



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

Behaviour for Learning Policy

Document Control

Document Ref:		Date Implemented:	September 2018
Version:	7	Date Modified:	September 2019, 2020, 2021, 2022, 2023
Revision due date:	June 2025		
Governor Committee and date (where applicable)	Teaching & Learning Committee 12 th June 2024		
Reviewed by:	Jane Glendenning	Sign and Date:	
Authorised by:		Sign and Date:	

Related Documents/Policies found in the Safeguarding section of our website

Safeguarding and Child Protection Policy
Attendance, Punctuality and Children Missing from Education Policy
Drugs, Alcohol, Smoking, Vaping and Substances Policy
Mobile Phone Policy
Anti-bullying Policy
Suspension and Permanent Exclusion Policy
Positive Mental Health and Wellbeing Policy
Online Safety Policy
Sexual violence and sexual harassment Policy

The Director of Pastoral Care and Director of 6th Form are responsible for reviewing and updating this procedure.

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INTRODUCTION

King Edward VI Handsworth School for Girls is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a calm, safe and supportive school which students want to attend and where they feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles and school vision statement.

Our entire school community has responsibility for positive behaviour and attitudes in school. Where behaviour is poor, students can suffer from issues such as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress. It can cause some children to stay away from school, missing vital learning time. Good behaviour, proper regard for authority, and self-discipline, however, have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years. According to the Department for Education, 'Mental health and behaviour in schools' advice, the protective factor of clear, consistent discipline impacts positively on mental health and wellbeing. Failure to adapt to a child's changing needs or inconsistent or unclear discipline can result in poor mental health.

In line with the Department for Education 'Behaviour in schools: advice for headteachers and school staff', all staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them and is not in keeping with the values and ethos of our school.

AIMS

King Edward VI Handsworth School for Girls believes that all staff and pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by explicitly teaching positive behaviour we can promote good relationships throughout the school, built on trust, dignity and understanding, and that through the use of this policy we can support all our students in developing a high level of social awareness. Our aim is to nurture and develop learners within a happy and caring environment through good behaviour, high expectations and courtesy towards all members of our school community.

We believe that consistency, fairness and positive relationships between staff and students is the bedrock of good behaviour in our school. Consistent application of this policy helps to create a predictable environment in which students can thrive. A good behaviour culture also creates a calm environment which will benefit pupils with Special Educational Needs and/or disabilities, ensuring there is equity in their access to learning.

We want to ensure that all our students leave school with the key skills they need to continue to progress to the best of their ability in all areas of life but recognise that some students will need additional support to reach the expected standard of behaviour. Staff will be trained to meet the additional needs of students.

EQUALITY, DIVERSITY AND INCLUSION (EDI) MISSION STATEMENT

We celebrate diversity and value fairness and equal treatment for everyone at the school regardless of their race, age, ethnicity, religion, sex, sexual orientation or disability. We promote equality through our rich and diverse curriculum, equipping students with the skills, knowledge and understanding to succeed in a diverse world outside and beyond school. We challenge discrimination in all its forms so that all members of the school community feel safe and valued.

Unconscious Bias Key definitions:

There are two types of biases

- Conscious bias (also known as explicit bias) and
- Unconscious bias (also known as implicit bias)

Conscious bias is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair. **Unconscious bias** is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically, unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups.

Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

How to overcome unconscious bias

- Be aware of unconscious bias.

- Don't rush decisions, rather, take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions
- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.
- Focus on the positive behaviour of people and not negative stereotypes.
- Employers should implement policies and procedures which limit the influence of individual characteristics and preferences.

OUR VISION FOR WELLBEING

As a school, to prioritise and be committed to the wellbeing of all members of our school community, staff and students are committed to the development of resilience through connectedness, kindness and compassion.

Through the values, ethos and culture we advocate every day in line with our school vision, we aim to develop and nurture students and colleagues with sensitivity and mutual respect.

VALUES

We wish our students:

- to feel and be safe in our school;
- to feel that they belong to an inclusive school that appreciates the diversity and needs of others in our community and wider society;
- to have access to lessons unhindered by their peers;
- to feel and be confident in the collaborative classroom environment;
- to know right from wrong;
- to share the values of our school community and have the moral courage to be an upstander;
- to show respect for themselves and others;
- to be supportive and praise others;
- to develop a strong sense of personal responsibility for their own behaviour, actions and learning;
- to understand the consequences of their actions;
- to be responsible members of the school community;
- to make the most of the opportunities available to them beyond the classroom;
- to be self-aware and able to reflect on their own actions and the actions of others;
- to evaluate their thoughts in order to regulate and develop behaviours which consider social impact and personal values; and
- and to care for their environment.

RIGHTS AND RESPONSIBILITIES

The Governing Body approves the Behaviour for Learning Policy and ensures it is reviewed annually. It ensures that it is communicated to all relevant parties and that the expectations of the school are made clear. Governors will support the school in maintaining high standards of behaviour. The Governing Body will hold the school to account when students are removed from lessons for serious breaches of conduct and will monitor and analyse behaviour incident data in order to interrogate repeated patterns and the outcome of sanctions and interventions.

It is the duty of the Headteacher, supported by the Governing Body, to determine the standards of behaviour acceptable at the school. The Headteacher, having core responsibility, should encourage an acceptable standard of good behaviour and respect for others. The Headteacher will ensure that all staff are supported to apply the behaviour policy consistently. This will include members of the Senior Leadership Team (SLT) visiting lessons. The outcome of these visits will be evaluated termly and reviewed as part of the ongoing cycle of governor and leadership meetings.

Senior Leaders and Pastoral Leaders will also regularly remind students about the behaviour culture in school through half termly assemblies. These reminders will serve to ensure all students understand the importance of maintaining standards, and the rules and routines that they need to follow to guarantee our school environment feels safe and supportive. Year Group Pastoral Leaders will contribute to the ongoing review of behaviour in school by analysing collected data to identify patterns relating to individual pupils, sub-groups and year groups and presented to the Senior Leadership Team at review points throughout the year. Data will be collected from:

- SIMS behaviour incident data;
- CPOMS data;
- Internal Refocus or Suspension data logs;
- attendance data;
- incidents of searching, screening and confiscation; and
- surveys and consultation of staff, pupils and parents on their perceptions and experiences of the school behaviour culture.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures in line with our EDI statement. They will also ensure that the concerns of students are listened to and appropriately addressed through the Senior Leadership Pastoral and 6th Form Directors and student leadership groups such as Young Wellbeing Leads. Our policy also aligns with our legal duties under the Keeping Children Safe in Education (KCSiE) and Working Together to Safeguard Children guidance documents.

All staff have responsibility, as outlined in KCSiE, for maintaining discipline, teaching behaviour and ensuring that the school Behaviour for Learning Policy is observed. The policy is explained as part of staff Induction and Continued Professional Development (CPD) sessions to staff throughout the year. Key staff will be provided with additional bespoke behaviour training when relevant or training around relational and restorative approaches, to support specific year group or individual student's needs, and to build more inclusive and nurturing environments for all pupils.

Behaviour is taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. Staff praise students when expectations are met and issue sanctions where rules are broken and our values are not met.

It is important that both parents/carers and students work with the school to meet the aims of our policy and work in partnership with us to encourage good behaviour and discipline. Parents have an important role in supporting the school's behaviour culture and are encouraged to reinforce the same values referenced in this policy at home as appropriate. Strong relationships between school and home are key to building a positive learning culture. Our high expectations of behaviour will be regularly communicated to pupils and parents in order to constantly improve our learning culture. These expectations reflect societal values of courtesy towards others; hard work; effort; awareness of others; and presentation of work and self.

Parents/carers can be contacted by any staff member if a pupil's behaviour is unacceptable or causing concern. If there is an ongoing issue that is impacting on a young person's ability to regulate their behaviour, parents and pupils are expected to seek and receive support from agencies including GPs, NHS services, Child and Adolescent Mental Health Services (CAMHS/Forward Thinking Birmingham), Communication and Autism Team, voluntary organisations or other local service.

As part of the new academic year (or mid-year joiner) induction, all pupils will be informed of the expected behaviour standards and school culture. Each term students should set themselves targets in relation to their behaviour and achievement points which will be followed up by Form Tutors and members of the wider Pastoral Team. This will also support further conversations with home.

Throughout the year, pupils may be asked about their experience of behaviour and asked to provide feedback on our behaviour culture, so that we can constantly improve.

WHAT THE LAW ALLOWS

Teachers have authority to issue detentions to pupils, including same-day detentions. Parent consent is not required for detentions that meet the legal framework listed below. The Department for Education guidance states: 'it does not matter if making these arrangements is inconvenient for the parent'. However, our school does inform parents 4-7 days in advance of a detention to allow for suitable travel arrangements to be made.

A detention outside normal school hours will be lawful if the headteacher has communicated to pupils and parents that detentions outside school sessions may be used and the detention is held at any of the following times:

- a) any school day where the pupil does not have permission to be absent;
- b) non-teaching days – usually referred to as 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

The headteacher can decide which members of staff can issue detentions and in this school all members of staff, including support staff, can give a student a detention.

STANDARDS OF BEHAVIOUR

School

"The standards you walk past are the standards you accept" Lieutenant-General David Morrison.

The School understands that the first step to modelling good behaviour is to lead by example, which means that all governors, staff, volunteers, and anyone else who comes to the school must act responsibly and professionally and will never speak ill of students or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering Special Educational Needs and Disabilities (SEND) as well as the additional challenges that some vulnerable students may face.

Repeated practice promotes the values of our school, positive behavioural norms, and certainty on the consequences of behaviours of concern. Any aspect of behaviour expected from pupils are part of our Handsworth Teaching and Learning structures and should be reinforced as part of the commonly understood routines in school. For example, entering the classroom in a calm and quiet manner, preparing for the lesson and immediately beginning the Do Now Activity.

The School works with parents/carers to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The School will report behaviour, good or bad, to parents/carers regularly. The School encourages parents/carers to communicate with the school if they have a concern about their own child's behaviour, and we will do as much as is possible to support parents/carers as and when they need it. We promote good behaviour within the school curriculum and students' rights and responsibilities are in student planners. We also expect pupils to inform a member of staff if they are concerned about another person's behaviour; child or adult alike.

Disruption to learning or the routines of the school day, will not be tolerated and proportionate action will be taken to restore acceptable standards of behaviour. However, we recognise that where individual pupils are engaging in continuing disruptive behaviour this can be because of unmet mental health needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEND. Whilst all students identified with SEND are covered under this Behaviour for Learning Policy, we recognise that these students often require support, which is different from, or in addition to, that required by their peers to take full advantage of the educational opportunities available to all students. A personalised plan will be used for students whose SEND causes them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support

strategies, which will be monitored and reviewed. Please read the school's Special Educational Needs Policy for more information.

The School will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills, as demonstrated through assemblies, PSHCE lessons and form time activities for example. For more information, see our Anti-Bullying Policies on our [website](#).

General and targeted interventions will be used, when necessary, to improve student behaviour, and academic and pastoral support is available for any students who cannot meet the expected standards of behaviour. Reasonable adjustments will be made for any students who have an additional need that prevents them from following this policy. These adjustments may be temporary and will be proactively co-created with the Year Group Pastoral Leader, SENDCo, parents/carers and pupils. The following sanctions will be issued if students do not follow the school's Behaviour for Learning Policy: [Consequences Handout](#). Students may also be put on a behaviour report so that their behaviour can be monitored closely, and further interventions can be put in place if necessary.

The School asks parents/carers and pupils to carefully read and sign the [Home-School Agreement](#) and ensure that it is understood what is expected and acknowledge the responsibility that pupils have for their own behaviour.

REWARDS POLICY

King Edward VI Handsworth School for Girls believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils and parents/carers.

It is important to recognise and encourage perseverance, contributions and respect for others. The School therefore encourages all staff to use a range of measures to reinforce these attributes and recognise them in the students. All staff are as responsible for implementing rewards, as they are sanctions. Pupils who are motivated and fully immersed in school life should be praised and rewarded for their contributions.

Students can and should be rewarded for:

- effort;
- character values and virtues which reflect our school's ethos;
- readiness to learn;
- progress made on their learning journey;
- consistency in their effort/approach to learning;
- excellent outcomes against their learning objectives/task requirements;
- quality of work;
- class contribution;
- asking deep or challenging questions;
- setting an example to others (in class and around school);
- helping others;
- persevering;
- using their initiative;
- collaborative work;
- manners and respect for others;
- presentation of their work;
- doing something that takes them out of their comfort zone;
- academic achievement;
- club participation;

- leadership;
- taking part in meetings with external visitors, including governors;
- improved punctuality and attendance;
- resilience;
- school representation;
- supporting others as a Young Wellbeing Lead.

Rewards can include:

- Verbal praise.
- Written feedback by teachers/peers.
- Stickers.
- Praise postcards sent home or awarded during year group/celebration assemblies.
- Certificates for effort, sporting achievement, participation, attendance etc. awarded in Key Stage Celebration Assemblies.
- House points (for House Competitions).
- Inclusion in the school newsletter.
- Key stage presentation afternoons/evenings.
- Displays of work, including work-in-progress.
- Consideration for student leadership roles.
- Positive phone calls home.
- Form or year group rewards, including breakfasts or trips.

Pastoral Leaders and Form Tutors monitor rewards and successes through planners and Form Tutor discussions. Subject Leaders (SLs) and the Leadership Team also monitor rewards through learning scrutinies, lesson observations and data analysis.

When praise and rewards are given, staff and peers are expected to explicitly explain their reason for doing so.

SCHOOL RULES THAT APPLY AT ALL TIMES TO ALL MEMBERS OF THE SCHOOL COMMUNITY

Everyone has the right to:

- Not be subjected to rude, derogatory, racist, homophobic or defamatory language. It will not be tolerated.
- Be treated considerately by peers and the extended community.
- Be spoken to politely and respectfully at all times. This applies to staff, governors, other pupils, any visitors to the school, and to members of the general public.
- Feel as safe as possible in school.

SERIOUS BREACHES OF CONDUCT

Under no circumstances will illegal or inappropriate items be brought into school, and all students must respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions; possibly time spent in Internal Refocus, Suspension or Permanent Exclusion (see below), depending on the circumstances:

- verbal abuse to staff and students including slander, discrimination, aggression or derogatory language;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- intimidation of others;
- health and safety breaches;
- any physical contact with another student;
- bullying (to the extent not covered above);
- indecent behaviour;

- damage to property e.g. graffiti;
- supply or use of illegal drugs and/or other substances including alcohol, vapes, tobacco and “legal highs”;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- child on child sexual abuse or assault;
- carrying an offensive weapon;
- possession of matches, lighters, snap bangers or items of a similar nature;
- arson; and
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour.

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action we take does not interfere with any police action taken. We can continue investigations and enforce our own sanctions as long as it does not conflict with police action.

When making a report to the police, it will often be appropriate for the DSL or a Deputy to make a report to local children’s social care. We will follow our safeguarding policies and Part 5 of KCSIE if we receive a report of child-on-child sexual violence and abuse.

INTERNAL REFOCUS

If a student has behaved in an extremely inappropriate manner (see above) which has been escalated to the Pastoral Leader/Subject Leader or member of the Senior Leadership Team, the Headteacher can take the decision to refer a student to internal refocus.

The use of removal from timetabled lessons and social times will allow for the continuation of pupils’ education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Pupils and parents should be aware that removal from the classroom is a serious sanction and will last no longer than 2 days. If a student’s behaviour warrants more than 2 days in Internal Refocus, a suspension will be considered as the more appropriate sanction.

The sanction will be explained to the student and then to their parent(s) by telephone. As the above are serious breaches of conduct, a reintegration discussion will be held with the pupil and a relevant member of staff, which may include a parent(s)/carer(s), before they return to the classroom setting.

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, a DSL or Deputy DSL will notify their Social Worker or Virtual School Head.

Whilst in Internal Refocus the student will be always supervised by a staff member.

During and following refocus time, a designated member of staff will facilitate:

- a discussion about the behaviour that has led to the serious sanction, including a reminder of the behaviour expectations of the school community and the school’s values;
- student reflection time on the alternative choices to their behaviour;
- mediation with a staff or peer member, where appropriate;
- time to write an apology, where appropriate;
- target setting with the student to reduce the risk of repeated misjudgements;

- the creation of a [Behaviour Management Plan](#) for the student, to be monitored by their Form Tutor or Pastoral Leader and parent/carer.

SUSPENSIONS

These are very rare in this school. The DfE guidelines on suspensions are followed which can be found in the [Suspension and Permanent Exclusion Policy](#)

Only the Headteacher, or Deputy Head, in their absence, can suspend a student from school. A decision to suspend a student is taken only: in response to serious breaches of the School's Behaviour for Learning Policy; once a range of alternative strategies have been tried and have failed; and if allowing the student to remain in school would seriously harm the education or welfare of the student or other students. Before reaching a decision, all the relevant facts and firm evidence to support the allegations made are considered. Our School will also consider any contributing factors that are identified after the incident has occurred, which could include where a pupil has mental health difficulties. If this is the case, support from an external agency will be sought.

In cases of suspensions: parents/carers are informed of the suspension giving reasons and advising the parent/carer that representations about the suspension can be made to the Governing Body. Parents are requested to come into school to meet with the Headteacher. A letter is also sent home confirming details of the suspension. If a student is suspended, staff must provide appropriate schoolwork to do during the period of suspension. On return to school, a member of the Senior Leadership Team will hold a reintegration meeting with the student and their parents/carers to agree appropriate support for the student's return. The Foundation is informed of the suspension and the suspension recorded on SIMs and with the Head's PA for school records.

MANAGED MOVES

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests and could prevent a permanent exclusion from school.

SEARCHING, SCREENING AND CONFISCATION

Schools' common law allows staff to search pupils, their possessions and their lockers with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the member of staff to ask the pupil to turn out their pockets or bag and for the pupil to agree. The reason for doing so must be made clear, for example if a member of staff suspects a pupil has a banned item in their possession. If the pupil refuses, the member of staff can apply an appropriate punishment as set out in this policy. Again, the reason for doing so must be made clear.

It is advisable that, where possible, the member of staff carrying out the search is the same sex as the pupil being searched. It is advisable that there be a witness (also a staff member) unless they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. If a pupil refuses to be searched, parents will be contacted and asked to be present during the search. The pupil will be supervised until a parent arrives on the school site. School staff can view CCTV footage to decide whether to conduct a search for an item.

During a search, if a member of staff finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so, and the pupil has consented. Members of staff cannot, however, search for/view material that is deemed to be sexually explicit/inappropriate. If there is concern about material on an electronic device during a search, the local police will be notified, and the electronic device will be searched by them.

A staff member (typically a Pastoral Leader or member of the Senior Leadership Team) can supervise a student's deletion of data, files or images that are in breach of this Behaviour for Learning Policy e.g. the data, image or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device a Pastoral or Senior Leader can: retain the device as evidence (of a criminal offence or a breach of school discipline or whether the material is of such seriousness that it requires the involvement of the police); inform parents so they can report a concern to the police/service provider; or support the child to use 'Report Remove' or refer to CEOP (Child Protection and Online Protection). CEOP is a UK police agency that protects children from online sexual abuse and harmful communication.

Parents/carers do not need to be informed before a search takes place but would normally be contacted afterwards, regardless of the outcome of the search.

The Governing Body and the Headteacher expect staff conducting searches to act with discretion and within the bounds of the law. The Headteacher/member(s) of the Leadership Team would be kept informed.

More detailed advice on confiscation and what must be done with prohibited items found because of a search is provided in [Searching, screening and confiscation at school - GOV.UK](#) and the following link to the Police and Criminal Evidence Act 1984 (PACE) and the accompanying PACE codes of practice: [PACE Code C](#). (PACE sets out to strike the right balance between the powers of the police and the rights and freedoms of the public.)

THE USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. It is also acceptable to touch a student in some cases e.g. a medical emergency. Detailed advice is available in [Use of Reasonable Force - advice for leaders, staff and governing bodies](#).

'Restraint' means to hold back physically or to bring a pupil under control in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff will always try to avoid acting in a way that might cause injury, but the law recognises that in extreme cases it may not always be possible to avoid injuring the pupil. The kinds of situation include:

- using reasonable force to prevent pupils from committing an offence or damaging property;
- removing a disruptive pupil from the classroom where they have refused to follow an instruction to leave;
- removing a physically disruptive pupil from the classroom who is posing a threat to others;
- preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- preventing a pupil leaving the classroom to keep them safe;
- preventing a pupil from attacking a member of staff or another pupil;
- restraining a pupil at risk of harming themselves or others through physical outbursts.

Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. Mrs Angela Lomas, SENDCo and Mrs Claire Toy, Family Liaison Officer are both trained in Positive Handling.

Any incident needs to be logged with a member of the Senior Leadership Team immediately following the event, and appropriate action taken. Parents will also be informed of the incident, with a clear explanation of the event and the rationale for using reasonable force.

When using reasonable force in response to risks presented by incidents involving children including any with SEND, mental health needs or with medical conditions, staff should consider the risks carefully. They will also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

[INFORMATION FOR PARENTS](#)

[INFORMATION FOR STUDENTS](#)

[INFORMATION FOR STAFF](#)

MONITORING, EVALUATION AND REVIEW

This policy will be promoted and implemented throughout the school.

The DSL will ensure that accurate records of all behaviour incidents are logged on SIMS and CPOMS and reported to the full Local Governing Body termly. Behaviour and achievement data will be analysed by the Pastoral Leaders who will support the DSL in reviewing this policy to assess its implementation and effectiveness and re-design further strategies to improve procedures if necessary.

It is the responsibility of the Headteacher to implement the school's Behaviour for Learning strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to deal with inappropriate incidents. The Headteacher can also report to the Governing Body about the effectiveness of this Policy on request.

The Governing Body will monitor incidents that do occur and review the effectiveness of this policy and the school's behaviour for learning strategies annually. The Governing Body will not condone any inappropriate behaviour and any inappropriate behaviour that impacts on student/staff health, safety and wellbeing will be taken very seriously, and dealt with appropriately.

A parent/carer who is dissatisfied with the way the school has dealt with an incident can make a complaint to the Chair of Governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.