

Signed: Mr R Barnes Fleetwood High School	Signed: Mr S MacNeill On behalf of the Governing Body
Head Teachers name: Mr R Barnes	Chair of Student Welfare and Wellbeing: Mr S MacNeill
Date: 7.11.2019	Proposed Review date: November 2020

**FLEETWOOD HIGH SCHOOL
BEHAVIOUR MANAGEMENT POLICY
2019/20**

INTRODUCTION

The school's mission statement is "Achievement for All through personal best". We are committed to developing a caring and co-operative environment, which encourages self-discipline and promotes the highest standards of achievement.

The management of student behaviour at Fleetwood High School is based upon the principle of rewarding students for doing well and thus creating an atmosphere and ethos of achievement and success.

The following statements indicate the rights and responsibilities of all members of our community. They will be displayed prominently around the school and in every teaching base in this format: -

Our school Code – 'The Fleetwood Way':

Rights

- Feel safe and secure;
- Learn and make the most of our lives;
- Be treated with respect.

Responsibilities

To guarantee that we feel **SAFE AND SECURE** we should:

- **ALWAYS** go to a member of staff to sort out conflicts or arguments;
- **ALWAYS** tell someone when we feel unhappy or have a problem;
- **ALWAYS** move sensibly around the building.

To guarantee that we all **LEARN AND MAKE THE MOST OF OUR LIVES** we should:

- **ALWAYS** allow others to focus on their learning;
- **ALWAYS** stay silent when a teacher is talking;
- **ALWAYS** arrive to lessons on time and with the correct equipment.

To guarantee that we are all **TREATED WITH RESPECT** we should:

- **ALWAYS** welcome visitors and guests to our community;
- **ALWAYS** wear our FHS school uniform with pride;
- **ALWAYS** look after the school environment;
- **ALWAYS** think about the effect hurtful comments may have on others.

Behaviour Procedures

1. Classroom Behaviour

<p>STEP 1</p> <p>Remind students of expectations in classrooms</p> <p>SCHOOL CODE – RIGHTS AND RESPONSIBILITIES</p> <p>CT</p>	<p><u>Teacher Expectations</u></p> <ol style="list-style-type: none"> 1. Tactical ignoring (for a short period of time as long as there is no significant impact on the learning of the rest of the class). Emphasise and praise the good behaviour of those on task and the positive impact it is having for these students. 2. Talk about the behaviour not the student, refer back to the way we do things at Fleetwood and Fleetwood H.S. core values as agreed by students. 3. Redirect poor behaviour e.g. if students are off task use ‘Mark we are looking at the passage on page 23’ 4. Use positive solution focussed language which directs students to the behaviour you <i>expect</i> to see rather than <i>asking</i> them to stop the behaviour you don’t want to see e.g. ‘ I need you to thanks’ rather than ‘Can you please stop’ 5. Repeat the language above as necessary – the broken record technique. 6. Simple choice (in your bag or on my desk please). 7. Use the language of choice e.g. ‘ If you choose tothen you will be choosing....., whereas if you choose tothen 8. Make consequence clear and make sure you follow through with them when required but always make sure they are in line with school policy to prevent feelings of unfairness or inconsistency .e.g. ‘Remember the school rule John ..., if you choose to..... then you will be choosing to 9. Use ‘When-then direction’ e.g. ‘When you have finished your work then you can go out!’ rather than ‘No you 	<p>Always follow up and follow through any poor behaviour at an appropriate time that does not disturb the learning of the class (maybe after the lesson) by going through the restorative practice process (See * below)</p>
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	<p>cannot go out because you have not finished your work'</p> <p>10. Use partial agreement e.g. 'Yes, maybe that is true but I still need you to thanks' repeated as necessary (the broken record technique).</p> <p>11. Ask students eg "What does the Fleetwood Way say about talking when a teacher is?"</p> <p>12. Avoid asking 'Why?' Avoid confrontation, arguing with the students, humiliation, sarcasm or put downs'</p> <p>13. Speak personally to students rather than arguing with them or backing them in to a corner in front of the rest of the class.</p> <p>14. Give students 'take up' time to respond to strategies above.</p> <p>15. Pitch voice at conversational level; friendly and assertive. Do not shout. (If you do raise your voice it is without anger or irritation)</p> <p>16. Visual signals are highly effective and non-confrontational e.g. gesturing to sit down/be quiet etc.</p> <p>17. Use NLP approaches e.g. mirroring/matching, 'breaking the loop' by 'finding a way in' to talk to/build rapport with the student e.g. talking about weekend/ their interests etc.</p>	
<p>STEP 2</p> <p>Undesirable behaviour continues</p> <p>Re-affirm positive behaviour and/or asked to move seat</p> <p>CT</p>	<p>Explain to student what their undesirable behaviour is and what you want them to do instead.</p>	
<p>STEP 3</p> <p>No improvement and behaviour continues</p> <p>Asked to wait outside briefly. Conversation with teacher- last chance.</p> <p>CT</p>	<p>18. Warn student that further poor behaviour will lead to a removal.</p>	<p>Classroom teacher</p> <p>RJ conversation to try and keep the pupil in class learning.</p>

<p>STEP 4 Learning of others disrupted further:- ON-CALL SANCTUARY HOY/DOF/SLT</p>	<p>Whole School Same Night Detention</p> <ol style="list-style-type: none"> 1. CT to send work to be completed by student in sanctuary. 2. 25 minute (same night whole sch) detention issued with a slip. 3. Call out used to escort student to sanctuary. (Warn student this will lead to a 40 minute sch detention that night if they fail) 4. If behaviour disrupts learning in this class, send for call out. <p>Call out actions</p> <ol style="list-style-type: none"> a. Call out –resolve / attempt place back in learning. b. Removed from this class to sanctuary. (Automatic 25 min DT) <p>Repeated Step 4 incidents:</p> <ul style="list-style-type: none"> • Three removals in the same subject in one half term – Faculty Report. • Three subject areas concerned – HOY Support Card 	<p>Classroom teacher:</p> <p>Log event on progressso</p> <p>Restorative in DT / outside room</p> <p>Use detention time to repair and rebuild (See * below)</p> <p>Alert staff via email/bulletin when student placed on an Intervention Support Plan.</p> <p>Contact parents when student placed on support plan.</p>
<p>STEP 5 Serious incidents</p> <p>Breach of Health and Safety/verbally/ physically violent/aggressive/ towards member of staff or student. Refusal to go in sanctuary or poor behaviour when in sanctuary.</p> <p>Isolated with AHOY/HOY/ SLT pending decision.</p>	<p>Sanction agreed by SLT/HOY/DOF</p> <ol style="list-style-type: none"> 1. Student removed by on call. Student accompanies on call to be isolated. 2. Office alert HOY or member of senior staff if available. 3. Student remains in isolation/unit until incident dealt with. 4. Sanction agreed at earliest opportunity after the incident has been investigated. 5. Restorative meeting to take place between SLT/HOY/Staff/Student. 6. Parental contact to be made 	<p>Roles and responsibilities</p> <p>Class teacher: SLT call out</p> <p>Incident to be logged on Progressso</p> <p>Involvement in restorative meeting (See * below)</p> <p>Office staff: Radio to HOY/AHOY or SLT member- office to check staff timetables to identify which staff</p>

<p>le Exclusion / Internal Exclusion (FTEC)</p> <p>SLT</p>		<p>member has earliest availability</p> <p>On call staff: Collect student and deliver to either SLT/ HOY or exclusion unit dependent upon availability of staff</p> <p>Ensure student calm before entry into the exclusion unit</p> <p>Exclusion unit TA: Provides a 'reflection diary' and work pack for the student. Logs the student's entry into the unit.</p>
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Note – When progressing through the consequences ladder staff should be explicit in explaining what “stage” a pupil is on or use similar language to alert the pupil as to where they are.

Prevention is Better than Cure

1. Keep 'the Fleetwood Way' core values high profile in your classroom and in all your conversations with students.
2. Make sure you plan stimulating and engaging lessons that students will enjoy. Ensure that there is a variety of learning styles/multiple intelligences and that the lesson is pitched at the right level and differentiated so that all students can access the learning and be challenged appropriately.
3. Create a positive, pleasant, warm, secure and nurturing learning environment in your classroom.
4. Find time to talk to students. Build relationships and rapport. Find out about their family, hobbies and interest.
5. Meet and greet at the door. Use names
6. Smile and be enthusiastic about the learning and positive about what will be achieved
7. Model the respectful and controlled behaviour you want to see.
8. Give regular praise and rewards. Praise achievements even if small. Praise the behaviour you want to see and give rewards according to the school rewards policy

9. Show respect and a genuine interest in all students. Listen to them with full attention. Show you care.
10. Take positive steps to calm yourself (deep breathing, counting, thinking pleasant thoughts) if getting stressed in class and positively try to calm others and teach calming strategies.

Follow Up and Follow Through!

1. **Ensure you follow up and follow through on any poor behaviour and repair/ rebuild relationships. Always use the restorative approach asking the 6 key RP* questions to ensure students reflect on their poor behaviour, the harm it caused and what they have to do now to put things right.**
2. You may want to include the whole class, a few students involved or affected by the poor behaviour or just yourself and the student who was behaving poorly in the RP process. You may also want to include your Director of Faculty (or 2nd), the student's parents, Form Tutor, Head of Year or Assistant Head of Year in the RP process.
3. Ensure you always make the appropriate log on Progresso otherwise it is impossible to track students who are having issues in a number of areas or to assess the impact of strategies used.
4. Never hold a grudge from a previous lesson, each lesson is the opportunity for every student to make a fresh start.
5. Get support from your Director of Faculty/2nd in Faculty with any students who are causing particular problems.

**** The 6 Restorative Practice Questions***

1. *What happened?*
2. *What were you thinking/feeling at the time?*
3. *What are you thinking/feeling about the situation now?*
4. *Who has been affected by what you said/did?*
5. *In what ways have they been affected by what you said/did?*
6. *What do you think needs to happen to make things right?*

OR

WHAT HAPPENED?

WHAT HARM WAS CAUSED?

WHAT NEEDS TO HAPPEN NOW TO PUT THINGS
RIGHT?

AVOID ASKING 'WHY?'

2. Out of class behaviour:

All staff should address poor behaviour in the corridors and yards. In most cases verbal correction should suffice. More serious incidents such as physical aggression should be referred to the appropriate staff.

Internal truancy/self-exit

Dealing with the incident remains at the class teacher and faculty level

1. Alert call out staff regarding the missing student. Search of building undertaken
2. If the student is seen exiting school reception will contact parents/carers
3. CT to log on Progresso
4. Student placed in 60 minute faculty detention
5. Class teacher contacts home
6. Class teacher ensures student completes missed work in the detention time
7. HOY identifies any students with high levels of internal truancy and/ or self-exit on a weekly basis. Students with repeated truancy from lessons can be placed in the exclusion unit with permission from SLT i/c Behaviour.

Uniform issues

1. Tutor issues blue card/ note in planner during form time to students with genuine reasons for non-compliance with uniform code. (Note required from home)
2. Students to show staff the blue card each lesson
3. Repeated non-compliance regarding uniform will be dealt with by the tutor. On-going issues to be referred to the HOY for parental contact
4. Refusal to remove items such as jewellery and hoodies should be dealt with as a refusal to comply to school rules through the usual faculty procedures

3. Persistent poor behaviour

Level	Trigger	Action	Staff responsible
1	3 call outs in a half term	<p>If all the removals are in one subject the student is placed on Faculty report</p> <p>Removals from a range of subjects student placed on 'Intervention Support Card' by tutor</p> <p>Parents informed (phone call)</p>	<p>HOF and HOY/ AHOY to track removal data</p> <p>Progresso will notify team tutor's with an email</p> <p>AHOY</p>
2	6 call outs in a half term	<p>Parent called in for a meeting with AHOY/ HOY</p> <p>Level 2 "Intervention Support card"</p> <p>One day in exclusion unit</p>	<p>HOY AHOY</p>
3	9 call outs in a half term	<p>Parent called in for a meeting with HOY/SLT</p> <p>Level 3 'Intervention Support Card' to SLT</p> <p>One day in exclusion unit</p>	<p>HOY/SLT</p> <p>Monitored by SLT</p>
4	12 call outs in a half term	<p>Parent called in for a meeting with HOY and attached SLT</p>	<p>HOY</p>

		Behaviour contract set (this replaces the Intervention Support Card) Support plan reviewed One day in exclusion unit	SLT Year and support staff liaise to identify a personalised support/behaviour plan Student Support informed (SEN/TAF/CAF)
5	15 call outs in a half term	Parent and Student invited to Governor panel. Contract reviewed Consideration of FTE or managed move Two days in exclusion unit	HOY/ Attached SLT Governors Head/Governors

SERIOUS INCIDENTS CAN LEAD TO AN ESCALATION THROUGH THE INTERVENTION SUPPORT CARD SYSTEM

4. Student support

Support to students

- IEP
- Behaviour support plan
- Reviews/CAF
- Self-esteem course
- Anger management course
- 1:1 support in lessons
- TA support
- Base 3 / 4 support

5. School detention system

Entry Criteria

- Step 4 or 5 incident
- On-call staff place students into school detention through means of “on-call folder”.

Failure to attend 25 min school detention without valid reason will result in an automatic 40 min DT the following day. Failure to attend the 40 min DT shall result in FTEC (9.00-2.55am) + completion of the 40 min DT.

Detentions for issues such as lateness, smoking, persistent failure to conform to uniform rules should be dealt with at pastoral level.

The detention is staffed on a rota basis by all teachers /AHOY with a member of SLT assigned to each night.

6. Exclusion Unit (Ftec)

The unit is staffed by a full-time TA. The unit operates from 9.00- 2.55pm. Students are placed in the unit as an internal exclusion. This includes lunch times. The unit has the capacity for 10 students.

Parents are contacted by the member of staff placing the student into the exclusion unit. This should reinforce school expectations and should identify expected future behaviour.

- **Entry criteria**
 - 6 and above Step 4 behaviours as identified above
 - Students at Step 5 needing to be removed from their lesson
 - Students disrupting sanctuary
 - Internal exclusion sanction- these students will be placed in the unit for a longer day than those above.

Only SLT are able to place students in the exclusion unit. This should be done through the SLT i/c behaviour. Staff should liaise with the EU TA regarding the date of entry into the EU.

- **Operation**

The EU permanently has a TA who ensures that:

- all students are provided with work
- all students are on task and clear regarding the work to be undertaken
- appropriate records are kept
- think sheets are completed
- arrangements for lunchtime are made

A member of staff will also be present at all times in the unit. A rota to cover the school day, lunchtimes and after school will be produced. Staff should not leave the room

until they are relieved by the next member of staff. Absent staff will be covered in the usual way.

Students who fail to comply with the rules will be made to repeat the day or be formally excluded.

7. Staff roles and responsibilities

Class teacher

- Ensure that proactive strategies to encourage positive behaviour are used. This should include careful use of language and rewards.
- Log all incidents from Step 4 and above onto Progresso
- Use call out to alert to internal truancy/ self -exit
- Use call out in cases of students refusing to go to sanctuary and Step 5 behaviour.
- Follow up incidents of self- exit and internal truancy.

Head of Faculty

- Ensure faculty detention and sanctuary rotas are in place.
- Support staff to ensure students attend detention and that incidents are appropriately followed up. For example, assist the class teacher to ensure a missed detention takes place. This may be longer than the original. Place repeat non-attenders in faculty level detention.
- Follow up non-attendance at faculty detention
- Monitor the number of call outs within the faculty in order to identify students requiring faculty support card and teachers requiring support with particular students/ classes. Data to be provided daily by the SLT i/c behaviour.
- Provide a clear record of students placed into detention

Head of Year (supported by Assistant)

- Work within the level framework for interventions for students with persistently poor behaviour. This includes referring students for student interventions
- Liaise with parents of those students with multiple Step 4 and 5 behaviours
- Ensure that tutors monitor intervention support cards correctly
- Liaise with SLT in dealing with Step 5 behaviours
- Liaise with student support in the appropriate implementation of interventions

Tutor

- Monitor Progresso in order to be aware of the recent behaviour incidents for students in the tutor group. Discuss concerns with students
- Monitor those students on intervention support cards

SLT

- Monitor Intervention Support Cards
- Oversee 'Behaviour Contract' meeting
- Deal with Step 5 incidents in conjunction with the HOY
- Support for behaviour contract meetings and governor panels
- Oversee school detention system
- Discuss patterns of behaviour at a 'Faculty Level' during line management meetings
- Deal with students behaving poorly in the 'Exclusion Unit'

Appendices:

- a. On call staff guidance document**
- b. Use of support cards**
- c. Operation of the exclusion unit**

Appendix A Guidance for On Call staff

Purpose

On call is designed to provide support for staff experiencing difficulty with student behaviour. It is not designed as a whole class intervention and should be used for Step 4 and 5 behaviour

Procedure

- On call rota produced.
- On call staff to collect logging sheet and radio from the school office at the beginning of the lesson
- It is expected that on call staff patrol the school throughout the period
- Information is provided with the logging sheet to show classes which are considered to be hot spots in terms of behaviour during this period. If possible make a proactive visit to these classes
- On call should be used when a student disrupts the learning of others by:-
 - Refusing to go to sanctuary
 - Misbehaves in sanctuary
 - Is involved in a serious incident (Step 5) such as swearing directly at a member of staff or a health and safety related incident
 - Has self-exited or is thought to be internally truanting
- The on call member of staff should aim to resolve the issue and return the student to the sanctuary class if the issue is at Step 4. This may require a restorative style conversation or dialogue to de-escalate the situation. If this is not possible then the student should be isolated. If a student has refused to go to sanctuary the member of staff on call should remove the student and escort them to be isolated. This should be done as calmly as possible.
- If a student is agitated on exit from a classroom the on call member of staff should ensure that the student is calm before placing them in another classroom. It may be enough for the student to walk around with on call until they are calmer.
- In cases of internal truancy the role of the on call member of staff is to attempt to locate the student. It is the responsibility of the class teacher to follow up the incident further.
- All incidents should be logged with the nature of the incident, location and outcome. This information is transferred to a central log by clerical staff.
- ALL staff will receive a copy of the on call log each day via email
- In cases of Step 5 behaviour incidents (serious incidents only) the member of staff on call should escort the student to their AHOY or a member of SLT if this is possible. If this is not possible the student (once calm) should be isolated. The office should then alert the appropriate member of SLT regarding the incident.

Appendix B Intervention Support Cards and Support Plans

For students whose behaviour warrants further action. If a student is causing concern in three or more subjects then they will be placed onto an intervention support plan.

Tutor Level

- A student who has poor behaviour will spend one-two weeks on report to the form tutor
- At the end of this period, the form tutor will discuss next steps with the HOY.
- If the student has met targets, they will have a meeting with either the HOY/AHOY or the team tutor to review progress. The student will be praised for improved behaviour, taken off report and told that further issues within one term will result in them being placed on the card again.
- If a student has not met the success criteria for all three targets then they will remain on report to the form tutor for the individual targets not yet met for a further two weeks.

Consequences:

- Each "4" will count towards a sanction.

AHOY/ HOY Level

- A meeting will be arranged by HOY/AHOY for the student and parents/carers;
- Targets will be set and a student will gather evidence of how well they are doing in lessons by giving each teacher their card at the start of each lesson;
- The HOY will tell the student at the meeting how the card will be monitored, including who will monitor and when;
- A date for review after four weeks will be agreed at the meeting;
- If the student successfully completes the 4 week period on they will be praised for improved behaviour and taken off.
- They will also be informed that further issues within one term will result in them being placed on the support card again.
- If the student has not been successful in meeting all of their targets on the support card then they will continue with the targets they have not met for a further two weeks.
- If the student does not meet their targets then he/she will go onto next level of intervention for 4 weeks.

Consequences:

- 1-3 “4’s” will count towards a sanction decided by the member of staff
- 4-8 “4’s” will count as one hour HOY detention
- 9+ “4’s” in a day/losing card/failing to get report card signed at the end of the day will mean that the student will be in whole school Dt/ and/or Ftec for a day.

SLT Level

- If the student has not been successful in meeting their targets on AHOY/ HOY card, then student will go onto SLT card for a period of four weeks.
- A meeting will be arranged and it may be appropriate to invite other staff from school (if they are already working with the student).
- This meeting will identify personalised targets and intervention strategies/support for the student
- The card will contain the agreed targets. The student will pass the card to each individual teacher at the start of each lesson.
- SLT will explain to the student at the meeting how the card will be monitored and when.
- A date for a first fortnightly review will be agreed at the meeting.
- A second review meeting is held after 4 weeks
- If the student successfully completes the 4 week period card they will be praised for improved behaviour and taken off. They will also be told that further issues within one term will result in them being placed on the intervention support card again.

Consequences:

- To be decided by SLT

Behaviour Contract

If a student is not successful in meeting their targets on an SLT Intervention Support Card, then the student will be placed on a ‘Behaviour Contract’ and a ‘Behaviour Support Plan’

- The contract will be agreed in a meeting involving the HOY, attached SLT (if appropriate), student and parents/ carers
- The contract will set out clear targets and timescales for the student, alongside expectations of support from the school and parents. The student will be expected to identify actions that he/ she will undertake in order to improve behaviour.

- The contract will include clear and agreed consequences if there is a continued failure to meet targets.
- The student support plan will also be reviewed through this process. Targets will be consistent across the two plans
- A CAF can be initiated at this point.
- If the student fails to respond to the behaviour contract/support plan then consideration will be given to a Fixed Term Exclusion (FTE) or a managed move. The student will also be referred to a Governors Panel.

Governors Panel

Students failing to respond to a behaviour contract will be referred to a Governor Panel. At this meeting the contract will be reviewed and new targets, expectations and consequences set. This forum may also consider the suitability of a managed move.

The student will continue to be supported via a support plan and will obtain feedback upon their behaviour contract target each lesson

Appendix C FTEC (Exclusion Unit)

Purpose of the Unit

Students are placed in the unit as part of the School's system of sanctions. It is not intended as an element of behaviour support.

Staffing

The unit is staffed by one full time TA and a rota of staff for the periods of the school day. The unit is manned by a TA during lunchtimes and after school

Entry Criteria

- 6 and above Step 4 behaviours as identified above
- Students at Step 5 needing to be removed from their lesson
- Students disrupting sanctuary
- Internal exclusion sanction- these students will be placed in the unit for a longer day than those above
- Failure to attend school detention- one day in Ftec

Only SLT are able to place students in the exclusion unit in agreement with the AHT i/c Inclusion.

In the cases of bullet point 2 and 3 above this may be by the member of staff on call out.

Entry procedures

SLT to contact the Ftec TA to arrange entry at the earliest opportunity. Ftec TA to circulate the names of the students in the unit to all staff via email.

Proforma to be sent to Ftec TA

Rules

Listen to and follow instructions the first time they are given.

Remain in your seat/place unless asked to move.

Raise your hand if you want to speak and then wait for permission to do so.

Treat other people and property with respect.

Do not talk to other students unless asked to.

Do not eat or drink during lesson time.

Procedures

- Students will be given a set of equipment and a 'Stop and Think' sheet on entry.
- Students to be seated in cubicles. Students who work well may be given the opportunity to work at a group table or to work on the computer
- A work pack will be provided to each student based on the timetable outlined below

Exit procedures

- Students entering due to disruption of sanctuary should return to their next lesson
- Students entering due to a Step 5 incident will remain until a decision is made by SLT.

PHYSICAL RESTRAINT POLICY

Everyone has the right to defend themselves against attack. Any member of staff may intervene in an emergency if a student is in immediate risk of injury or on the point of inflicting injury on someone else. Section 550A of the Education Act 1996 clarifies the powers of teachers and other staff who have lawful control or charge of students either on the premises or on approved extra-curricular activities, to use reasonable force to prevent students committing a crime, causing injury or damage to themselves, others or property, or to prevent behaviour prejudicial to the maintenance of good order and discipline.

SLT and other key staff completed an accredited Physical Restraint Course in July 2019.

Guidelines

1. The law clearly forbids a teacher to use any degree of physical contact which is deliberately intended to punish, or primarily cause pain, injury or humiliation.

2. The legal position: **the touching, physical restraint, use of force against or constraint of a student is something to be approached with great caution.** Such acts may result in accusations of either criminal offence or result in civil action based on the following:

- i) assault and battery
- ii) false imprisonment
- iii) sexual assault
- iv) corporal punishment

3. Restraint of a student is permitted when the student is:

- i) committing any offence
- ii) causing personal injury to, or damage of any person
- iii) engaging in behaviour prejudicial to the maintenance of good order and discipline.

Examples quoted include where students are:

- fighting
- on the verge of committing deliberate damage or vandalism to property
- causing themselves or others to be at risk of injury by accident through rough play, or the misuse of dangerous materials or objects

The Education Act also quotes examples of students running in corridors or stairways in such a way as to endanger the safety of others. Other instances include examples where a student persistently refuses to obey an order to leave a classroom, or behaves in such a way as to seriously disrupt a lesson.

4. Restraint in any of the above circumstances must only be used when there is no alternative to use of physical restraint.

5. Restraint may involve blocking the path of students, positioning oneself between students, arm and wrist holds, guiding or leading a student by the arm or shepherding a student away, **by placing a hand in the centre of the back. This should only happen after a senior member of staff has been called or in the event of there not being a senior member of staff available.**
6. Only in the most exceptional circumstances and where there is no alternative can a person justify the use of force upon a student which might reasonably be expected to cause injury.
7. Physical restraint must involve the minimum force necessary to prevent injury or remove the risk of harm and should be gradually relaxed as the student gains self control. Physical restraint must not be used to gain compliance with staff instructions when there is no immediate risk to the student or to other individuals.
8. As a general principle, teachers should not make unnecessary physical contact with their student. However, there are occasions when physical contact is appropriate and/or necessary, e.g. on those occasions in the course of teaching when, for example, a student is being shown how to use a piece of apparatus or equipment or while demonstrating a move or exercise during PE or IT. **The administration of First Aid will inevitably involve physical contact and First Aiders should ensure that others are present in circumstances when physical contact could be misconstrued.** Any comforting gestures must always be acceptable to the student concerned.
9. Staff are **NOT** expected to restrain a student if, by so doing, they consider they put themselves at unacceptable risk.
10. Any incident resulting in the restraint of a student must be written up as a report and a copy lodged with the Headteachers secretary and in the student file. Such accounts may be made available to outsiders (parents, governors, consulting professionals). Parents must also be advised and given the opportunity to discuss the incident.
11. All staff will be issued with a copy of Advice for Staff on Physical Restraint.

Conclusion

This policy has been drawn up with reference to the Summary of the DfE Circular 10/98 on Section 550A of the 1996 Education Act (July 1998) 'the Use of Force to Control or Restrain Pupils'. It aims to clarify for staff, parents, pupils and governors the position over the use of force to control or restrain pupils and thereby reduce the chance of complaints.

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