



# Windsor Park CE Middle School

## Behaviour & Discipline Policy

Department:

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RM Staff

Website

## **I. Aims**

To ensure:-

"That good teaching includes good behaviour management".

"All pupils behave in a disciplined manner in order to enable them and their peers to work to their maximum".

"All members of the school display care and consideration towards one another and their environment".

"Parents and staff work together to ensure pupils display good behaviour".

"Provide guidance upon the implementation of a consistent approach to positive behaviour management."

"Provide guidance and support for staff when dealing with inappropriate behaviour"

## **2. Principles**

This policy should be read in conjunction with the Anti-Bullying Policy, Safeguarding Policy, the SEND Policy, Teaching and Learning, and Attendance Policies.

School discipline is based on a code of behaviour supported by specific rules. These rules may be modified from time to time, but are made available to parents and pupils through a variety of methods e.g. prospectus, letter, Pupil Organiser and the school Website.

Pupils are expected to behave responsibly and with consideration at all times (including to and from school), to ensure the functioning of the school as an orderly community, to facilitate effective learning in the classroom and to enhance the quality of life within the school.

**ALL** staff are responsible for enforcing these principles and rules to ensure classrooms are consistently safe and controlled. Staff should be encouraged to create and maintain good behaviour management strategies.

The behaviour policy is supported by a combination of rewards and sanctions.

Rewards and sanctions may vary with individual circumstances. Rewards include, stars, superstars, merits, commendations in house and whole school assemblies, certificates, access to special school events e.g. discos, access to whole school end of term visits. Sanctions should be applied on a sliding scale and may include lunchtime and after school detention, loss of privileges and exclusion from teams and visits.

Sanctions and rewards should be recorded on SIMS.

## **3. Policy Statements**

**Role of the Head teacher** – the Head teacher will:

Work with all members of WPMS community to ensure high standards of behaviour at all times and act as a role model for all members of the WPMS community.

**Roles of the Staff** – the staff will:

1. Ensure that all students receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials.
2. Ensure that lesson objectives and work requirements are clearly set out and progress is monitored carefully.
3. Ensure that lessons start and end on time with a structured meet and greet to the start of the lesson.
4. Ensure that students are emotionally and physically safe in the school.
5. Make explicit what behaviour is expected of students and what is unacceptable.
6. Challenge inappropriate/unacceptable behaviour.
7. Provide students with a good role model.

**Role of the Students**– the students will adhere to the school concepts:

1. To have a respect for and pride in all aspects of the school.
2. This means that students are expected to:
3. Attend the School, be punctual, wear the correct uniform, be organised and have the appropriate equipment for lessons.
4. Do their best at all times, take pride in their work and value education and develop a love for learning and a thirst for knowledge.
5. Show respect, care and consideration to others.
6. Show respect for the school environment and follow the School rules and expectations.
7. Show tolerance, take responsibility for their own actions, and help/support others

**Role of the Parents/Carers** – the parent/carer will, as outlined in the Home School Agreement:

1. Ensure that their child(ren) attend the School and arrive on time.
2. Ensure that their child wears School uniform and has the correct equipment.
3. Contact the School if their child is absent or late.
4. Ensure their child behaves appropriately whilst at School.
5. Support the School if sanctions are applied to their child for inappropriate or unacceptable behaviour.

**Role of the Governing Body** - The Governing Body will:

1. Support the School in its efforts to address issues related to behaviour management.
2. Ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

## **Monitoring & Evaluation**

The Governing Body will evaluate the impact of this policy by receiving data from the Behaviour and Safety Lead Teacher analysed by year group, gender and ethnicity on:

1. Number and range of rewards for good behaviour each term.
2. Number of fixed-term and permanent exclusions and seclusions.
3. Number of time outs, detentions and other analysis of behaviour.
4. Instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the School Governing body, staff and parents on the effectiveness of the policy

## **4. Classroom Behaviour**

The responsibility for classroom behaviour rests principally with the classroom teacher; however, if the response to any corrective measures is unsatisfactory the matter should be referred to the relevant Head of Department or Key Stage Director.

**THE ON CALL BUTTON MUST ONLY BE USED IN EMERGENCY SITUATIONS**

After sanctions have been issued by the Head of Department or Key Stage Director/ liaison with relevant SLT members, persistent behaviour problems would then be referred to the Headteacher.

## **5. Outside the Classroom**

Outside the classroom, members of staff should, in the first instance, deal with the offender themselves unless the breach of discipline is of a serious nature, in which case the appropriate **DUTY STAFF** should be approached. Form Tutors followed by Key Stage Directors should also be approached if the action taken by the member of staff appears not to have had the desired effect.

## **6. Lunch time supervisors.**

If there is a behaviour incident during lunch time, the lunch time supervisors should, in the first instance deal with the pupil themselves. If the incident is minor and in the school canteen, there is a yellow reparation sheet that must be filled in immediately. Canteen 'duties' can be given to such pupils as an immediate sanction. This is attached to the pupils' organiser and sent home for a parent/guardian signature. When signed by parents, the form tutor will also record the incident card on SIMS during tutor time.

If the incident is of a more serious nature, an incident report card must be filled out by the member of staff and the incident referred to the SENIOR SUPERVISOR for the final sanction to be agreed. The SLT person on duty should be approached if the action taken by the SENIOR SUPERVISOR appears not to have had the desired effect. These incident report cards are to be given to the SLT member of staff on the same day. Incident report cards are kept with the Key stage directors and reported to the Behaviour and Safety Lead Teacher.

## **7. Rewards**

1. Throughout the school the staff are encouraged to praise pupils for their good work and attitude. This may include writing home either in the form of a positive referral/postcard, a note in the Pupil Organiser, or verbal praise.
2. Meritorious activity is mentioned in assemblies. Awards are presented for both house and school activities.
3. The merit system allows pupils to be awarded merits for 3 good pieces of work or an exceptional piece of work; these can be awarded by any member of staff. Merit certificates follow the acquisition of 10 merits and those obtaining the highest number of merits receive prizes in the form of stationery and calculators from the school shop. The "star" system operates so staff can reward good social skills, manners, helpfulness, etc. Merits and stars are recorded in Organisers and assemblies celebrate these awards.
4. SUPERSTARS- are awarded for good etiquette and manners in the school canteen. Rewards are displayed in the canteen alongside the Superstar charts.
5. Exceptional achievement will be noted on a House referral sheet and a letter of congratulations will be sent to the parents.
6. End of term activities and half term discos are also seen as a reward for good behaviour.

## **8. Standards of Students' Behaviour**

The cornerstones of standards of students' behaviour are respect for oneself, respect for others, respect for the school and local community, and respect for the environment.

### **1. Unacceptable behaviour**

Given that students have a right to be in an orderly and safe learning environment, they are expected to behave, both inside the school premises as well as on school buses, in a friendly and orderly manner and to show respect for all persons and property.

Unacceptable behaviour in such contexts includes repeatedly disrupting the class, shouting, leaving the class without authorisation, showing disrespect for teachers and other students, lingering, failure to do work to the best of one's ability, fighting, using inappropriate language, playing rough, behaving disrespectfully with others, throwing objects at others, bullying someone and indulging in acts of vandalism.

## **2. Assemblies**

Assemblies are an essential communication tool. The goal of a successful assembly is to contribute to the development and maintenance of a quality environment for all students that will enable them to enjoy their daily collective experience.

## **3. Travel on School Buses**

While travelling on a school bus, students must behave in an orderly and respectful manner. School discipline policies apply to bus boarding and travel as well.

## **4. Dress Code**

Students as well as teachers are expected to maintain high standards in their personal appearance. This is part of being proud of themselves and of their School. It is also a vital part of preparing students for the world of work, where personal presentation can matter a great deal in achieving their ambitions. Students are expected to wear the full school uniform, relevant prescribed sportswear, or other indicated attire for school outings.

Students and Parents are informed of the school's in-house and out-of-school regulations regarding jewellery and hairstyles.

*Dress Code.* Letter sent home February 2014.

## **5. Punctuality**

Punctuality is essential. All students are expected to be punctual in arriving at school, to lessons, and at any other school function. Students should moreover have all the necessary materials and equipment at hand before the commencement of lessons. If a pupil is late on **three** consecutive occasions with no justified reasons, the Form tutor will issue a detention. If lateness persists, the Form Tutor will contact parents and arrange an afterschool detention (and inform Key Stage Director).

## **6. School work**

Students must work to the best of their ability. Failure to demonstrate effort, interest, and pride in one's work results in unacceptable standards. Students should expect to have any shabbily completed assignment to be corrected and returned to them without a grade.

Assignments and homework should be completed on time. If, for any valid reason, such work is not presented on time, students are expected to produce a note from their parents and to make the necessary arrangements with the teachers for extra help or extra time, if absolutely necessary. Failure to produce homework (with no justified reason) will result in a subject detention.

## **7. Changing Classes between Lessons**

When it is necessary to move between lessons this should be done quickly and quietly.

No lingering should be allowed. Where a system of student-based classes is in use, teachers and class leaders or Captains should ensure that the class group is not left unsupervised for any length of time. Students are expected to abide by school rules. Behaviour for learning posters are displayed around the school.

## **8. Attendance and Absences**

Students can only leave the premises when the parent or guardian calling for them (a) presents a personal identity card, and (b) has obtained the permission of the Head of School or a designate.

## **9. Organised Excursions**

Educational visits, field trips and seminars are authorised and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school. Students are expected to attend these activities. While on such excursions, students are to consider themselves as guests and ambassadors of their school. Students must treat teachers, helpers and guides with

respect and courtesy. Schools are required to notify parents and to obtain their written consent in advance.

### **10. Property**

Students are expected to respect such school property as furniture, buildings, books, materials and equipment. Students have an important role to play in ensuring that the physical environment is kept clean and attractive.

Whenever possible, textbooks are issued at the beginning of the scholastic year. Students are to sign for books received and returned. Students are responsible for school books and other educational materials and equipment in their possession and are not to deface or damage them. Fines will be charged for any damage or loss. (This includes books on loan from the library). In case of intentional damage to school or personal property of others, such behaviour renders parents or guardians liable for restitution. Fines equivalent to the minimum cost of the item damaged or destroyed will be charged. Incidents of pilfering will be dealt with in a similar manner.

### **11. Lunch Time Break**

Students are expected to have their lunch in school. Only on rare occasions are students allowed to go home for lunch. In such a case, students are to have a written request from their parents. Students who have obtained permission to leave the school at lunchtime must sign out and in at a designated office and be picked up by their parents.

### **12. Behaviour in Common Areas**

While in the library, in the laboratories, lunch areas such as canteens, grounds and other common areas, students are expected to behave well as they would in class. Standards of behaviour and hygiene in toilets must be ensured.

### **13. Prohibited items**

Any object that can cause physical or moral harm is absolutely prohibited.

Valuable items: Students are responsible for their own property and should not bring valuables or excessive amounts of cash to school.

14. **Mobile phones:** are brought into school at pupils own risk. They are to be switched off at all times. If a pupil breaks this rule the phone will be confiscated. Parents will be requested to come into school to collect the mobile phone from the appropriate Key Stage Director/Deputy Head Teacher.
15. **I-Pads:** are currently brought into school at pupils own risk. If used inappropriately they will also be confiscated and Parents will be requested to come into school to collect the I-pad from the appropriate Key Stage Director/Deputy Head Teacher.
16. **Smoking and Alcohol Use:** Students are absolutely prohibited from smoking, consuming alcoholic drinks, and using substances prohibited by law. Under no circumstances should school personnel smoke on the school premises or in the presence of students.
17. **Weapons:** Sharp objects, knives and other weapons which can be used to threaten, bully or harm others are absolutely prohibited from the school premises, during travel to and from school, and during school excursions. Sanctions will be applied.

### **18. Developing Class Standards**

At the classroom level, teachers can engage students in a participatory process of developing classroom standards while ensuring that they are in conformity with the school rules. The process involves:

1. The formulation of a set of basic rules for the class,
2. The formulation of a list of consequences for inappropriate behaviours,
3. A discussion between the Class or Form Teachers, students and the school administration about these lists that make up the Teacher-Student Contract,
4. Displaying the Contract in the classroom,
5. Implementation of the Contract, and a periodic review of the Contract that enables the teacher and students to integrate experience into a modified contract.

## **9. Sanctions**

A variety of sanctions may be used to encourage good behaviour. There are occasions when a quiet word may be the most effective measure as the incident occurs or at the end of the lesson, but in other circumstances, where a strong verbal reprimand is considered insufficient, the following is a list of sanctions which may well be applied.

1. Poor or disruptive behaviour in lesson, poor or insufficient work, failing to hand in homework warrant detentions at lunchtime. Persistent such behaviour will result in an after school detention. (Referral letter sent home giving at least 24 hours notice by the Key Stage Director).

### **Encouragement, Affirmation and Rewards**

A system of positive reinforcement should be the main feature of any School Code of Behaviour and Discipline. Students should be encouraged to act responsibly towards all members of the whole school community. Teachers should record and celebrate such behaviour to ensure that achievement in this regard is clearly recognised and differentiated from academic performance. The main aims of such an approach are to create and nurture a climate in which all students, irrespective of their academic abilities, act positively, and to create an ethos where positive and considerate behaviour becomes the norm.

Any system of sanctions that is in operation should be matched by a very strong and frequently used positive encouragement and affirmation structure. Reinforcement of good behaviour takes place when it is recognised, acknowledged and supported. Such a system is not just a matter of issuing merits. It is a question of sensible use of language in one's everyday interactions with students and of communicating the value one attaches to good behaviour. Such an approach has the potential of reducing insecure students seeking attention by joining disaffected others.

The operation of a system that combines encouragement, affirmation and rewards with sanctions has to be constant and consistent. The most crucial phase of any scholastic year are the first few weeks at which point it is made clear to students what is expected of them and how behaviour can be rewarded or sanctioned.

The following is a list of examples of positive reinforcements:

A prompt personal word of praise from the teacher, Form Teacher, Deputy Head, Assistant Head, and Head of School: this is one of the simplest and perhaps the most effective ways of recognising and affirming students' good efforts and achievements; announcements and celebrations during assemblies regarding in-school or out-of school achievements; the school community's written recognition of the personal qualities of the students; members of the school community include form captains, school captains, library helpers, members of the Students' Council; a positive written communication about the student to parents from the Class or Form Teacher; a written affirmation of students' positive efforts recorded in the students' individual School Organiser; effort grades which are allocated to each pupil for all subjects in their curriculum and which are recorded in the pupil's Organiser.

Such grades are given periodically and recognised during House assemblies; a Record-of-Achievement system that records merits, certificates, effort grades that acknowledge effort, good behaviour, progress in attainment as well as other outstanding achievements are discussed in positive mentoring sessions. Such records are collected in Sims and are displayed on Class Accumulation charts.

## **DETENTIONS**

### **Rationale**

In order to ensure the safety and well-being of all students and staff in WPMS School, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is of the highest standard, both within and outside of lessons. All staff, therefore, have a responsibility to promote positive behaviour, to encourage mutual respect and to instil self-discipline in students. (Head teacher, Deputy Head Teacher, Assistant Head teacher, Key Stage Director, Teaching staff, TA's & HTLA's & Lunch time supervisors)

Where students do not respond positively to the standards and expectations of the School, it may, on occasions, be necessary to impose a fair, reasonable and proportionate sanction.

This policy details the guidelines and procedures relating specifically to the issue of a detention by a member of staff.

### **Introduction**

Depending upon the severity of the offence, a detention may be issued by a member of staff for lunchtime (**25 minutes**) or after school (**up to 1 hour in length**). The reasons for the issue of a detention are wide and varied and could include:

1. Poor punctuality (e.g. lateness to school, unacceptable lateness to a lesson).
2. Poor organisation / preparation for learning (e.g incorrect equipment, missing PE kit, Student Planner not signed).
3. Unacceptable attitude towards others (e.g rudeness, making fun of others).
4. Unacceptable behaviour in the classroom (e.g. shouting out, wasting time, minimal effort, chewing in class, refusal to follow a teacher's instructions, disruption to teaching and the learning of other students).
5. Uniform transgressions.
6. Failure to complete homework or the late submission of a homework assignment.

N.B. The above list is not exhaustive and represents only the most common reasons for the issue of a detention.

### **Break-time Detentions**

A break-time detention is **not** permitted. However, a 5 minute conversation of reparation is allowed with a view to setting a further time for a detention if required. (This will allow the student a 5 minute toilet break should one be required).

A note detailing the date/time/venue and reason for the WARNING should be **written in the weekly section of the planner**, so that parents are informed.

### **Lunch-time Detentions**

A lunch-time detention should be issued for a maximum of **25 minutes** (This will allow the student **20 minutes** in which to take his/her lunch and go to the toilet).

A note detailing the date/time/venue and reason for the issue of a lunch-time detention should be **written in the weekly section of the planner**, so that parents are informed. **The detention and the reason for it should also be recorded on the student's record in SIMS.**

### **After-school Detentions**

An after-school detention should be issued by a member of teaching staff for a maximum of **1 hour**.

The issue of an afterschool detention is a more serious sanction and it is essential, therefore, that the following procedures are strictly adhered to:

The initial member of staff responsible initiates a record sheet for the pupil referred and arranges a **45 minute-60minute** after-school detention. This measure is noted in the Organiser and a pro-forma with reply slip is sent to parents asking them to discuss the matter with the member of staff concerned & Key Stage Director. All detentions should take place from 3.45pm to 4.45pm.

An initial note detailing the date/time/venue and reason for the issue of an after-school detention **should be written in the Detention Log in the Student**



Whilst the Law allows for detentions to be set for the same day without parental notification, this should not be undertaken, unless agreed with the parent over the telephone - **It is preferable and reasonable to give parents 24 hour notification of a detention, to allow them to make alternative transport arrangements, should these be required.**

**The letter to parents must be attached to the pupils linked documents in SIMS**– this enables the Office Staff to quickly confirm to a parent if a student has been detained after school.

### **General Guidelines**

1. WPMS School complies with all statutory guidance relating to the issue of a detention as a sanction, a summary of which is provided at the end of this policy.
2. Any member of the teaching staff has the right to place a student in detention as a sanction at lunch-time or after school. It is up to the individual member of staff to decide which form of detention is a reasonable and proportionate response.
3. Where a member of the Lunchtime supervisor Staff requires a student to be placed in detention, he/she must liaise directly with the Senior lunchtime supervisor and SLT who will oversee the arrangements for detaining the student.
4. **It is the student's responsibility to report to detention punctually** – failure to do so will result in the issue of further or additional detentions/sanctions. Repeated failure to attend a detention may result in a more serious sanction being imposed e.g. Reflection or an afterschool detention.
5. Similarly, it is of paramount importance that the member of staff remembers that a detention has been set, in order that students are not left unsupervised and in order that the tasks set during detention have the desired impact of supporting the student in modifying his/her behaviour/attitude/organisational skills.
6. During detention, it is essential that the student is supervised carefully and that an appropriate task is set, in order that the student benefits in terms of knowledge/skills/personal development.

**See Behaviour for learning sheet 1.**

**Work completed in detentions must be kept by the individual teacher and be available upon request.**

1. **In cases of an afterschool detention, it is the responsibility of the parent to arrange alternative transport from school, should they have any concerns regarding the child's safety and well-being travelling home.** Whilst the law states that parents do not always need to be informed of an after-school detention, the Headteacher and Governing Body consider it reasonable, and indeed preferable, for teaching staff to notify parents of an after school detention at least 24 hours in advance via the Detention Log in the Organiser and a letter from the school office.

**It is the responsibility of the child, however, to ensure that their parents are aware that an entry has been made in the Detention Log.** Where a member of staff wishes to detain a student that night, this should only be done upon agreement of the parent by telephone.

2. It is expected that the student will attend the detention on the night set by the member of staff. Where a student may have a prior commitment, the parent should contact the member of staff concerned to discuss the possibility of re-scheduling the detention. Whilst teaching staff will consider such requests sympathetically, a change cannot be guaranteed due to other commitments which the member of staff may have (e.g. meetings, Booster Classes, other scheduled detentions).

3. If a member of staff continues to have concerns regarding a student following the completion of a detention, he/she should contact the parent to discuss their concerns and also liaise with the Subject Leader / Key Stage Director.
4. Where students receive a number of afterschool detentions, as indicated on the Detention Log in **SIMS**, he/she will be placed on a 3 a day Monitoring Report Card by their KSD. Alternatively, where concerns are restricted to a particular subject, it may be appropriate for the student to be placed on a Departmental Report Card by a Subject Leader.
5. Where parents have concerns regarding the issue of a detention, or indeed any general concerns regarding their child's well-being or progress, they are requested to contact the School as soon as possible, in order that the issue can be discussed fully and appropriate support/intervention provided.

## Conclusion

Whilst a detention, particularly after school, is a serious sanction, it must be remembered that the vast majority of our students go through their entire school career having experienced either no or very few detentions.

Detentions, when issued, however, can be very effective in promoting positive behaviour and in contributing to the high standards expected from students within our School.

**Detentions, as a sanction, however, will only be effective if all teaching staff are fair and consistent in their approach** and if all staff take a full and active part in promoting positive behaviour, encouraging mutual respect and instilling in students the required self-discipline. It is essential also that where detentions are issued, parents recognise that these have been done so in a fair, consistent and non-discriminatory way, and in accordance with the above policy and procedures for the benefit of all students and staff within the school.

Pupils who cause concern for repeated poor conduct will, after discussion with tutor and Key Stage Director, be placed on (a) „1 a day“ or (b) „3 a day“ monitoring system. Pupils on (a) have their Organisers checked daily by their tutor, pupils on (b) have their Organisers checked by their Key Stage Director am, lunchtime and after school. In both cases staff react to positive and negative comments and liaise with the Deputy Headteacher. In both cases the length of time on “monitoring” will vary. Parents are informed by letters and liaise with the Key Stage Director throughout the monitoring period.

Pupils who do not respond to the monitoring system by improving their behaviour and general conduct will continue to receive sanctions as listed and prevented from taking part in “reward” activities. These pupils may, after liaison with parents and outside agencies, be referred to Behaviour Support, CAHMS, etc

### **(Involvement of Outside Agencies)**

The School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. Students needing support from external agencies are identified through the SENDCO and will be at School Action Plus. However, if necessary a student may move immediately to that stage to access support.

### Behaviour Support -Inclusion

Pupils, who are being monitored, misbehave who commit “serious” breaking of rules may be placed in “inclusion” for a morning, afternoon or day. Parents are notified via Organisers/by the INCLUSION MANAGER. Decisions regarding inclusion are made after liaison between INCLUSION MANAGER, Head teacher, Deputy Head teacher and Key Stage Director.

Senior Management will use a variety of strategies to resolve the problem. This may include contacting and using outside agencies (CAHMS, Behaviour Support, etc) and working with these agencies over an agreed period of time as well as parent involvement.

If problems persist SMT will then enforce temporary exclusion, leading ultimately to permanent exclusion. During this process, external agencies may again be involved at the discretion of the Headteacher.

It is vital, in order to establish good practice and to ensure that all formalities required for exclusion have been observed, that detailed written records are kept at every stage of the disciplinary process. A detailed, dated file must be kept on SIMS for any pupil who is referred for behavioural problems.

### **Parental Involvement**

1. As part of the Home-School contract, parents have agreed to support the school's Disciplinary procedures and must be involved in the remedial process. Once a pupil has been referred to the Key Stage Director, the Key Stage Director will initiate a meeting with the parents to discuss appropriate measures. At this point, if appropriate, a behavioural contract may be agreed and signed.
2. If the child is then referred to Senior Management, the parents will again be asked to come into school for urgent discussions. They will be warned at this stage that failure to resolve the problem could lead to possible exclusion. A photocopy of the pro-forma sent to the parents and a copy of minutes of the meeting will be stored in SIMS.
3. Should the child be referred to the Headteacher, the parents will be notified in writing and a (possibly) final meeting will be arranged. Parents will be informed that if matters are not now resolved, then a fixed term exclusion may be imminent. Key Stage Director will be given photocopies of all correspondence with parents at this stage and photocopies of the minutes of meetings.
4. It should be recognised that a partnership exists between Parents and school and parental help needs to be sought in all instances of sanction.

The Head teacher will be responsible for ensuring that staff and parents are aware of the policy and will ensure that any necessary training and/or awareness raising is provided so that staff clearly understand this policy and know their responsibilities.

### **Physical Touch**

Physical touch is an essential part of human relationships and adults may well use touch to prompt, to give reassurance or to provide support in PE but in order to use it successfully, staff must adhere to the following principles:

Be non-abusive, with no intent to cause pain or injury.

Be in the best interests of the child and others.

Have a clear educational purpose (e.g. to access the curriculum or to improve social relationships).

Take account of gender issues.

At the School the Senior Leadership Team are responsible for ensuring that relevant staff are aware of any student who finds physical touch unwelcome. (Such sensitivity may arise from the student's cultural background, personal history, age etc.)

When is Restrictive Intervention Permissible at the School?

The use of a restrictive physical intervention should be very rare. It should be avoided whenever possible and must be justifiable as being in the child's best interests.

A restrictive physical intervention may be used:

1. To prevent a student causing injury to themselves or others.
2. To prevent damage to property.

### **Risk Assessment**

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this School policy. It should only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate. Before deciding to intervene, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention will be carried out with the child's best interest at heart. Physical contact must not be used to punish a student or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances they should take steps to minimise risks, for example, by calling for assistance and removing other students.

### **How Staff Might Intervene**

When a physical intervention is justified, staff will use "reasonable force". This is the degree of force "warranted by the situation". It will "be proportional to the circumstances of the incident and the consequences it is intended to prevent". Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

In an emergency, staff must summon assistance by using a mobile phone or directing a student to the nearest classroom teacher or main office.

### **Authorised Staff**

All staff are authorised to use restrictive physical interventions.

Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the Head teacher.

Parents and volunteers in the School are not given authorisation.

### **Complaints Procedure**

Any complaint will first be considered in the light of the School's child protection procedures. If child protection procedures are not appropriate, the School's complaint procedures will be followed.

### **Disciplinary School Procedures – Guidelines for Staff**

The School rules have been agreed and published and it is expected that all staff will ensure that they are adhered to by all students.

### **PRU/IEU**

PRU and IEU are our School alternative provision and internal exclusion centres. The EXIT room is our provision for students with behaviour, emotional, social difficulties. The provision has a full time manager and staff who support or deliver programmes. Placements at the centre are for those students whose behaviour is putting them at risk of permanent exclusion or who are deemed vulnerable. There is limited capacity and the places are allocated by a hierarchy of need.