences Ladder (appropriate restorative and Behaviour For Learning approaches), but a student still chooses to make negative choices, the teacher may call for support from the Behaviour Officer or senior staff as appropriate.
- The Behaviour Officer will attempt to get to the classroom as quickly as possible.
- If you cannot contact a Behaviour Officer, then a member of the SLT should be contacted via phone or a message to the office staff
- The Behaviour Officer or SLT member may decide to remove the student or attempt to reintegrate the student back in the lesson (if appropriate)
- If the student is removed, work MUST be provided by the teacher
- The student will complete a Restorative Thinking Plan (reflect on the RP Questions)
- The Teacher should liaise with the Behaviour Officer and student to arrange a Reconnection Meeting
- The teacher will contact parents/carers if this Reconnection meeting is after school (like a detention)
- Failure to attend the Reconnection meeting will result in a detention

Behaviour Officers are used to support staff in such cases as;

- Extreme rudeness
- Refusal to leave the classroom or other area in the school
- Fighting
- Suspected substance abuse
- Behaviour which puts others' health and safety at risk
- If **Restorative** or **Behaviour For Learning** approaches or the cool spot intervention have failed

The Importance of Behaviour, Attendance and Achievement Benchmarks:

As a school we will use behaviour, attendance and achievement benchmarks to monitor these key indicators and set improvement targets for individuals and groups of students.

- The benchmarks will be used early in the school year in tutor time to establish baselines for each key indicator through a process of self reflection and self assessment.
- The self assessment will be recorded by each student, along with targets for improvement and an action plan for these improvements
- Form tutors will then reviews progress against these targets and action plans on a regular basis as part of the Student Review Process

An Overview of the Benchmarks;

1. SAFETY

- a. Use of equipment, resources and facilities safely
- b. Movement to, from, in and around school and within classrooms safely
- c. Keeps hands, feet, teeth and unkind thoughts to self
- d. Follow instructions from staff first time of asking
- e. Resolve conflict without violence
- f. Wear school uniform , PE kit or safety clothing or equipment appropriately without reminders
- g. Remain in classrooms, in the school and within identified group if on a school trip

2. EFFORT

- a. Stay on task in lesson, during trips, home learning and when representing the school
- b. Attempt to complete all tasks to the best of your ability
- c. Participate in all activities in class
- d. Seek help from staff, other learners and family members if appropriate
- e. Be prepared and show an active interest in all aspects of school life and work

3. RESPECT

- a. Treat your own and the property of the school and others with care
- b. Listen appropriately and be willing to accept; the feelings, opinions and rights of others
- c. Speak politely and appropriately to staff, other learners, visitors and neighbours to the school
- d. Follow class and school expectations to, from in and around school
- e. Demonstrate to yourself and others that you care for your work and

4. (SELF) RESPONSIBILITY

- a. Seek or accept help from staff or other learners if appropriate and when needed
- b. All demonstrate positive behaviour in all aspects of school life without prompting
- c. Accept responsibility for your behaviour choices and the consequences of those choices
- d. Develop the skills needed to demonstrate that you can work independently
- e. Demonstrate organisational skills so that you are fully equipped and prepared for learning
- f. Be punctual for school and each and every lesson
- g. Be willing to catch up on missed work within an agreed short timescale
- h. Conform to all routines and procedures in and around school and lessons across the curriculum

5. ATTENDANCE

- a. To arrive to school on time each and every day – school attendance
- b. To arrive at every lesson on time – in lesson attendance
- c. To bring to school all notes appointment cards from health professionals to explain absence or lateness or the need to leave school early

Through these behaviours you will be able to show:

6. ACHIEVEMENT

- a. Set challenging improvement targets for behaviour, presentation and academic progress
- b. Be prepared to work with staff and others if appropriate to meet challenging targets
- c. Respond appropriately to verbal or written feedback from staff and other learners to help you improve your behaviour, presentation or academic progress
- d. Respond appropriately to rewards and incentives to show attainment and achievement
- e. Always be proud of your achievements and respect the achievement of others

The Governors of CCHS expect;

- that all experiences at school for all members of our learning community will be through a process of fair and consistent application of the school discipline policy by demonstrating support, nurture and caring
- all members of our learning community (students, staff, parents, carers and visitors) to show respect and courtesy towards each other at all times through cooperative and collaborative approaches to maintaining or restoring relationships with individuals or groups of our learning community
- parents and carers to encourage their children to show respect and support the school's authority to discipline students
- The Head teacher to help create that culture of respect by supporting their staff's authority to discipline Students and ensuring that this happens consistently and fairly across the school
- Head teacher to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the Student and at the same time supports the person who is the subject of the allegation
- that every teacher will be good at managing and improving children's behaviour through fair and consistent application of the school behaviour policy

This policy will be reviewed on a regular basis through **consultation** with representatives of;

- Governors
- School Staff
- Parents and Carers
- Students

This was last undertaken in Autumn 2015 through review of all aspects of the policy.

Promoting Student Responsibility

An important part of promoting good behaviour and discipline is by involving students in the decision making of the school and developing their sense of responsibility. Our school has a range of strategies for this;

- Head Girl & Head Boy
- Senior Ambassadors
- Ambassadors
- Buddies
- Peer Mediators
- School Council Representatives
- Form Tutor Representatives
- Assemblies

1. Statement of General Principles of Behaviour Policy (consider for the Pontefract Education Trust)

- a. The 6 Rs framework establishes the importance of a common agreement and understanding of;
 - Relationships, Rights, Responsibilities, Rules, Routines and Rewards
- b. **positive choices** that will lead to **positive consequences** and feelings – Rewards
- c. Whilst conversely **negative choices** will lead to **negative consequences** and feelings – Sanctions

2. Learning & Teaching Relationships

- 1. Strong school leadership will be demonstrated through positive staff working relationships**
- 2. Positive classroom relationships will be demonstrated through a "can do" classroom culture**
- 3. Positive relationships in and around the school will be demonstrated through a positive school ethos**
- 4. Positive relationships with our neighbours and visitors will be demonstrated through feedback**

3. The Rights, Responsibilities and Rules of our Learning Community;

a. The School

Rights	Responsibilities
To enforce our Behaviour Policy, including rules and disciplinary procedures	To ensure this policy has been produced after consultation with the whole school community
To expect our students and their parents/carers cooperation in maintaining an orderly climate for learning	To establish and communicate clearly the measures taken by the school to ensure good order, respect and discipline
To expect students to respect the rights of other students and adults in the school	To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
Not to tolerate abusive, threatening or violent behaviour by students or parents/carers	To support, praise and reward students' good behaviour

b. Staff

Rights	Responsibilities
To be safe	To follow all procedures and guidance to work safely in all areas in and around school
To be supported by colleagues	To ensure that I support the work of the school as appropriate to meet the needs of the students
To be respected	To show respect to all members of the learning community in all aspects of school work
To be trusted	To build, develop and demonstrate trust for all members of the learning community

c. Students

Rights	Responsibilities
To contribute to discussions on the school behaviour policy	To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way
To be taught in environments that are safe, conducive to learning and free from disruption	To act as positive ambassadors of the school when off school premises

d. Parents / Carers

Rights	Responsibilities
To contribute to the development of the school behaviour policy	To respect the school's behaviour policy and the disciplinary authority of school staff
To expect your child to be safe, secure and respected in school	To help ensure that your child follows reasonable instructions by school staff and adheres to school rules
To appeal to the appropriate authority if you believe the school has exercised its disciplinary authority unreasonably	To send your child to school punctually every day, suitably clothed, fed and rested
To be kept informed of your child's progress, rewards, successes and	To ensure school staff are made aware of any factors which may result in your child displaying behaviours

including issues relating to their behaviour	outside of the norm If your child is excluded from school, to ensure the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed term exclusion.
To be listened to when sharing concerns with the school and expect an appropriate and fair response	To work with the school to support your child's positive behaviour and to attend meetings with a member of staff, if requested, to discuss your child's behaviour

4. School Rules

Our Code of Conduct promotes positive behaviour, and sets explicit standards of behaviour for all stakeholders. It was drawn up in consultation with students, parents/carers, and staff. It covers expectations of attendance, punctuality and behaviour around the school and in the community, both before, during and after school:

OUR PUNCTUALITY, UNIFORM AND EQUIPMENT RULE

We arrive at school on time, wearing correct uniform, fully equipped and ready to learn

OUR TREATMENT RULE

We are courteous, follow instructions first time and show respect towards others and their property

OUR LEARNING AND COMMUNICATION RULE

We have a positive, supportive attitude to learning, use positive language and listen to others views respectfully

OUR PROBLEM SOLVING RULE

We resolve disputes peacefully and discuss problems with others to de-escalate difficult situations

OUR MOVEMENT RULE

We always walk inside school, enter rooms quietly and routinely queue safely when required to do so

Banned and Prohibited Items on the School Premises or on School Trips and Visits

- We must **NOT** bring the following **banned** items to school;
Cigarettes (including E-cigarettes), lighters, matches, laser pens, replica weapons, energy drinks or legal highs
- We must **NOT** bring the following **prohibited** items to school;
Knives or weapons, alcohol, illegal drugs, items alleged to be stolen, pornographic material, fireworks.

5. Home – School Agreement -

Parents must read, sign, return and abide by the Home-School agreement on their child’s admission to Carleton Community High School.

6. General Conduct Expectations

- i. Arrive to school and lessons on time, correctly dressed, fully equipped (including PE kit and DT apron when appropriate) and with your planner
- ii. Follow instructions from staff first time. Defiance is NOT acceptable.
- iii. Listen to the person who is speaking and do not interrupt.
- iv. Put your hand up and wait your turn if you wish to speak.
- v. Everyone in school deserves your respect. Do not be physically or verbally offensive to others; keep your hands, feet and unkind words to yourself.
- vi. Attempt all work to the best of your ability.

Students should not:

- Use areas which are out of bounds
 - the Hall (unless supervised or as part of a permissible activity)
 - car park,
 - path round the Technology Block,
 - teaching block and area behind the cycle store (at lunchtimes and break)
- Wear coats when in classrooms or assembly
- Bring cigarettes, matches, or any other smoking paraphernalia.
- Ride cycles down Green Lane

- Absent themselves from lessons without obtaining the permission of a member of staff.

Students who have permission to be out of class should carry a ‘staff card’ or signed absence slip bearing the signature of the member of staff who has given the permission.

7. The Use of Restorative Approaches to Behaviour Management and Modification

Applying sanction when restorative and positive behaviour management strategies do not bring about positive choices from students.

Share out your praise and consider keeping a record to enable appropriate rewards and targeting

8. The use of Sanctions to act as a deterrent to poor or disruptive behaviour

- The Consequences of negative behaviour choices are sanctions .
- Teachers can impose a sanction with a Student whose conduct falls below the standard which could reasonably be expected of them.
- This means that if a Student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction.
- The sanction must satisfy the following conditions;
 1. The decision to impose a sanction on a student must be made by a paid member of school staff or a member of staff authorised by the head teacher;

2. The decision to impose a sanction on a student and the punishment itself must be made on the school premises or while the Student is under the charge of the member of staff; and
 3. It must not breach any other legislation (eg: in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be **reasonable** in all the circumstances.
- For a sanction to be **reasonable** it must be proportionate in the circumstances and that account must be taken of the Student's age, any special educational needs or disability they may have, and any religious requirements affecting them.
 - Senior staff should be consulted to consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm.
 - Where this may be the case, school staff should follow the schools' safeguarding policy.
 - They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.
 - At this point, staff must consult with Senior Staff to consider whether a multi-agency assessment is necessary.

Actions taken due to the behaviour of a specific student or groups of students outside of the school premise

- A restorative approach will be considered to resolve issues relating to low level disruption, poor behaviour or bullying, harassment and intimidation
- Any incident of this nature should be discussed with a member of the SLT to consider the applicability of a restorative approach to the incident or whether an initial sanction should be considered
- If a criminal offence has been committed then the school will liaise with the Police, this may be via our Police Community Liaison officer or the appropriate other route.
- Subject to the school's behaviour policy, the teacher may discipline a student for any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a Student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another Student or member of the public or
 - could adversely affect the reputation of the school.

Reconnection Meetings and Detentions

- A **reconnection meeting** is a meeting between a student and a member of staff to review a behaviour incident and attempt to come to an agreement about the consequences of poor behaviour choices
- This meeting is to attempt to resolve issues before the next lesson
- A **detention** is a sanction that is put in place following a poor behaviour choice
- Teachers may issue detentions if a **restorative approach (or reconnection meeting)** has been unsuccessful or for an immediate response to poor behaviour
- **Reconnection meetings or detentions** in school hours (at break time, in lesson or at lunchtime) do NOT need parental consent
- However a reconnection meeting or detention outside of school hours (before or after school) must be communicated in writing (in planner or letter) to parents and carers at least 24 hours before the Behaviour Review Meeting or Detention
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - any school day where the Student does not have permission to be absent;
 - weekends - except the weekend preceding or following the half term break;
 - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'

Use of the ISR Intervention - (Isolation)

- The ISR is used as an alternative to a Fixed Term Exclusion. Students spend their day working in Isolation. They complete work from the appropriate lessons, along with restorative work lead by the ISR manager. The purpose of the ISR is to reduce Fixed Term Exclusions, deter poor behaviour, allow time for students to reflect on poor behaviour choices and as a result reduce the likelihood that students will continue to make poor behaviour choices.
- Students referred to the ISR remain in isolation for the full school day. They do have breaks from work at the normal times. They do not integrate with other students at social times. Students have access to toilet facilities, fresh drinking water and food is delivered at lunch time.
- Reasons for referral:
 - internal truancy
 - refusing 'cool spot'
 - student assault/Fighting
 - smoking
 - persistent disruption to lessons
 - repeated failure to attend detentions
 - Inappropriate uniform
 - Any other behaviour not listed above that is deemed sufficient by the Headteacher to warrant a referral to the ISR.
- Referrals will be approved by the relevant Progress Leader or SLT link.
- Subject staff must ensure that all work is provided to ISR staff in advance. If any special arrangements or equipment are required it is the responsibility of the subject teacher to organise this. Students do have access to a laptop in the ISR.
- The school will notify parents in advance when a referral for their child has been made. In some cases students may be placed in the ISR without notifying parents. When time in the ISR has been completed, parents will be notified.
- On arrival in the ISR students must hand in their mobile phone and sign the behavioural expectations contract. If students fail to meet with the expectations they may be re-referred to the ISR or Excluded. Students who are excluded will be required to complete time in isolation on their return to school.

Students who *refuses* to be isolated may receive a Fixed Term Exclusion and will complete time in Isolation on their return to school.

Exclusions Policy

- In extreme cases, when all other sanctions have failed, a child may be excluded from school for a period of time.
- If the decision is taken to permanently exclude a student it is seen as the final step in the process of dealing with disciplinary offences.
- The school will have used a wide range of strategies and these will have ultimately failed, this may include the use of a Pastoral Support Programme (PSP) and Restorative Approaches, including a wide range of conferences and exclusions that are pending (an exclusion that will be put in place at a later date if there is a repeat incident as described on a Behaviour Contract)

- When dealing with all exclusions, either fixed term or permanent, the Governing Body adheres to the DfE advice and guidance on exclusions
- In the most exceptional circumstances the Headteacher may decide to permanently exclude a student without recourse to these strategies.

9. Conducting an Investigation into an Incident

10. Staff powers to search

DfE Guidance gives the Headteacher the right to search students without consent for the following items;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property.

11. Staff powers to use Reasonable Force or other Physical Contact

Restraint – in accordance to DfE guidelines

When

Staff may need to use reasonable physical force to control a child. The test on making this decision must be whether that child, if not restrained, is acting in such a way that they represent a danger to themselves or others. The types of situations where restraint might be necessary include:

- a) where action is necessary in self-defence or because there is an imminent risk of injury;
- b) where there is a developing risk of injury, or significant damage to property;

Examples of situations that fall into these categories are:

- a student attacks a member of staff, or another student;
- students are fighting;
- a student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a student is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a student absconds from a class or tries to leave school (N.B. this will only apply if a student could be at risk if not kept in the classroom or at school).

Staff are advised that restraint should not routinely be used to stop a child leaving a classroom. In many cases where a child has lost their temper, the act of walking out of the classroom can provide the cooling off period necessary. The behaviour issues can be addressed later. Again, restraint should only be used if the student is presenting a threat of danger to themselves or others.

Restraint – how

If the decision to restrain is taken, there are two relevant considerations:

- a) the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.

b) the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Restraint – who

The Senior Leadership Team, Progress Leaders and Behaviour Officers are all 'Team Teach' trained. Team Teach is recognised as an appropriate method of restraint.

Recording restraint

All incidents involving restraint must be recorded by the teacher concerned in the 'Serious Incidents Log' held in the SLT Office and details of the incident will be transferred onto the SIMS behaviour log. Where restraint has been used parents will be notified at the earliest possible opportunity.

Risk Assessments

When students are identified as exhibiting dangerous behaviours, the school will complete a Risk Assessment. This document aims to identify behaviours which may result in harm being caused to self or others and includes 'control measures' which can be implemented to significantly reduce the risk and severity of incidents.

Where Risk Assessments suggest that a student may cause physical harm to themselves or others a **Positive Handling Plan** will be used. Positive Handling Plans outline situations where restraint would be appropriate for individual students and who will be involved. Parents will be notified when a Positive Handling Plan has been implemented.

12. Teachers powers to discipline students misbehaviour outside of school

The school has the authority to sanction students for instances of poor/unacceptable behaviour when they are not on the school site. Examples of when this may occur are;

- a. Inappropriate use of social media that impacts on the daily running of the school.
- b. Journey to and from school.
- c. Whilst attending school trips/visits.
- d. Abuse and intimidation of staff, other students, neighbours and visitors to our school.

All of the above is covered in the Behaviour & Discipline in Schools – DFE Guidance for Headteachers & School Staff (Aug 2014)