RSA Academy
Transforming learning, transforming lives

Behaviour Policy

Recommended by:	**Vice Principal Behaviour**
Recommendation Date:	30 / 11 / 2020
Ratified by:	**Chair of Governors**
Signed:	
Position on the Board:	Chair of Governors
Ratification Date	08 /12 / 2020
Next Review:	Nov / 2020
Policy Tier (Central/Hub/School):	School

Statement of Intent

Effective learning for all students is our primary goal. Raising standards of achievement will result from more effective learning. Good behaviour plays a significant role in promoting a safe and orderly environment, in enabling effective teaching and learning to take place, and in encouraging students to become responsible members of society. In order for us to be a successful learning community, all members of the community are expected to commit themselves to this aim, by working together and supporting each other, as a team. students in the schools of the Central RSA Academies Trust are expected to behave in a way which helps the school to be a pleasant, supportive and positive learning environment. Equally, well planned and engaging lessons are important in motivating students and lessening the likelihood of disruptive behaviour. Finally, fostering positive and respectful relationships between all members of the school is seen as crucial to ensuring high standards of behaviour.

Objectives of policy

The purpose of this policy is to clarify the expectations the school has for students' individual behaviour and conduct, and the roles and responsibilities of students, staff, parents and governors.

Implementation of policy

The behaviour procedures will outline how the Senior Leadership Team and other staff fulfil their responsibilities in a coherent and consistent way, including how the school meets it's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN) and disabilities.

The behaviour expectations are outlined in detail in Appendix A

The behaviour procedures are outlined in Appendix B

The responsibilities of our different stakeholders are outlined in Appendix C

The procedures for Reporting Bullying, Racist, Sexual and Homophobic Incidents are outlined in Appendix D

Evaluation and development of policy

The policy will be developed through consultation with staff, students and governors. The policy should be considered in conjunction with other relevant policies such as the Anti-Bullying policy, the Drug policy, the Child Protection policy, The SEN and Inclusion Policy and the Exclusions policy. Students will be consulted about, and informed of, any changes to the policy.

Review cycle of policy

This policy will be reviewed by the Trust through appropriate committees every three years in accordance with the Trust's review cycle.

1.1 APPENDIX A

1.1.1 Behaviour Expectations

Students are expected to behave well in and out of lessons and travelling to and from school. Our expectations are simply that students should be:

- Ready
- Respectful
- Safe

Students behave better where they can actively and successfully engage in their learning. Teachers and other staff should set high expectations of students in lessons both in their learning and in their behaviour for learning and ensure these are clearly explained and consistently applied. Primarily, good behaviour and discipline is the responsibility of the classroom teacher or tutor; and staff are respected most when they deal quickly, fairly and consistently with poor behaviour in lessons.

Our behaviour management is underpinned by "Every Interaction With a Child is Crucial"

We Aim
• To develop students' social and emotional wellbeing
• To allow students to express their individuality
• To ensure that students work safely at all times
• To promote a caring and sharing ethos in the school, classrooms and the community
• To develop a concept of self-regulation and reflection in behaviour

1.1.2 Behaviour out of school

Schools now have the power to exercise discipline beyond the school gates. The behaviour expectations of RSA Academy students is the same whether they are in school, taking part in any school-organised or school related activity, travelling to or from school, wearing school uniform or are in some other way identifiable as a student of the school. The expectations also apply to students involved in activities out of school which could:

• have repercussions for the orderly running of the school
• adversely affect the reputation of the school or pose a threat to another student
• pose a threat to another student, member of staff or a member of the public

In all the instances above the same system of sanctions will be applied.

1.2 APPENDIX B

1.2.1 Rewards

Positive comments, written, verbal and non- verbal, do much to encourage positive behaviour and a determination to do well. The rewards systems are used to support the good behaviour of the school, as well as success in learning. As RSA point system which incorporates the KASE principles and our school non negotiables. All staff should reward students each lesson for their successes. These are recorded and contribute to the half termly rewards that students receive.

In addition to the RSA point system we recognise and reward for improvements or high performance in the following areas;

• 100% Attendance
• most improved attendance
• best tutor group attendance
• no concerns
• positive Behaviour points
• additional community and whole school contributions

The rewards to recognise student performance are discussed with the Student Council and often voted for by those who have achieved a reward. The rewards are as follows-

• Positive phone calls home
• Positive letters sent home
• Student of the term
• Tutee of the term
• Praise postcards
• Internal activities selected by students- Cinema Popcorn and pop, muffin morning, pizza experience.
• External activities selected by students- Bowling, BMX, skating, gym access or London theatre trip.
• Principal's Tie

1.2.2 Sanctions

For the small number of students who behave in an inappropriate way, the school has a series of sanctions. Sanctions should be at an appropriate level for the misbehaviour, or may be more serious for repeated misbehaviour. They are outlined in the Student Support Behaviour Ladder (diagram i), and in particular Stage 1 which includes the Departmental Behaviour Ladder (diagram ii). Sanctions may include detentions during the school day; after school detentions (which do not need prior notice and can be up to one hour on the same day), extra work being set; being placed on daily report; removal from a lesson; community service; withdrawal of a privilege (e.g. school trip); internal exclusion; fixed term exclusion; and, in extreme cases, permanent exclusion.

1.2.3 Search and Confiscation

Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. However, only routine searches will take place in school. This could mean asking a student to empty their pockets and school bag, to remove their shoes and shake them out, and to remove outer clothing. Further searches would only be conducted by the police. It is normal practice to have another member of staff to witness the search. Any illegal or unauthorised materials will be confiscated and labelled. If consent is not given, then it is likely that the police will be called. School property such as lockers could be searched if there is reasonable suspicion that dangerous or stolen items are there, and although consent for searching school property is not required, individuals will be made aware that such a search is taking place.

Prohibited items at RSA Academy are:

● knives or weapons/Bladed Articles
● alcohol
● illegal drugs or Legal Highs
● shisha Pens/e-cigarettes/vape Pens
● stolen items
● tobacco or cigarette papers
● cigarettes
● cigarette lighters
● matches
● fireworks
● pornographic images or material
● recordings that would invade student and staff privacy
● laser Pens
● any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
● to cause personal injury to, or damage to the property of, any person (including the student).

This list however is not exhaustive. The school can also seize any item found which is considered to be harmful or detrimental to school discipline: this includes electronic images. In unusual circumstances confiscated items may be available for students to take home at the end of the day, unless:

- returning the confiscated item is deemed inappropriate or dangerous
- when the confiscation is not a students' first offence.

In these circumstances it may be necessary to contact parents/carers for their support and to arrange an appropriate time for them to collect any items that can be returned. Confiscated knives, weapons, items believed to be stolen or illegal will be passed on to the police or disposed of by the school. Bringing banned items into school may result in a fixed or permanent exclusion.

1.2.4 Behaviour Support Plans and Pastoral Support Plans

Students whose behaviour is deteriorating will be subject to a Behaviour Support Plan (BSP). The aim of a BSP is to intervene and support a student in improving their behaviour and to try to avoid exclusion. Parents will be contacted to attend a meeting when such a plan is put into place. This BSP focuses on a student's strengths and areas of concern. It also includes a set of targets for the students and builds in regular reviews. It may also involve internal and external support, for example, staff mentoring, PCSO support, Senco input and the Academy's Attendance Officer, who may be able to offer extra targeted support for the student.

Students who have issues apart from or alongside their behaviour will be subject to a Pastoral Support Plan. For example health issues affecting attendance and learning would be placed onto a Pastoral Support Plan which focuses on a student's strengths and areas of concern. It also includes a set of targets for the student and builds in regular reviews. The PSP will take into account all issues and set out an achievable and realistic support for the student to make their way back to full education. Like the BSP, a number of internal and external resources may be used.

1.2.5 Malicious complaints

The school will take very seriously any allegations made against school staff. Where these are found to be malicious, the perpetrator(s) should expect a severe sanction. The Principal will take the decision on whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

1.2.6 Exclusions

Exclusions are only used in cases where there has been a significant breach of the school rules. Internal Exclusion means that a student will be supervised in the Internal Exclusion Unit for the entire day. They will be sent work from their teachers or will access work from their shared area via a laptop for that day and will be expected to reflect on their behaviour. If a student does not complete a successful day then the isolation could be extended. Only members of the Senior Leadership Team can make the decision to place students in Internal Exclusion.

Fixed term exclusions are decided by the Principal or Head of School (or SLT member when deputising). All fixed term exclusions are followed with a readmission meeting which should be attended by the child and their parent(s)/ carer. A plan for the student's future behaviour is agreed at this meeting.

Permanent exclusions are subject to a legal procedure. They are recommended by the Principal and are conducted by a Governor Disciplinary Panel.

1.2.7 Support

It should be noted that on occasions students misbehave due to extreme personal difficulties. Staff dealing with such students will ensure that the right type of support is in place and, as a result, sanctions may vary from the set pattern. The Student Support Team will work to ensure that poor behaviour is not repeated.

Any staff who are experiencing difficulty in managing student behaviour will receive intensive support and coaching.

1.2.8 Recording behaviour incidents

All significant behaviour incidents are recorded initially on the school's behaviour management system. Staff are expected to build a better picture of an individual student's behaviour, depending on role, for instance as a Director of Learning and Standards (DLS) or as a Form Tutor. Student Support Leaders are expected to interrogate behaviour data rigorously, and to develop appropriate plans for individuals and groups in need of intervention. The team will also use data to identify any more general behaviour issues in order to tackle them.

1.2.9 Recording good behaviour and success.

Rewards are logged and are also scrutinised fully, in order to ensure consistency of reward with high frequency. We aim to ensure a high praise and reward culture in school.

1.2.10 Reporting Bullying, Racist, Sexual Harassment, Sexual Violence, Homophobic incidents, and incidents of religious intolerance.

At RSA Academy we do not accept any reason for Bullying, Racist, Sexual Harassment, Sexual Violence, Homophobic and / or religious intolerance incidents. As a school we have a separate reporting and tracking protocol. Please see Appendix D which outlines the protocol to be followed when reporting, together with the sanction, interventions and support that can be put in place for both the victim and the perpetrator.

1.2.11 The Student Support Behaviour Ladder

The student support behaviour ladder is a means of documenting behaviour issues. It has five stages.
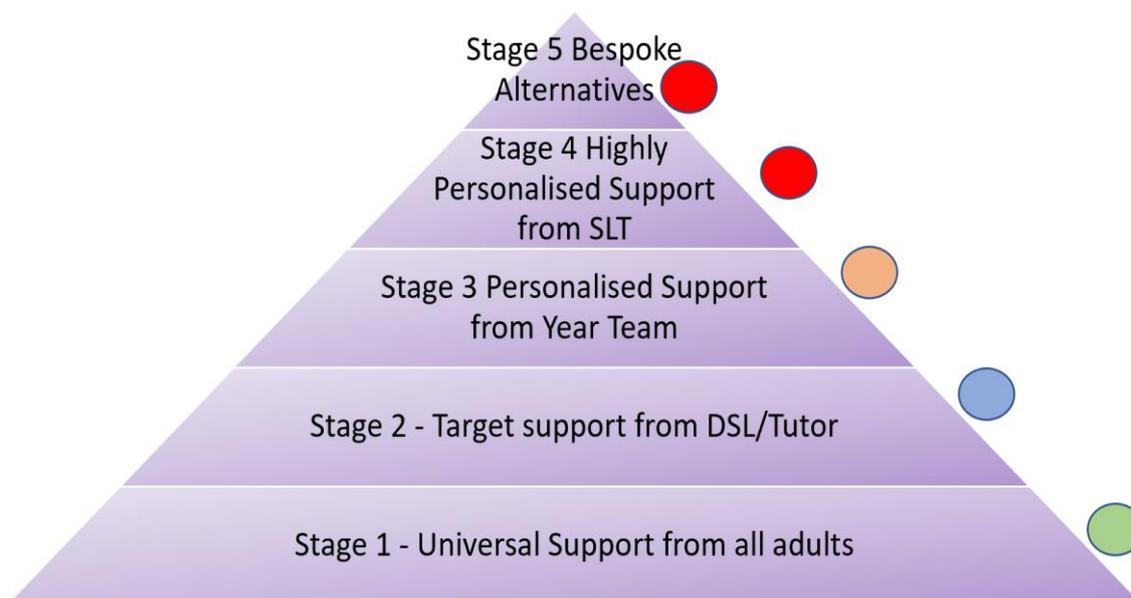
Stage 1:

This is the personal response by all staff in the academy that supports and sanctions students for poor behaviour choices using the language of ready, respectful, or safe. It is intended that the class teacher takes ownership of low-level disruption in the classroom. When it is necessary the Classroom teacher should employ a range of strategies for dealing with disruption. Suggested strategies could be:

- If necessary, extra work
- Moving the student to another seat in the classroom
- A verbal reprimand
- Discussion with the student
- Time penalty
- Parental contact
- Use of departmental e-rota

Stage 2

This is a Tutor or Departmental response to continued (or sometimes significant) behaviour incidents.

Once a range of stage 1 strategies have been employed, and if there is no improvement, the staff member should fill in an incident log on the behaviour management system and set a personal detention. The DLS will set department report cards and liaise with tutors and YTL.

If poor behaviour continues then the staff member and the DLS will follow the consequence ladder which covers stage 1 and 2 of this ladder.

The tutor's responsibility to monitor the student's behaviour issuing a report cards, in consultation with the Year Team, where behaviours are poor in one or more subject areas. The form tutor must also contact the parents and inform them of the behaviour issues. This communication should also be sent to the Year Team Leaders.

Stage 3

At this point the DLS and/or Tutor will discuss behaviour with the year teams and a decision will be made to put the student onto a Year Team report card. The Year Team will monitor and support this and parents will be contacted and informed of the reasons.

Stage 4
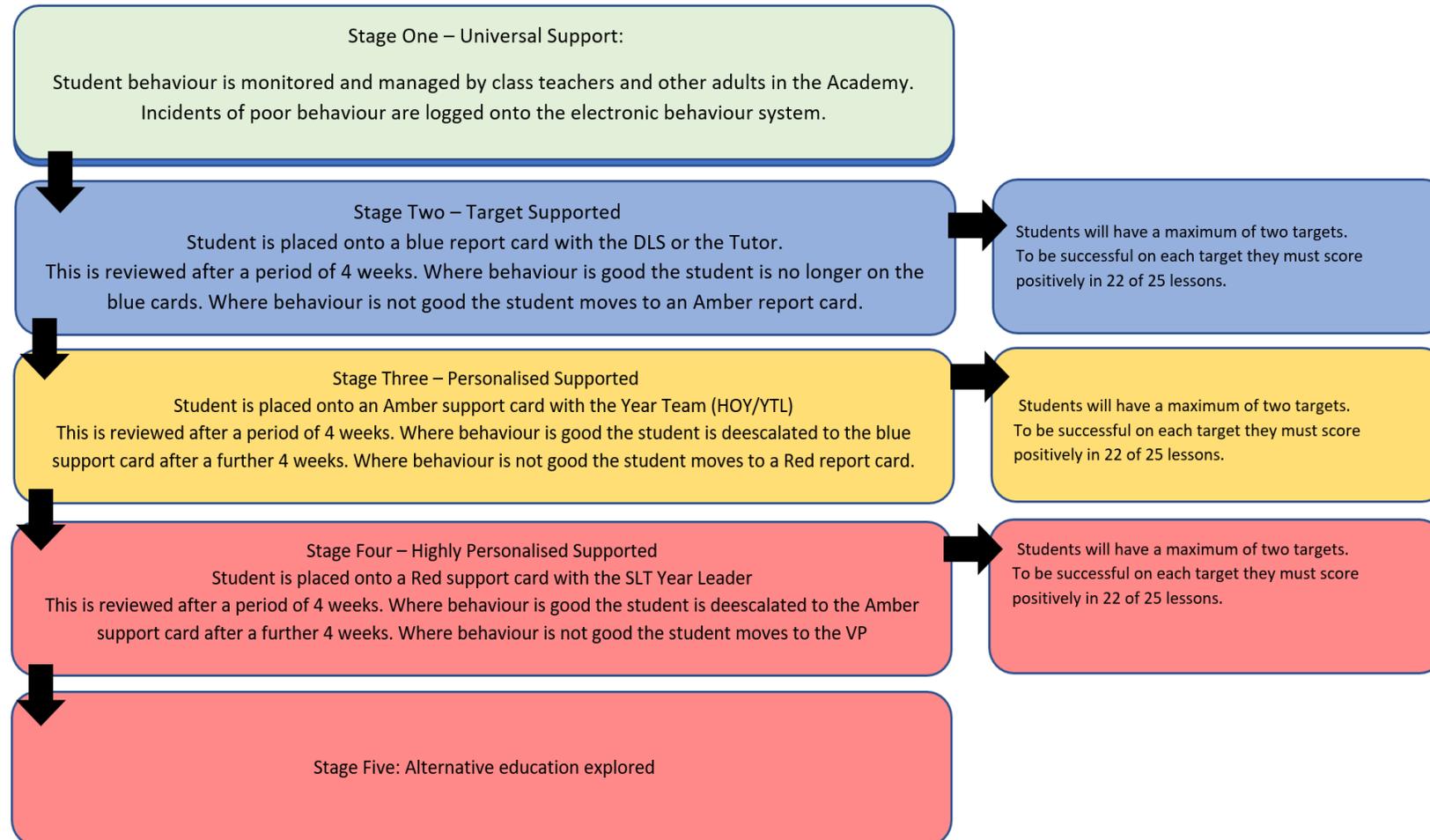
If there is no significant improvement the SLT lead for that year group will take on the responsibility of monitoring the behaviour of the student, liaising closely with other senior leadership team members

Stage 5

At this point the SLT lead for the year group will work closely with the Vice Principal (Students) and Principal work closely together considering the future of the student.

1.2.11.1 The Student Support Behaviour Ladder Diagram

Stage One – Universal Support:

Student behaviour is monitored and managed by class teachers and other adults in the Academy.
Incidents of poor behaviour are logged onto the electronic behaviour system.

Stage Two – Target Supported
Student is placed onto a blue report card with the DLS or the Tutor.
This is reviewed after a period of 4 weeks. Where behaviour is good the student is no longer on the blue cards. Where behaviour is not good the student moves to an Amber report card.

Students will have a maximum of two targets. To be successful on each target they must score positively in 22 of 25 lessons.

Stage Three – Personalised Supported
Student is placed onto an Amber support card with the Year Team (HOY/YTL)
This is reviewed after a period of 4 weeks. Where behaviour is good the student is deescalated to the blue support card after a further 4 weeks. Where behaviour is not good the student moves to a Red report card.

Students will have a maximum of two targets. To be successful on each target they must score positively in 22 of 25 lessons.

Stage Four – Highly Personalised Supported
Student is placed onto a Red support card with the SLT Year Leader
This is reviewed after a period of 4 weeks. Where behaviour is good the student is deescalated to the Amber support card after a further 4 weeks. Where behaviour is not good the student moves to the VP

Students will have a maximum of two targets. To be successful on each target they must score positively in 22 of 25 lessons.

Stage Five: Alternative education explored

1.2.11.2 Possible sanctions

The following list outlines possible sanction, and who might impose them. This is not an exhaustive list and is different to the support.

Class Teacher (Stage 1)

- Reprimand
- Phone call home
- Change of Seat
- Repeated/Extra Work – insufficient work or work of a poor quality
- Lunchtime/After School Detention
- Referral to DLS & concern referral to the SENCO if necessary

Curriculum Leader/DLS (Stage 2)

- Warning
- Brief Note in exercise book requiring a parental signature
- Letter Home
- Departmental Report
- Departmental Detention
- Transfer of group (temporary)
- Removal from lesson to work under the supervision of the DLS
- Transfer of group (permanent)
- Referral to HOY

Year Team Leader/Head of Year (Stage 3)

- Warning
- Staged behaviour report
- Attendance report
- Letter to parents
- Parental review
- HOY detention – Isolation
- Referral to outside agencies
- Referral to SLT
- School detention

SLT (Stage 4 & 5)
Any of the above, and in addition:
Internal exclusion
Fixed term exclusion
Permanent Exclusion
Managed Transfers
Alternative Provisions

In certain cases students may be subject to a fast-track procedure, but only after consultation with the SLT for that year group.
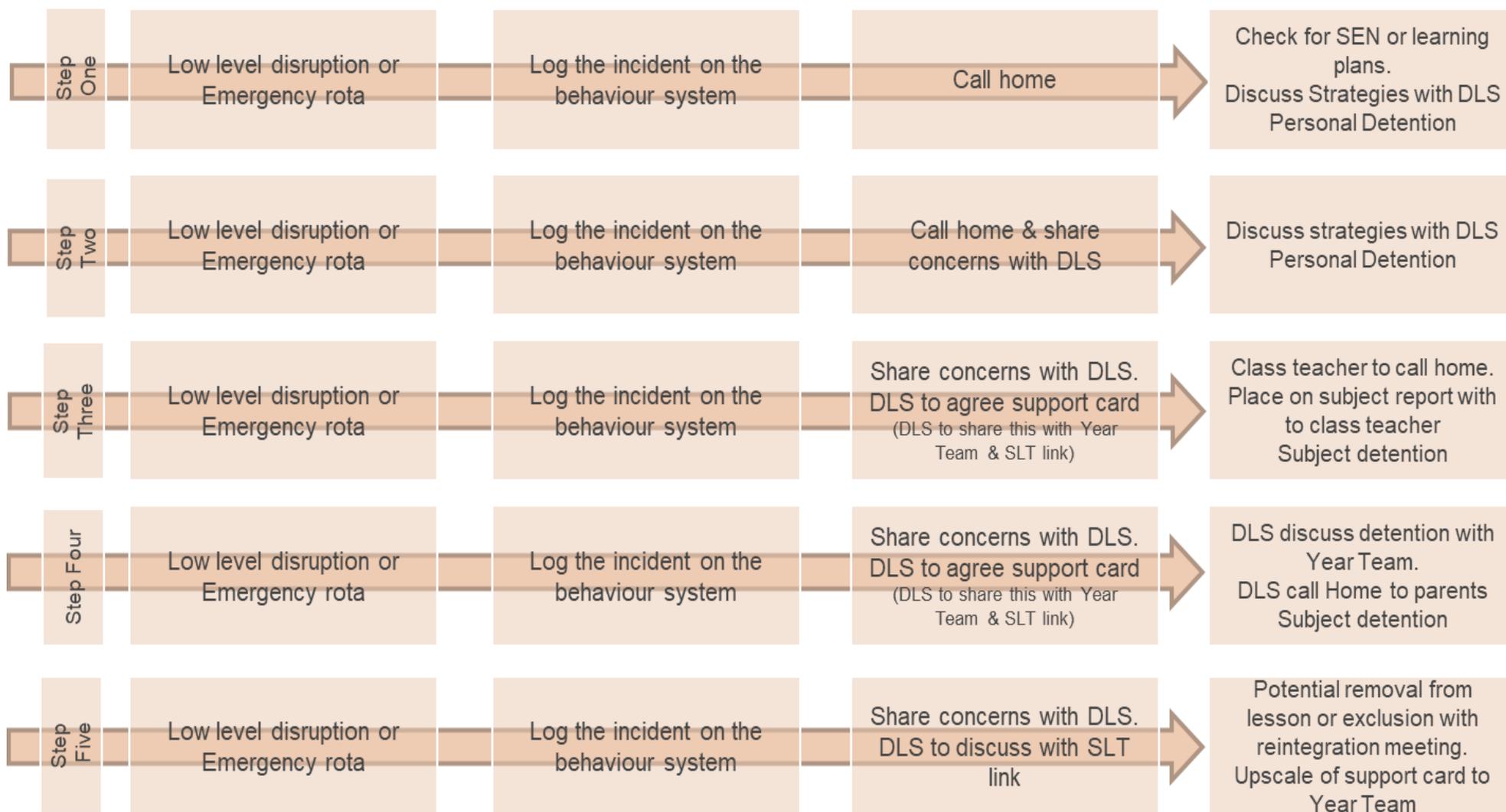
1.2.12 Departmental Consequence ladder for Stage 1 & 2

Objectives
The Departmental Behaviour ladder sits within the Academy's overview Student Support Behaviour ladder at Stage 1 & 2. It aims to proactively address behaviour issues within the department. At each stage specific interventions will be used to help students to manage and improve their own behaviour. The consequence ladder aims:

- To support the whole school behaviour management strategy through providing accurate analysis of behaviour issues for individual student
- To provide support and intervention at key stages that will help modify behaviour and help reduce fixed term and permanent exclusions from school
- To empower teachers to manage behaviour more proactively and effectively through a clear structure
- To empower DLS to become more proactive and effective in monitoring behaviour and analysing reasons for the actions
- To build up appropriate intervention strategies that will form a solid foundation for
- behaviour improvement across the school
- To ensure clear lines of communication between departments, tutors and Student Support Team, thus providing a seamless approach to managing behaviour across the Student Support and academic systems
- To assist in the identification of those students with specific and emerging behavioural / learning needs / barriers/ disabilities/ special educational needs
- To assist in the identification of students who are at risk / vulnerable due to unforeseen external factors.

1.2.13 Departmental Consequence ladder for Stage 1 & 2

Step				
Step One	Low level disruption or Emergency rota	Log the incident on the behaviour system	Call home	Check for SEN or learning plans. Discuss Strategies with DLS Personal Detention
Step Two	Low level disruption or Emergency rota	Log the incident on the behaviour system	Call home & share concerns with DLS	Discuss strategies with DLS Personal Detention
Step Three	Low level disruption or Emergency rota	Log the incident on the behaviour system	Share concerns with DLS. DLS to agree support card (DLS to share this with Year Team & SLT link)	Class teacher to call home. Place on subject report with to class teacher Subject detention
Step Four	Low level disruption or Emergency rota	Log the incident on the behaviour system	Share concerns with DLS. DLS to agree support card (DLS to share this with Year Team & SLT link)	DLS discuss detention with Year Team. DLS call Home to parents Subject detention
Step Five	Low level disruption or Emergency rota	Log the incident on the behaviour system	Share concerns with DLS. DLS to discuss with SLT link	Potential removal from lesson or exclusion with reintegration meeting. Upscale of support card to Year Team

1.3 APPENDIX C

1.3.1 The Governors

(Teaching and Learning Committee) are responsible, in consultation
with Senior Leadership Team for establishing the policy for the promotion of good
behaviour and for reviewing it at the appointed review date.

1.3.2 The Senior Leadership Team

is responsible for the implementation and day-to-day management of the policy and
procedures. They will support staff in dealing with poor behaviour and encourage
staff to use strategies to avoid such behaviour. They will monitor behaviour in the
whole school and offer support and training to deal with any behaviour issues.
Leaders will also support and strategically lead matters within their year team.

1.3.3 Student Support Leaders

(Year Team Leaders and Heads of Year) are responsible for dealing with matters
within their 'year team' (and beyond as required to meet the needs of the team),
supporting staff in their use of rewards and sanctions and seeking support for those
students whose behaviour is deteriorating. They will also identify issues which arise
in their year groups and seek appropriate support for staff and students. They are
responsible for liaising with outside agencies and offering support within school for
students where emotional issues may be affecting their behaviour.

1.3.4 All staff

are responsible for applying the school's behaviour policy and procedures fairly and
consistently, ensuring equal opportunity for all students. As role models to students,
staff model high standards: being punctual, preparing lessons and resources
thoroughly and remaining professional in their dealings with students, colleagues,
parents and members of the community.

1.3.5 Students

are responsible for their own behaviour and for adhering to the School and
Classroom Expectations. They will be expected to be polite and respectful to all staff
and students; to allow learning to take place; to wear their school uniform correctly;
to arrive to lessons properly equipped; and to treat all property and surroundings with
respect.

1.3.6 Parents

are responsible for supporting the school to realise its high expectations of achievement and behaviour. They are encouraged to work in partnership with the school and to support the Home School Agreement.

1.4 APPENDIX D

1.4.1 Statement of Intent

At RSA Academy we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying, Racism, Peer on Peer abuse and homophobic issues of any kind will not be tolerated in our school. We are a Reporting school. This means that anyone who knows of any incident or anything happening is expected to report and tell school staff. All children have an absolute right to be educated in a safe and secure environment. All students must be aware of the distress these incidents can cause and not be mere bystanders.

1.4.2 The School's Approach to Dealing with Bullying, Racist, Sexual violence/harassment*, Homophobic and incidents considered to be *Peer on Peer abuse* or Religious Intolerance.

The school recognises the importance and value in dealing with the issue of Bullying, Racist, Sexual Harassment, Sexual Violence, and Homophobic incidents and incidents considered to be *Peer on Peer abuse* or Religious Intolerance. The school expects all members of its community to be aware of any incidence and know what action to be taken. There is no justification whatsoever for this behaviour and it should not be tolerated in any form. Bullying, Racist, Sexual and Homophobic incidents /behaviour is an issue for both bully and the victim. Both parties will be dealt with in positive and constructive ways which provides opportunities for change Restorative Justice and development for the bully and victim alike.

The school recognises and values the home / school partnership in dealing with these incidents. Effective management of these incidents is a shared responsibility involving all adults who work in school, students and parents.
The school has guidelines and actions to deal effectively with the victims and those responsible for Bullying, Racist, Sexual and Homophobic incidents.

*Please see Safeguarding Policy- Sexual Violence and Sexual Harassment, Peer on Peer abuse are safeguarding concerns therefore these are also found in the safeguarding policy.

1.4.3 Prevention

In addition the issue of Bullying, Racism, Sexual and Homophobic incidents/ issues will be raised with students at a number of levels. Keeping all students safe is a clear priority for our school.
- At a whole school level – through assemblies, themed weeks, school council. Governors and parent engagement etc.
- At classroom level – during tutor time, through the PSHE curriculum

- At an individual level – students who are victims of Bullying, Racist, Sexual and Homophobic incidents will be offered additional support and guidance. students who have instigated Bullying, Racist, Sexual and Homophobic incidents to others will be given Restorative strategies to enable them to bring their unacceptable behaviour under control and prevent further incidents.

School recognises that there are particular times when students may be more vulnerable to these incidents– lunch and break times, beginning and end of the school day and on the way to and from school. Arrangements will be made to ensure that at such times support is put in place to reduce the risk of Bullying, Racist, Sexual and Homophobic incidents. students will be positively encouraged to talk to staff about incidents of Bullying, Racist, Sexual and Homophobic incidents.

Parents who believe their children are the victims of Bullying, Racist, Sexual and Homophobic incidents should report their concerns to school at the earliest opportunity and be prepared to work with school to keep their children safe in the future.

Similarly, if parents believe that their children are instigating Bullying, Racist, Sexual and Homophobic incidents this information should be shared with school so that steps can be taken to address this problem and to prevent further incidents occurring.

1.4.4 Protocol

The school follows a set procedure in an attempt to address any suspected or reported incidents of Bullying, Racist, Sexual and Homophobic incidents.
In all such cases the school reacts firmly and promptly in accordance with the following guidelines: -

1. Any student who has knowledge of an incident of bullying whether directed personally or towards others should enlist and receive the support of a trusted adult. Where possible information will be confidential.
2. All adults working in school should be vigilant both in class and around the school. Any student who feels threatened for any reason should be listened to, taken seriously and given appropriate support.
3. Cases should be directed for prompt attention in the usual route: - Class teacher →Form tutor→ Student support staff →Senior Leadership team. Bullying, Racist, Sexual and Homophobic incidents forms (if they are required after investigation) should go in the first instance to the appropriate Head of Year.
4. An early enquiry should be instigated with evidence from witnesses and victim(s) as appropriate and parents notified as soon as possible (within 24 hours) that an incident occurred in school.

5. Where there is proof or strong suspicion, parents of both parties should be involved at an early stage.
6. Assistance of Support Services (e.g mentoring, counselling, behaviour refocus) should be enlisted at an appropriate stage in order to help counsel the victim in appropriate ways of counteracting Bullying, Racist, Sexual and Homophobic incidents and where necessary to advise on the adoption of strategies to modify behaviour of the instigator.
7. The Police will be involved where necessary.
8. Sanctions should be operated in cases where bullying is proven. These may include:-

- Detentions
- Education of the bully regarding issues such as racism, sexism, disabilities, SEN
- and homophobia
- Restorative Justice Engagement with the instigator to reinforce the message that
- bullying is not acceptable
- Withholding participation in sporting or out of school activities
- On report to Form tutor, Head of Year / Year Team Leader or SLT
- Signing of a Behaviour contract
- Removal from class, group or set
- Internal exclusion
- Exclusion from school at specific times e.g. lunchtime
- Fixed Term Exclusion from school
- Permanent Exclusion from school

1.4.5 Monitoring and Evaluating:

- The incidents of bullying should be recorded in a consistent way that allows for monitoring of behaviour.
- From 2012 all recorded incidents on bullying will be centralised on a database reflecting the various categories of incidents.
- A note should be made and filed in the personal record of both the bully and the victim.
- The Assistant Principal (Student Support) will keep a record (manage the database) of incidents of a serious discriminating nature and a report to the Vice Principal, Principal and the appropriate governing body.

1.4.6 Post Incident Response for Victims of Bullying

We intend to offer a proactive, sympathetic and supportive response to the victims of

Bullying, Racist, Sexual and Homophobic incidents. Each case will be taken on an individual basis. The exact nature of the response will be determined by the student's individual needs and may include: -

- Positive reinforcement that reporting the incident was the correct thing to do
- Sympathy and empathy - Restorative Justice
- Strategies to stop future incidents
- Counselling
- Befriending
- Assertiveness training
- Extra supervision and monitoring
- Creation of a Support Group
- Peer mediation / mentoring
- Informing and involving parents
- Arrangements to review progress
- Parents contacted daily or weekly to update on progress

1.4.7   Positive Handling (Team Teach) and reasonable force

There may be circumstances when it is appropriate for staff within the Academy to use reasonable force to safeguard children, young people and adults within the Academy.

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property. The term 'reasonable force' covers the broad range of actions used by most school staff at some point in their career that involves a degree of physical contact to control or constrain students. The Department for Education believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their students. It encourages, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a student is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury; 'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom;

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention;

Where possible, the expectation is that Academy Staff will exhaust all behavioural management strategies before they physically intervene. Where and when there is time, the physical interventions should be viewed as a "last resort option" for staff. School staff should always try to avoid acting in a way that might cause injury to a student.

1.4.8   Deciding whether to use force

Before using force, staff should - where practicable - Try and de-escalate the situation by telling the student to stop misbehaving. It should be made clear with calm language that as soon as the need for force ceases, it will stop.

Appropriate use of force will range from physical passive presence in between students, to blocking a student's path, ushering them by placing a hand in the centre of the back, leading them by the hand or arm, to in more extreme circumstances using appropriate restraining holds. Particular attention will be given to individuals' needs which arise from an SEN, EHCP, SEN support needs/ learning barriers or disability.

Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances it is recognised that it may not always be possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

1.4.9   When can reasonable force be used?

As a general rule staff should only use force when:
- Used as a last resort when other behaviour management strategies have failed or when students or staff are at risk;
- The potential consequences of not intervening are sufficiently serious to justify it;
- The chance of achieving the desired outcome by other non-physical means are low;
- And the risk associated with not using force outweighs the risk of using it;
- The following list is not exhaustive but provides some examples of situations where reasonable force can be used:
- To control students or to restrain them;
- to prevent students from hurting themselves or others, from damaging property, or from causing disorder; to remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- to prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- in situations where a student (including one from another school) is on school premises or elsewhere in the lawful control or charge of a staff member – for example on a school visit; to restrain a student at risk of harming themselves through physical outbursts.

1.4.10 Reasonable force cannot be used:

● to prevent a young person from leaving the classroom because you want to reprimand them
● to physically control or restrain as a punishment.

It is of note that the use of physical contact to meet the needs of some of our students is acceptable and identified within personal plans for example a wheelchair user would be contacted via lifting into a hoist or chair.

Any Physical restraint/ positive handling outside of these plans would always be reported and recorded by the member of staff to the safeguarding officer and recorded in the positive handling logbook.