



Longsands Academy

Behaviour Management Policy

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This policy will be reviewed in March 2020

Statement of Principles and Outline Practice on Behaviour and Discipline

(Based on guidance for Governing Bodies published by the Department for Education in November 2011, incorporating amendments in the Education Act 2011 to the provisions on the Education and Inspections Act 2006, the Education Act of 2002, the Schools Standards and Framework Act of 1998 and the Independent Schools Standards regulations 2010 for Academies and Free Schools).

Context

In accordance with statutory requirements, the Trust Board of Astrea Academy Trust has formulated this policy in order to support the maintenance of good order within Longsands Academy (and for those students educated at our alternative provision – Prospect House). The Principal and their respective Senior Leadership team are responsible for deciding on the standards of behaviour expected, setting the rules and determining the rewards and sanctions systems.

This policy incorporates guidance given to the Principals by the Trust Board on particular matters of implementation. The Trust Board has authorised the Principals to issue further position statements, where necessary, which clarify the Trust's response to particular situations.

Principals' Statement on Behaviour and Discipline

Academy Discipline

The Trust Board, Principals and staff of the Trust are dedicated to upholding the high standards of student conduct which are essential if students are to learn effectively and fulfil their potential. The partnership between staff, parents, students and the wider community is of central importance. This policy seeks to clarify the position of staff in terms of what actions are appropriate to maintain effective discipline and to uphold the standards that underpin the Trust. These include the powers to search, to use reasonable force and to discipline students for misbehaviour outside school.

The **Statement of Purpose, Values and Outcomes** of Astrea Academy Trust expresses our commitment to securing and upholding the best possible experience, learning and outcomes for each young person for whom we have responsibility, aiming to encourage students to:

- be safe and healthy;
- give and receive respect as an individual;
- enjoy and achieve in school and beyond;
- develop the confidence, skills and attitudes necessary for economic well-being;
- understand their rights and responsibilities as citizens and the importance of making a positive contribution to society;
- develop moral awareness, cultural understanding and appreciation of diversity.

The Trust believes that the *Statement of Purpose, Values and Outcomes* may be most effectively supported by:

- setting clear expectations of student behaviour;
- encouraging students to take responsibility for their own behaviour ;
- encouraging staff to adopt a fair and consistent approach when dealing with inappropriate student behaviour;
- providing a positive learning environment, with lessons which engage and motivate all students;
- promoting effective reward systems which both encourage good behaviour and recognise improvement in *attitude to learning* shown by students of all ages (for attitude to learning, see appendix 4);
- encouraging all members of the Trust to demonstrate respect for each other and for themselves;
- effective communication with parents.

Students may demonstrate their understanding of the Academies' *Purpose, Values and Outcomes* by being able to:

- understand the need for appropriate structures to support positive behaviour;
- recognise what behaviour is or is not appropriate in different contexts;
- accept when their behaviour is inappropriate and to take steps to remedy it;
- recognise the purpose of rewards and sanctions in maintaining positive behaviour patterns;
- understand that their behaviour has consequences for both themselves and others.

In summary, our aims can be achieved by encouraging positive student behaviour in the following forms:

| Objectives for Student Behaviour | Student Behaviour in Practice (Examples) | |
|--|--|---|
| To foster mutual care, respect and trust between members of the Trust communities in a manner which creates safe and supportive environments. | Showing respect for all people; being trustworthy and reliable. | Avoiding disrespectful actions, including rude or abusive conduct, racist comments or actions and bullying. |
| To encourage each student to build a positive self-image by having self-respect and taking open and honest responsibility for his/her own actions. | Presenting a smart appearance, including correct uniform. Exercising self-discipline and taking responsibility. | Not blaming others for his/her own actions or dishonesty. |
| To encourage each student to behave with care and consideration towards people and property. | Showing respect, care, courtesy and consideration for all people. Showing a positive regard for the health, safety and well-being of self, other students, staff and visitors and the Academy as a whole. | Never acting or appearing to act as a bully. Avoiding unsafe conduct and/or possession or use of harmful substances. Avoiding disrespectful actions towards property, e.g. graffiti; vandalism. |
| To develop the best possible working relationships between students, parents and teachers. | Following instructions ensuring behaviour expectations are followed and display a positive ' <i>Attitude to Learning</i> '. | Avoiding disruptive behaviour. Not playing one person off against another. |

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| To ensure that students complete assigned work | Keeping their log book up to date and making use of the VLE as directed for homework assignments. | |
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Partnership with Parents

Effective home-school liaison is one of the best means of ensuring that each individual student can work happily and successfully and that the Academy as a whole can function well. The principles of this are embodied in the *Home-School Agreement* (see appendix 3). Form Tutors, Mentors and Key Stage teams work together with parents, for example in the formulation of PSPs (Pupil Support Programmes). Day-to day communication between parents and school is facilitated by the use of the student log book, the availability of email and text messaging, and the VLE (Virtual Learning Environment).

It should be noted, however, that the *Education and Inspections Act 2006* makes it clear that the right to regulate students' conduct and impose sanctions does not depend on individual parental permission. The right derives from being a member of the Academy staff or being an authorised volunteer on Academy business such as trips and visits, and may extend to students' behaviour beyond the Academy itself. Parents also have a duty to encourage their children's good behaviour at school.

Reward Systems

The Trust recognises that good behaviour contributes positively to the learning and teaching environment and to the well-being of both students and staff. It endorses the use of informal praise and the comprehensive use of formal reward systems, tailored appropriately to students in different year groups and Key Stages in the Academy, for example the use of achievement points (guidance can be found in appendix 1) , "praise postcards", the awarding of badges and celebratory assemblies. The reward systems should be used as often as possible to reinforce positive behaviour.

Rewarding good behaviour is a vital and integral aspect of behaviour management strategies in the Academy, but occasions will arise where less desirable behaviour must be dealt with, using warnings and sanctions appropriate to the occasion; this may include restorative approaches for disruptive and challenging behaviour where it is considered appropriate. It is a statutory requirement that the range of sanctions should be clearly outlined in this policy; despite the comparative brevity of the above section on rewards, the importance of reinforcing good behaviour should be emphasised.

The use of rewards and sanctions is monitored in SIMS (the electronic Management Information System in use in the Academy) and by use of internal reporting systems such as the Student Information Slips (SIS). Tutors, Subject Leaders and Pastoral teams in the Academy are active in monitoring, supporting and managing behaviour.

Sanctions

There is an expectation that parents who have accepted a place for their son or daughter at the Academy will uphold the Trust's Behaviour Management Policy and will encourage their child to adopt positive and considerate behaviour, both on and off the premises (see appendix 5 for behaviour expectations).

The *Education and Inspections Act 2006* gives any member of staff in lawful control of students the right to regulate their conduct and to impose sanctions. If a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can

impose a punishment. This power may be extended to volunteers in charge of children. Where reasonable, this power extends to the management of students' conduct outside of school, eg on a school trip.

The purpose of sanctions is to express the disapproval of the Academies' communities towards unacceptable behaviour and to deter students from adopting similar types of conduct. The main forms of intervention and sanction are indicated in Appendix 1. In certain circumstances, the application of restorative approaches may be a more appropriate and effective strategy than the imposition of sanctions.

The sanctions must:

- be decided on the school premises or while the student is under the charge of the member of staff;
- be *reasonable*, taking into account individual student circumstances such as age, disability, Special Educational Needs, and human rights, in line with the general duty to eliminate discrimination under section 149 of the *Equality Act 2010*.

Corporal punishment is illegal in all circumstances.

The Principal may limit the power to apply particular punishments to certain staff e.g. authorisation for imposing a period of internal exclusion is delegated to members of the SLT (Senior Leadership team).

The Safeguarding Policy is followed if the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm; in the case of persistent disruptive behaviour, consideration is given to whether the student's behaviour may be the result of unmet educational or other needs, meriting a multi-agency assessment.

A variety of sanctions are available for use by Trust staff which include behaviour points, detentions and for more serious matters, internal and external exclusion. Academy staff are issued with stickers to be worn on the back of their identification badges as an aide memoir for the staged behaviour system.

Detentions

Teachers have a specific legal power to impose detention on pupils aged under 18.

The following staff have been authorised by the Principal to impose detentions:

- all teachers including trainee teachers;
- cover supervisors.

The Education Act of 2011 removed the obligation to give parents 24 hours' notice of an after-school detention, so that *same-day after-school detentions* may legitimately be imposed. In the interests of student safety, however, it may be advisable to inform parents that the detention has been set, so that appropriate arrangements may be made to ensure that the student is able to get home safely afterwards.

Parents may be informed either by telephone, by text or by email (where parents have agreed to be contacted by use of these media). If the detention is not scheduled for the same day, it may be appropriate for the teacher to inform parents via a note in the student log book.

Particular Issues

The Trust may from time to time offer guidance to the Principal on particular issues. Currently, this advice includes:

Allegations against staff by a student(s)

All allegations will be fully investigated in line with the Trust complaints procedure. If an allegation against a member of staff is proven to be unfounded and malicious, then the Trust authorises the use of extreme sanctions such as fixed term or permanent exclusion.

Bullying

This is dealt with more fully in the Trust's *Preventing and Tackling Bullying Policy*, which sets out in detail the procedures followed in dealing with incidents involving bullying.

Misuse of Drugs

The Trust has issued specific guidance to the Principals on this issue. Consideration of the particular circumstances of each case will be undertaken in the light of general expectation of:

- possession or use on site and/or being under the influence of drugs (including school trips and visits): **fixed term exclusion** (except for repeated offences);
- supplying drugs to others: **fixed term or permanent exclusion**;
- selling drugs: **permanent exclusion**.

Uniform and Appearance

The Trust has authorised the Principal to rule on issues not explicitly covered by regulations on uniform. In particular, the Trust would expect intervention to occur when hairstyle, clothing or any other factor affecting a student's appearance is likely to draw undue attention to the student or otherwise cause a problem within the Academy concerned.

The power to use reasonable force or make other physical contact with students

No member of staff has the right to punish a student using physical force. However, this does not mean that staff cannot use force to control or restrain a student when circumstances demand it. In accordance with the *Education and Inspections Act 2006* all members of Academy staff have been authorised by the Principal to use such force as is reasonable in the circumstances for the purpose of preventing a student from doing (or continuing to do) any of the following:

- committing an offence;
- causing personal injury to or damage to property of any person (including the student him/herself);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline.

This authorisation also applies to volunteers accompanying a school trip or visit, who have been given responsibility for the supervision of students. **The above should not be confused with corporal punishment, which is not allowed in law.**

The most obvious example is when a teacher or member of the support staff intervenes to break up or prevent a fight. A less frequent but equally valid example is when a member of staff intervenes to prevent a student from causing injury to him/herself or to others.

Further information on the use of force is available in the related policy which can be found in Appendix 2

The Power to Confiscate or Search

Teachers have the right to confiscate articles of students' property. Such items include: mobile 'phones, personal media players when used or worn inappropriately, most notably in lessons; chewing gum; cigarettes; jewellery, any dangerous items including penknives, or any other item which has been banned in school.

Such items will normally be returned at the end of the school day. However, other arrangements may be made or imposed according to particular circumstances, e.g. times when an individual or all students have already been warned about items that could be confiscated. School staff can search pupils, *with their consent*, for any item which is banned by the school rules.

The Principal and staff authorised by him have the right to search a student *without their consent* for knives, other offensive weapons, alcohol, illegal drugs and stolen items and may use reasonable force if necessary – where they have reasonable suspicion that a prohibited item is concealed. The Principal has stipulated that any such searches must be carried out in the presence of at least two members of staff, including one of the same gender as a student and one who is a member of the senior leadership team or student support leadership team. In some circumstances, the police will be asked to give assistance. However, the search may proceed without the presence of the police and in accordance with the *Violent Crime Reduction Act 2006*. Such events are extremely rare, and, in practice, the assistance of police is usually requested. Nevertheless, the legal powers under the *Education and Inspections Act 2006* and *Violent Crime Reduction Act 2006* should be noted.

Weapons and knives will be handed over to the police.

~~Students should note that possession of an offensive weapon is likely to lead to a fixed term or permanent exclusion.~~

At Longsands Academy, the safety and wellbeing of every student is an absolutely top priority, and we take great care to ensure that our academies are safe and enjoyable environments for everyone. We, therefore, have a robust policy of immediate exclusion of any child who brings offensive weapons, including knives, into school; this is highly likely to be permanent.

Consideration will be given to all of the circumstances, including motivation and intent, surrounding a breach of the behaviour policy

The power to discipline beyond the Academy gates

Academy disciplinary measures may legitimately be applied in response to any non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a member of the staff or reported to the Academy by a member of the public, even out of school-hours, especially:

- when on the way to and from school;
- when participating in work experience placements, educational visits or sporting events;
- when wearing school uniform, or being otherwise identifiable as a member of the Academy;
- if the behaviour poses a threat to another student, member of staff or member of the public (which may be a physical threat, or a threat to emotional well-being, such as abusive use of internet, text or social media), especially when there is a link to being a member of the Academy or the Trust as a whole;
- when the behaviour could adversely affect the reputation of the Academy.

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Restorative Approaches

In the *Learning Behaviour Report* (April 2009), Sir Alan Steer recommends that schools have in place systems to address bad behaviour that are "...swift, intelligent and effective. The interventions must protect the interests of the majority while aiming to change the behaviour of those causing difficulty." Steer also states that "... tough love towards children can be appropriate, but a purely punitive approach is immoral, damaging to society and doomed to failure."

Restorative Approaches in Schools (RAiS) provides schools with a range of practices which promote mutually respectful relationships and manage behaviour and conflict, address bullying and absences and build community cohesion. Restorative approaches are not new, but offer a framework upon which to build on existing good practice. There is a wealth of evidence that shows how the use of Restorative Approaches alongside Social and Emotional Aspects of Learning (SEAL) helps to develop more resilient and self-regulating learners, thus creating positive learning environments.

The Restorative Approach is to challenge those who behave inappropriately to find a solution that is meaningful and meets the needs of those harmed. It is solution focused, personal and more likely to build bridges.

The Restorative Approach has become embedded when all members of the school community see incidents where harm has occurred as 'teachable moments' to be learnt from and seek opportunities to facilitate conversations in which harm can be repaired, thus empowering all those involved to own the situation, and find the solution.

Restorative questioning allows those involved to tell their story, from their perspective and to be listened to in a way which assures no pre-judgement.

The Five Questions:

- What's happened?
- What were you thinking at the time?
- Who has been affected?
- In what way?
- What needs to be done to make things right?

A restorative intervention is voluntary for all those involved. Paradoxically, it is the voluntary nature of the approach that encourages people to participate.

Once participants have found a way forward, they agree on the best way for the harm to be repaired and what outcome would best meet their needs and ensure that the incident will not be repeated. The agreed actions form an outcome agreement.

Appendix 1: Interventions and Sanctions

| Sanction | Notes |
|--|---|
| Behaviour Points | Recorded on SIMS by the teacher/cover supervisor in the lesson where any level of action has been taken to modify behaviour that does not meet expectations. The points are centrally monitored by student support teams. An SIS form will be completed where a teacher has requested support from a more senior member of staff. |
| Short detentions - Break-time or lunchtime | <p>These may be imposed on the same day as the offence and do not require notification to parents.</p> <p>Duration: up to 10 minutes (Break) or 25 minutes (lunch-time) This timing guidance is given to ensure students are able to eat and take a comfort break.</p> |
| After-school detention | <p><i>The Education and Inspections Act 2006</i> gives legal backing to the detention of students on disciplinary grounds at the end of a school session, without the consent of parents; <i>The Education Act 2011</i> removed the obligation to give 24 hours' notice to parents, but it is good practice to ensure that parents are notified of the detention by email, text or telephone in the case of a <i>same-day detention</i> or by means of a letter or the student planner where there is a sufficient time interval.</p> <p>Detentions will be reasonable and proportionate to the offence. In the event of dispute, the Principal or another member of the Senior Leadership Team is authorised to issue a ruling. There is no legal right of appeal against detentions.</p> <p>Where there is particular difficulty about transport home, the timing and date of a detention may be the subject of negotiation between parents and teachers but this does not remove the right to detain.</p> <p>Duration: up to one hour</p> |
| Internal exclusion | Students may be withdrawn from lessons, breaks or lunchtimes in order to work on their own or in the internal exclusion room. There is no legal right of appeal against internal exclusion. Students may also be excluded from one academy's learning community and placed in the Reflection Room of the partner academy. This ensures that learning is uninterrupted and restorative work can be conducted. |
| Behavioural Reports Pupil Support Programme (PSP) | <p>Aspects of progress and conduct, including attendance, homework and behaviour, are monitored by use of a variety of targeted reports, including Departmental, Head of School/Year, and SLT reports.</p> <p>These are intended primarily as forms of support which give students additional opportunities to demonstrate responsibility. There is a strong expectation that students on report will make significant improvement in the area or areas being monitored.</p> <p>A PSP is a more formal document, available for use with students identified to be at risk of significant underachievement and/or permanent exclusion. It records the behavioural improvement required</p> |

| | |
|-----------------------------------|--|
| | <p>and sets deadlines for review. In normal circumstances, a PSP will be drawn up at a meeting involving staff, parents and the student. A multi-agency assessment may be considered for students who display continuous disruptive behaviour.</p> <p>Failure to meet the targets set in a PSP is a serious matter that could warrant fixed term or permanent exclusion.</p> |
| Fixed Term or Permanent Exclusion | <p>Serious incidents of indiscipline or repeated lower level misconduct may result in:</p> <p>Fixed Term Exclusion from school. A student may be excluded for up to 45 days in any one school year.</p> <p>A Managed Move (or alternative provision) will be arranged in partnership with the District Team. A full risk assessment will be completed before any move is finalised.</p> <p>Permanent Exclusion may be imposed in response to the most serious forms of misconduct, including proven malicious allegations against staff, and/or in situations where fixed term exclusions have not brought about a required change in a student's conduct.</p> <p>Only the Principal or, in his absence, the Deputy Head, may exclude students. In practice, exclusions are usually considered and recommended to the Principal by other senior staff.</p> <p>There is a legal right of appeal against all forms of fixed term and permanent exclusion. This is restated in letters to parents concerning exclusions. Further details are readily available from the Academy and/or the local authority</p> <p>The Trust receives termly reports on exclusions and deals with matters of appeal and review through members of the Procedures Committee.</p> |

Recording Achievements on SIMS

From the register highlight the student (or multiple students by holding down the Ctrl button), right click your mouse and select **Add Achievement** and select either **Attitude to Learning** or **Academic Excellence**.

Take Register : Class name/teacher name

Save Undo Print Refresh Codes Preserve Extra Name Class Photo Minutes Late Comments Links

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| Name | House | Reg | SEN | PP | Interventions | AM | BTue:1 | BTue:2 | BTue:3 | BTue:4 | PM | BTue:5 | BTue:6 |
|-----------|-------|-------|-----|----|---------------|----|--------|--------|--------|--------|----|--------|--------|
| A Student | | 10JAB | | • | | W | W | W | W | W | W | W | |
| A Student | | 10FER | | | | W | W | W | W | W | W | W | |
| A Student | | 10TWS | | | | W | W | W | W | W | W | W | |
| A Student | | 10DVK | | | | W | W | W | W | W | W | W | |
| A Student | | 10JAB | | | | W | W | W | W | W | W | W | |
| A Student | | 10DVK | | | | W | W | W | W | W | W | W | |
| A Student | | 10DVK | | | | | | | | | | | |
| A Student | | 10CMK | | | | | | | | | | | |
| A Student | | 10CMK | N | | | | | | | | | | |
| A Student | | 10CKK | | | | | | | | | | | |
| A Student | | 10DVK | | | | W | W | W | W | W | W | W | |
| A Student | | 10JAB | | | | W | W | W | W | W | W | W | |
| A Student | | 10TWS | | | | W | W | W | W | W | W | W | |
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| A Student | | 10LSG | | • | | W | W | W | W | W | W | W | |
| A Student | | 10DVK | | | | / | W | W | W | W | W | W | |
| A Student | | 10CMK | | | | W | W | W | W | W | W | W | |
| A Student | | 10LSG | | | | W | W | W | W | W | W | W | |
| A Student | | 10KES | | • | | W | W | W | W | W | W | W | |

A message box will then appear to confirm this has been created.

Students can accumulate as many points as they are capable of over the year- there are no limits – and certificates and corresponding prizes are then awarded publicly in assemblies. The number of achievement points a student has received will also be reported home each term, and each form's total will be added to the Academy's website. For Key Stage 3, the achievement point totals go towards each school's total points as they compete for the prestigious Key Stage 3 Points Cup. *For Key Stage 4, achievement points are totalled up each week and the Form with the most points for the half-term are rewarded.*

| NUMBER OF ACHIEVEMENT POINTS | CERTIFICATE | HOW IS IT AWARDED? |
|------------------------------|-------------|--|
| 50 | BRONZE | By Head of School/Head of Year in assembly |
| 100 | SILVER | By Head of School/Head of Year in assembly |

| | | |
|-----|---|--------------------------------------|
| 150 | GOLD | By Head of Key Stage 3/4 in assembly |
| 200 | LONGSANDS OUTSTANDING ACHIEVEMENT AWARD | By Principal in assembly |

Departments are still free to incorporate their own rewards into this system – we would ask that whenever a department award has been issued, an achievement point is also added to the system. Department rewards range from displaying work, use of praise postcards (distributed now directly to the student by the class teacher, Head of Department or form tutor) congratulatory emails home, or awards distributed in assemblies.

Reporting *Low Level Behaviour*

It is important that we centralise how teachers deal with low level disruption and record when this has been done.

Low Level disruption constitutes behaviours which are not overtly confrontational or challenging, but nevertheless interrupt the teaching and learning environment. This could include:

- Persistent chattering or whispering
- Lack of correct equipment
- Out of seat
- Tapping, fidgeting, eating

Before logging this on SIMS, it is vital that the teacher talks to the student about this low level disruption.

Should this pattern of behaviour continue, it is expected the Head of Department is made aware through an SIS (Student Information Sheet) and that contact is made with the parents by the class teacher. Any extreme case of student behaviour should be communicated through the SIS system, and sent to the Head of Department in the first instance.

From the register highlight the student (or multiple students by holding down the Ctrl button), right click your mouse and select **Add Behaviour** and select **Failure to meet expectations > Monitor**

Take Register: Class name/teacher name

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| Name | House | Reg | SEN | PP | Interventions | AM | AFri:1 | AFri:2 | AFri:3 | AFri:4 | PM | AFri:5 |
|-----------|-------|-------|-----|----|---------------|----|--------|--------|--------|--------|----|--------|
| A student | | 10TWS | | | | W | W | W | W | W | W | W |
| A student | | 10CKK | | | | W | W | W | W | W | W | W |
| A student | | 10JAB | | | | W | W | W | W | W | W | W |
| A student | | 10CMK | N | | | W | W | W | W | W | W | W |
| A student | | 10LSG | | | | W | W | W | W | W | W | W |
| A student | | 10LSG | | | | W | W | W | W | W | W | W |
| A student | | 10LSG | | | | W | W | W | W | W | W | W |
| A student | | 10LSG | N | | | W | W | W | W | W | W | W |
| A student | | 10CKK | | • | | W | W | W | W | W | W | W |
| A student | | 10CKK | | | | W | W | W | W | W | W | W |
| A student | | 10CKK | | | | W | W | W | W | W | W | W |

| | | |
|-----------------|------------------------------|-----------|
| Add Behaviour | Homework Issues | Detention |
| Add Achievement | Uniform | Monitor |
| Add Homework | Failure to meet expectations | Resolved |

A message box will then appear to confirm this has been created.

The number of lessons where a student fails to meet expectations will be monitored by each key stage. Tutors will be asked to monitor this each week and talk to students where this is necessary.

Who deals with what?

The general practice is as follows:

- **minor incidents** which occur during the course of a lesson, or homework issues, should be dealt with by the teacher, involving the Head of Department if further action is required. All such incidents should be recorded on SIMS. Where support is requested from a more senior member of staff, the incident will need to be reported on a Student Information Slip (SIS), though in most cases this will be simply to notify Student Support of action taken at departmental level, so that an overview of student behaviour can be developed;
- **incidents which happen outside of lesson times** are dealt with by Student Support staff.

Except in the most serious cases, problems are not simply passed on for someone else to deal with, but are shared so that the individual teacher gains the support of his/her colleagues in resolving the problem. Student Support staff may lend assistance to departments, but should not be used as the first port of call when departmental involvement would be more appropriate.

Bullying

The Academy has a separate *Preventing and Tackling Bullying policy*, to which reference should be made.

Appendix 2

The Use of Reasonable Force to Control or Restrain Students

Introduction

Longsands Academy is committed to securing and upholding the best possible experiences, learning and outcomes for all students in Longsands Academy (and for Academy students who are educated at Prospect House, our alternative provision). The Health, safety and well-being of students and staff are of prime importance.

Students are encouraged to:

- take responsibility for their own actions;
- have respect for themselves, their peers and staff;
- behave with care and consideration towards people and property;
- have a positive regard for the health, safety and well-being of self, other students, staff and visitors.

Teachers and support staff recognise that creating a calm environment that minimises the risk of incidents is a desirable end in itself. Nevertheless, occasionally circumstances may arise which require physical intervention by members of staff in order to defuse a situation or to avoid possible injury. The purpose of this policy is to provide guidance for the *exceptional* occasions when the use of force by staff to control or restrain students may become advisable.

The use of 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Principles

Force is only to be used *as a last resort* or when circumstances are such that immediate physical intervention is *necessary*. Specifically, *force* is used either to *control*¹ or to *restrain*². It 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.

In all cases, the objective should be to do one of the following:

- maintain the safety and well-being of students and/or staff;
- prevent serious breaches of school discipline;
- prevent serious damage to property;
- prevent disorder.

¹ *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 pupil by the arm out of a classroom.

² *Restrain* 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.

Authorisation

No member of staff has the right to *punish* a student using physical force, but all members of Academy staff who are authorised by each Principal to have control or charge of students automatically have the statutory power to use *reasonable*³ force, in accordance with the above principles. Authorised staff include:

- teachers, supply teachers;
- cover supervisors, teaching assistants and support staff;
- midday supervisors;
- voluntary helpers on trips and visits;
- other adults who are legitimately involved in working directly with students.

The force used must be the minimum necessary and controlled.

Training

Where it is known that a student may, on occasion, require physical intervention, appropriate training will be provided for relevant staff by accredited trainers.

In such cases, risk assessments will be undertaken. Where possible, any physical intervention techniques to be employed will be agreed with the student, his/her parent/carer and/or external agencies. Any concerns or disputes may be referred to external agencies as appropriate.

Relevant Circumstances

No member of staff has the right to *punish* a student using physical force, but all members of Academy staff have a legal power to use '*reasonable force*'. This term covers a range of actions which may involve a degree of physical contact with students, but the difficulty lies in interpreting what can be considered as 'reasonable', i.e. 'using no more force than is needed'.

Specifically, *reasonable force* may be used to prevent pupils/students hurting themselves or others, from damaging property, or from causing disorder. Force is used either to *control* or to *restrain*.

There is no legal definition of when it is reasonable to use force. The reasonableness or otherwise of any action will always depend on the precise circumstances of the individual case. The force needs to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. The decision on whether or not to intervene physically is down to the professional judgement of the staff member concerned and should always depend on individual circumstances. Trivial misdemeanours do not justify the use of force.

Examples of situations which particularly call for judgements of this kind include:

- to prevent a student from attacking a member of staff or another student;
- to stop a fight which could result in injury to other students or to themselves;
- to restrain a student at risk of harming themselves through physical outbursts;
- to stop a student from committing, or continuing to commit, deliberate damage to property;

³ '*Reasonable*' means '*reasonable in the circumstances*' - using no more force than is needed.

- to prevent a student from behaving in a dangerous way which could cause injury or damage by accident, rough play or misuse of dangerous objects or materials e.g. reckless behaviour in a science laboratory or a technology workshop;
- to remove a disruptive student from the classroom where they have refused to follow an instruction to leave the room;
- to prevent a student from leaving the room where this would be a risk to their, or another's safety.

In the above examples, the use of force would be reasonable and lawful, but wherever possible alternative action should be used – for example calling for assistance from senior colleagues.

Staff should also take into account the particular needs of students with known behavioural and/or special needs (*Equality Act 2010*) which may have contributed to the particular context of the incident and could be directly relevant in the choice of methods of handling an incident.

Reasonable Action

Reasonable action should not lead to injury (though this may occur on occasion) or involve indecent or otherwise inappropriate contact. Intervention may involve:

- physically interposing between students;
- blocking a student's path;
- holding, pushing, pulling or leading by the arm;
- shepherding using a hand placed on the back.

In exceptional circumstances, where there is serious risk of injury, more forceful restraint may be required. Staff should not intervene in a manner that is likely to put themselves at significant risk. Instead, they should use the relevant Academy's communication systems to summon assistance.

The following should not be used:

- holding by the neck or collar, the hair or ear;
- any action that restricts breathing;
- slapping, punching, kicking, twisting a joint, tripping;
- holding a student face down on the ground.

When possible, the 'audience' for any events and the individual student(s) will be separated.

As far as possible, force should not be used until another responsible adult is present to support, observe, or call for further assistance. Should circumstances warrant it, the assistance of the Police will be requested.

Infrequency

The use of force as set out by this document should be regarded as an extremely rare occurrence.

Recording Incidents

Whenever force has been used, the member of staff **must** immediately report the incident, preferably to a member of the SLT, or to Head of Department or Head of Year if SLT are not available. The circumstances must be put in writing and copied to the Executive Principal or Academy Director and the member of staff who will be liaising with parents.

A signed and dated account with witness details (staff and/or students) should be completed in the Physical Intervention Record Book as soon as possible after any action taken under this policy⁴.

Appropriate advice, guidance and other support will be made available to the students and staff involved. This may involve informal discussion, debrief and follow-up or further intervention such as external counselling or the use of restorative techniques. Where possible, any action that could be taken to prevent recurrence will be identified and taken.

Staff may well find it useful to discuss the incident with a senior colleague and report it to their professional association, which may advise on the completion of the report. The member of staff should keep a copy of the document.

Depending on the circumstances, the CEO or Principal may find it necessary to carry out a full investigation to determine whether or not the action was appropriate. Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The Trust should consider whether a staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher, and appropriate support should be provided to any member of staff who is subject to a formal allegation following a use of force incident.

Complaints

Complaints by parents or students will be investigated following the Trust Complaints Procedure if reported to the Academy. All staff should be aware, however, that a parent or student may complain directly to the Police or Social Services and this could lead to an investigation over which the Trust has no control.

⁴ The full details of the information required are:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force;
- the name(s) of the student(s) involved; when and where the incident took place;
- names of staff and/or students who witnessed the incident;
- the reason the force was necessary;
- the progress of the incident. Include details of :
 - student behaviour leading up to the incident
 - any attempts to resolve the situation
 - what was said by staff and students
 - the degree of force used
 - how it was applied
 - how long it was used for
- the student's response and the eventual outcome;
- details of any injury suffered by staff or students;
- details of any damage to property;
- details of any medical treatment required (an accident form should be completed);
- details of any follow-up. Including contact with the parents or carers of the student(s) involved;
- any other relevant details e.g. the involvement of any other agency e.g. the Police.

Physical Contact with Students in Other Circumstances

It is not illegal to touch a student. There are times when other forms of physical contact are appropriate or, indeed, necessary. Certain activities in PE or Music, for instance, may require physical contact as will giving First Aid treatment.

Students in distress may also benefit from physical contact but, whenever possible, this should be avoided. Some students may find any form of physical contact unwelcome.

The guidance that staff should have in mind is: if physical contact can be avoided, it should be.

References

The principal reference for this policy is the Department for Education guidance entitled *Use of Reasonable Force – advice for Headteachers, staff and governing bodies* (July 2013) <http://www.education.gov.uk>

Appendix 3

Home – Academy Agreement



As a student, you can expect the Academy to:

- provide a supportive and caring environment for you and other students;
- promote a positive approach to learning and value and celebrate all forms of achievement;
- support your educational achievement and personal development;
- encourage high standards of behaviour and a sense of personal responsibility;
- set, mark and monitor class work and homework;
- let your parents know about any concerns or problems that may affect your work or behaviour;
- send home regular assessments;
- arrange opportunities for your parents to meet staff, during which your progress will be discussed;
- keep your parents informed about Academy activities through letters, newsletters, the website and the VLE.

The Academy can expect you, as a student, to:

- attend school and lessons regularly and on time;
- complete your classwork and homework/coursework on time and to the best of your ability;
- bring all the equipment, books and kit you need each day;
- wear the Academy uniform and take a pride in your appearance;
- be polite and helpful to others;
- be respectful to other students, staff and the fabric of the building;
- keep the Academy and its neighbourhood free from litter and graffiti;
- impress people in and out of Academy with your good behaviour;
- observe the Academy 'Ready to Learn', 'Attitudes to Learning' and 'Preventing and Tackling Bullying' policies.

The Academy can expect you, as a parent, to:

- Sign the logbook weekly;
- Support the Academy in the implementation of all policies and procedures;
- work in partnership with staff at the Academy in supporting the teaching and learning of students;
- support our ethos of mutual respect in all communications with the Academy.

Appendix 4

Attitude to Learning descriptors

AtL 1: Always demonstrates an exemplary attitude to learning: this is likely to result in excellent progress

- Shows high levels of effort and engagement in lessons at all times and consistently makes more than expected progress; always aims high and responds to challenges.
- Tasks are always completed to a very high standard (relative to ability).
- Responds effectively to all forms of feedback; meets targets, can explain progress and capitalises on advice given about steps need for further progress to be made.
- Home learning and test preparation are completed thoroughly to meet deadlines and learning challenges are accepted with enthusiasm.

AtL 2: Usually demonstrates an exemplary attitude to learning: this is likely to result in good progress

- Shows considerable effort and engagement in lessons and is often making more than expected progress; usually aims high and responds to challenges.
- Tasks are usually completed to a good standard (relative to ability) and at times this standard is exceeded.
- Responds well to feedback; meets most targets, understands progress made and how to approach the next steps that will enable further progress.
- Home learning and test preparation are completed to meet deadlines and are of a consistently good standard.

AtL 3: Sometimes demonstrates an exemplary attitude to learning: this is likely to result in minimal progress

- Shows variable effort and engagement in lessons and is making minimum expected progress: more is possible. Needs to aim higher and respond to the challenges of learning with greater levels of motivation and resilience.
- Tasks are completed to a variable standard (appropriate to ability); at times the standard achieved has been disappointing.
- Responds to feedback on some occasions but isn't capitalising fully on the support and guidance offered to meet targets or act on next steps advice.
- Home learning and test preparation are completed to meet deadlines and are of a consistently good standard.

AtL 4: Rarely demonstrates an exemplary attitude to learning: this is likely to result in inadequate progress

- Shows a lack of motivation and effort in lessons and is making less than expected progress and is at risk of underachieving. A more positive and resilient attitude to the challenges of learning needs to be taken.
- Tasks are regularly completed to a low standard (relative to ability) or not completed at all.
- Rarely responds to feedback, and makes limited use of advice about ways targets could be met to enable progress. There has been very limited engagement and response to next steps advice and guidance.

Home learning and test preparation are often incomplete, or completed to an inadequate standard.

Appendix 5

Academy Behaviour Expectations

- Wear the correct uniform;
- mobile phones and ear phones not to be visible in the building except at breaks or lunchtimes in social areas only;
- logbooks must be signed, and with you, should you exit a lesson;
- eat at break and lunch in designated areas only;
- fill water bottles at break and lunch NOT in lessons/registration;
- use the bins provided, don't drop litter;
- behave appropriately in corridors and when walking through the Academy;
- use appropriate language at all times;
- follow all instructions – first time, and without question;
- line up in a quiet and orderly manner whilst waiting for your teacher;
- ensure you follow your teacher's seating plan;
- listen and respond appropriately in all lessons; do not distract others.

Beyond the Academy

- Behave appropriately on the journey to and from school;
- use social media responsibly;
- be a positive role model;
- be an ambassador for the Academy when representing us at events and on trips.

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| Behavioural Reports Pupil Support Programme (PSP) | <p>Aspects of progress and conduct, including attendance, homework and behaviour, are monitored by use of a variety of targeted reports, including Departmental, Head of School/Year, and SLT reports.</p> <p>These are intended primarily as forms of support which give students additional opportunities to demonstrate responsibility. There is a strong expectation that students on report will make significant improvement in the area or areas being monitored.</p> <p>A PSP is a more formal document, available for use with students identified to be at risk of significant underachievement and/or permanent exclusion. It records the behavioural improvement required and sets deadlines for review. In normal circumstances, a PSP will be</p> |
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| | <p>drawn up at a meeting involving staff, parents and the student. A multi-agency assessment may be considered for students who display continuous disruptive behaviour.</p> <p>Failure to meet the targets set in a PSP is a serious matter that could warrant fixed term or permanent exclusion.</p> |
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