

NEW MILLS SCHOOL

BEHAVIOUR POLICY

Revision	Authorised by	Date	Adopted by	Date
Draft	S Grindrod	September 2014		
Final			FGB Min No.	
Draft	M Simms	October 2015	FGB Min No.13	19/10/2015
Updated	I Withers	April 2017	FGB Min No. 15b	06/04/2017
Updated	I Withers	May 2018	FGB Min No 9d	10/07/2018
Updated	I Withers	Feb 2020		

Revision	Date	Description of Changes
Draft	September 2014	New Policy covering updated Behaviour Policy and procedures
Draft	October 2015	Policy amended to reflect updated procedures
Updated	March 2017	Seclusion section added
		Late detention changes
		Appendix 1 behaviour tariffs
		Right to amend statement
Updated	May 2018	Emotion Coaching techniques
		Minor word changes
		Community Service based sanctions
		Clarification of mobile phone rules
		Minor alterations to tariff's
Updated	Feb 2020	Minor word changes
		Inclusion of Family Support worker support
		Change of sanction for Smoking
		Clarification of Mobile Phone rules
		Seclusion information reduced and moved to section 15 from 20
		Inclusion of use of alternative provision for seclusion
		Minor changes to search protocols
		Minor alterations to tariff's
		Inclusion of discrimination sanction in behaviour tariff's

Signed: Date:
 Chair of Governors

Strategic Vision

In 2021 New Mills will be a school where students' aspirations are facilitated by pastoral and academic systems which operate seamlessly together. We aim develop a culture of impeccable conduct by pupils where they demonstrate high standards of behaviour for all staff, both in lessons and around school and are able to demonstrate self-discipline and reflection in managing their behaviour choices.

Our Aims

Our aim is to model, manage and encourage good behaviour and recognise the positive contributions most students make to the experience of all in the school. It is the aim of all teachers to be pro-active in good behaviour management and deal with students and situations with empathy, respect and integrity whilst recognising the need to establish firm boundaries and high expectations. Ultimately we want to develop students into adults who are resilient, caring and able to regulate their own feelings and behaviours in a wide variety of situations, without the need for external rewards and sanctions.

We set our standards of behaviour high. Where behaviours do not meet these high standards this policy explains the support strategies and approaches that will be used to promote an effective learning climate.

At New Mills School we work with all our students to enable them to:

- Achieve the highest personal academic standards and progress in all areas of the curriculum.
- Develop outstanding levels of literacy and numeracy.
- Develop high self-esteem and aspirations.
- Respect members of their community and their environment.
- Celebrate diversity.
- Extend themselves academically, physically, spiritually and morally.
- Become life-long learners, flexible and adaptable for the modern world.
- Work both collaboratively and independently as appropriate.
- Acquire employability skills for economic wellbeing.

Our Values

Our values are based on the school motto 'Let Right be Done'

Respect

Integrity

Generosity

Honesty

Tolerance

1. Statement of Intent

1.1 New Mills School believes that in order to facilitate teaching and learning good behaviour must be displayed in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.

- Ensuring equality and fairness of treatment for all.
- Rewarding good behaviour.
- Challenging, disciplining and changing poor behaviour.
- Providing a safe environment; free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing a positive relationship with parents and carers.
- Developing relationships with our students which ensure effective early intervention.
- A shared approach which involves them in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve and recognise the achievements of themselves and others.

1.2 Key roles and responsibilities

- The Governing Body has overall responsibility for the implementation of the behaviour policy and procedures of New Mills School.
- The Governing Body has overall responsibility for ensuring that the behaviour policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's complaints policy.
- The Headteacher will be responsible for the day-to-day implementation and management of the behaviour policy and procedures of New Mills School.
- Staff, including teachers, support staff and volunteers will be responsible for following the policy and for ensuring students do so also. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- Staff, including teachers, support staff and volunteers will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.
- Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside of school.
- Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- Students are responsible for their own behaviour both inside school and out in the wider community.

1.3 Expectations of students

Students will be expected to have high expectations of themselves by exhibiting the following:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by the teacher.
- Behave in a reasonable and polite manner to all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete all class work as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the working environment.

- Work hard in lessons and take responsibility for their learning.

1.4 Definitions

New Mills School defines a “serious unacceptable behaviour” as any behaviour which may cause harm to self or others, damage the reputation of the school within the wider community and/or any illegal behaviour including but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and marital status.
- Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involved persistent actions, criticism or personal abuse which humiliate, intimidate, frighten or demean the individual.
- Threatening behaviour towards students or staff.
- Online bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of inappropriate legal or illegal drugs, alcohol or tobacco.
- Presenting at school under the influence of drugs or alcohol.
- Possession of banned items.
- Truancy.
- Smoking.
- Refusal to comply with disciplinary sanctions
- Theft.
- Swearing.
- Fighting.
- Any illegal behaviour.
- Unauthorised selling

New Mills School defines a “low level unacceptable behaviour” as lower level bad behaviour activities which undermine the ethos of the school, which may disrupt the education of the perpetrator and/or other students including but not limited to:

- *Lateness.*
- Low level disruption and talking out of turn in class.
- Failure to complete classwork.
- Rudeness or discourtesy; verbal and/or non-verbal.
- Lack of correct equipment.
- Non-compliance to uniform, jewellery, hair colour and piercings.
- Disruption on public transport.
- Use of mobile phones without permission.
- Graffiti
- Not to be complicit with disruptive behaviour

2. Supporting Student Behaviour

2.1 Emotion Coaching

- Most children respond well to the behavioural approach outlined within this policy; however, a minority, having different emotional needs do not engage with it and it is not effective for them. Emotion coaching is a technique which is appropriate for all children but especially relevant for those who do not respond to the behaviourist approach. It is simple classroom routine and seeks to make changes in behaviour intrinsic rather than extrinsic (dependent on rewards and sanctions). It provides a framework to teach students to manage their emotions and behaviours. It focuses on the relationship between teachers and students and addresses the anxieties of both. Creating a space for learning for a class of students can be difficult and stressful for both teacher and individual learner. The needs of a student can lead to expressions of poor behaviour.
- Emotion coaching is a response which requires the member of staff to regulate him or herself before dealing with any behaviour. The teacher seeks to remove any negative emotional responses of their own and be professionally rational dealing with the facts of what has happened. The teacher engages empathy in their dealing with the young person and enables the student to recognise and amend their behaviour in three main steps.
 - 1) Noticing, validating and naming a student's feelings.
 - 2) Setting limits on the behaviour (accepting the feelings but not the behaviour)
 - 3) Problem solving together (what would work next time)
- In this way, a student learns to think of solutions to poor behaviour themselves with the help of the adult and has a reference point for improvement if they find themselves in a similar situation again. Thus improvements in behaviour can be reviewed together as part of a "plan, do, review" cycle. Students learn to own and control their own behaviour.
- Further details of the technique are contained in the Emotion Coaching handbook

2.2 Other Support For Student Behaviour

- At New Mills School we recognise that some young people's behaviours reflect a need that requires additional support in order for them to conform to reach our high levels of expectations around behaviour and self-development.
- In liaison with parents, students may receive this additional support from the 'Bridge', Student Development Centre (SDC) or School Counsellor on the school site, or from the external agencies with whom the school works. These agencies include School Health, the Multi-Agency Team (MAT), the Educational Psychology Service (EPS), the Child and Adolescent Mental Health Service (CAMHS) and in school via the Family Support Worker.
- Support may take the form of behaviour modification strategies, anger management programmes, counselling, mentoring, social skills programmes, family support or a range of therapies, depending on the needs of the individual student.

3. Rewarding good behaviour – See Rewards Policy

- At New Mills School we believe that effort and achievement should be recognised. Through the rewards system we aim to motivate and praise students for their effort, participation and achievement both individually and within their year.

4. Unacceptable Behaviour

- Unacceptable behaviour may be escalated as “serious unacceptable behaviour” depending on the nature of the behaviour breach or the frequency of the behaviour.
- Breaking any of the rules will lead to investigation and support to allow the student to achieve our high standards which may include appropriate sanctions and disciplinary action.

5. Aggressive behaviour

- Where aggressive and/or threatening behaviour is displayed, or illegal activity discovered, New Mills School will not hesitate to contact the police if necessary.
- Any student, staff member or visitor displaying aggressive and/or threatening behaviour may be removed from the premises.

- 6. Sanctions** will be applied in line with the consequence system outlined below. Where possible the consequences system will be displayed in every classroom.

- **C1:** Formal warning after students have been verbally told about their behaviour. This may be recorded on the board where possible or by verbally informing students they are on a C1 warning.
- **C2:** This will be issued if there is no improvement following a C1. A 10 minute detention may be issued with the subject teacher or other suitable remedial action. This event will be recorded electronically by the teacher.
- **C3:** This will be used if there is no improvement following a C2. The teacher will do an ‘on call’ for the student who will be spoken to with the intention to return them to the lesson. A 30 minute detention will normally be issued. This event will be recorded electronically by the Student Support Manager or Year Manager.
- **C4:** This will be used if there is still no improvement. If the student continues to misbehave, a second call out will result in the student being removed from the lesson and placed into seclusion until 4.10. If a student is removed from a lesson after lunch, period 4, they will remain in seclusion until 4.10 and the following day until lunchtime. If a student is placed in seclusion period 5 they will stay in seclusion until 4.10 and until 3.10 the following day. The event will be recorded electronically by the year manager/SSM.
- Behaviour will be monitored by Year Managers and further support will be given for repeat offenders receiving an unacceptable number; e.g. a one hour detention after school, report card, parental interviews, individual support plan, etc.
- A PSP (Pastoral Support Programme) may be constructed around the specific needs of students who repeatedly transgress and who have been offered the support already outlined above. The PSP will trigger interventions used to address poor behaviour and may involve a range of external agencies which can offer support.

- C2s will be issued for any homework assignment that is not completed. The class teacher is best placed in the first instance to judge the appropriate action. For example an extension might be granted, a phone-call home made, or a detention is given. This list is not exhaustive but teachers are empowered to use their best endeavours to ensure homework infringements are dealt with appropriately to the circumstances including opportunities to complete work in school.
- Students do not necessarily need to progress from C1 – C4. More serious incidents can be entered as appropriate.
- Students who fail to attend their after-school detention or faculty detention will attend a senior leadership detention until 5.00pm. Students may also be placed directly into this detention by SLT for more serious incidents.
- If students fail to attend the senior leadership group detention they will be placed in seclusion the next available day or may be sent to an alternative school to use their seclusion provision.

6.1 Community service based sanctions

We aim to encourage students to take pride in their environment and develop their sense of community responsibility in school by keeping them regularly informed of the schools expectations. School will use community service based sanctions such as; picking up litter or weeding school grounds, tidying a classroom, helping clear up the dining hall after meal times, or removing graffiti amongst others, if students do not conduct themselves in a way which is in line with our high expectations. School will make a judgment on when to apply this sanction and the length of time it will be used.

6.2 Serious unacceptable behaviour

At New Mills School, we take serious behaviour breaches very seriously. We will not hesitate to act in the best interest of the students within the school.

- Following an allegation of serious unacceptable behaviour, the student may be placed in seclusion whilst an investigation takes place.
- If, following an investigation, the allegation is found to be true; the Senior Leadership Team has a number of disciplinary tactics that they may use including fixed or permanent exclusion.
- Further information regarding sanctions can be found in APPENDIX 1. This highlights the sanction associated with a behaviour. This list is a guide and is not exhaustive and may be liable to change at the discretion of the head teacher.

7. Sanctions for poor punctuality

- Students who unreasonably arrive late to school will be required to attend a 30 minute detention at after school and will complete work missed.
- Students who miss a 30 minute detention will be required to attend a 60 minute detention the next day.

8. Sanctions for Uniform/appearance infringements – See School Uniform Policy

- All students will attend in full school uniform. There will be zero tolerance regarding incorrect uniform.
- It is expected that students will wear their uniform correctly on the entire journey to and from school.

8.1 If students do not comply with the uniform policy the following sanctions will apply:

- Students will be loaned uniform for the day and parents/carers informed.

- If a student refused to wear uniform correctly, violates the dress code or refuses to wear the loaned uniform. Then, they will be placed in seclusion until the issue has been resolved.
- We reserve the right to detain students for one hour at the end of the same school day for non-compliance with the Uniform Policy.

8.2 There will be zero tolerance regarding facial piercings. If students do not comply with the uniform expectations the following sanctions will apply:

- Any piercings will be asked to be removed and confiscated by any member of staff
- Refusal to remove the piercing will result in a member of the pastoral team contacting home and they will be placed in seclusion.
- We reserve the right to detain students for one hour at the end of the same school day for non-compliance with the Uniform Policy.

9. Smoking/Vaping

- In accordance with Part 1 of the Health Act 2006, New Mills School is a smoke free environment. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform.
- Parents/carers, visitors and staff must not smoke/vape on school grounds.
- Parents/carers should avoid smoking or vaping in front of students and/or encouraging students to smoke.
- Students are not permitted to bring smoking materials or nicotine products to school. This includes but is not limited to cigarettes, e-cigarettes, lighters, matches or pipes.
- In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.
- Failure to comply will result in students being placed in seclusion.
- Students may be referred to the school nurse for support with stopping smoking.

10. Outside school and the wider community

- New Mills School sees every student as an ambassador for the good reputation of the school and expects them to behave in a manner that shows pride and respect for the school, community and staff.
- The high expectations we have of students apply both inside school and out in the wider community, particularly if dressed in school uniform.
- Complaints from members of the public about bad behaviour from students at the school are taken very seriously and will be fully investigated. Likewise, any incident of praiseworthy behaviour reported to the school will be celebrated.

10.1 Any incidents of misbehaviour, misconduct or bringing the school into disrepute which occur outside of school or in the local community; on the journey to and from school, will result in a sanction being applied (From a C3 detention up to and not limited to a fixed term exclusion).

11. Off Site

- All Y7- Y11 students are to remain on site at all times. The only exceptions to this are whilst students are off site legitimately with a member of staff for lessons or trips.
- Permission to leave site at Lunchtime will only be issued in exceptional circumstances and must be approved by the Headteacher.

- Students who leave site without permission will be receive a sanction from a C3 detention to possible seclusion or a fixed term exclusion if persistent.

12. Fire Alarms and Fire Extinguishers

Setting off the fire alarm or damaging fire protection equipment is a serious act that puts the health and safety of students and staff at risk. Reckless behaviour which results in setting off the fire alarm will result in internal seclusion for one day and the parents of the student will be issued with a bill for the damage.

Any student who intentionally sets off the fire alarm will be excluded from school for one day and the parents of the student will be issued with a bill for the damage. However, second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders will face permanent exclusion.

13. Mobile Phones – Mobile Phone Policy

1. If a mobile phone is brought into school, it is entirely at the students' & parents' own risk. The school accepts no responsibility for the loss, theft or damage of any phone, mp3 player or other mobile device brought into school.

2. Mobile phones which are brought into school must be turned off (not placed on silent) and stored out of sight immediately at the sound of the first bell (8.40). They must remain turned off and out of sight until the student has left the school site at the end of their day. This includes break time, lunch time and in detention after 3.10pm.

3. If a mobile phone is seen by a member of staff, that member of staff will be required to confiscate it immediately. If this is in class time either the 'on call' team will collect the phone as soon as possible or the member of staff will take it the pastoral office with the students name clearly marked.

4. If this is during break time, the member of staff will store it in a safe area and take it to a Student Support Office at the earliest opportunity, again, clearly marked with the name of the student.

5. When a mobile phone is confiscated, the matter will be recorded on the child's behaviour log as a C3.

6. On the first & second occasion on which a student's phone is confiscated, they will be able to collect it from the member of staff on phone duty at the end of the day between 3.10-3.30pm. If in a detention, they will be able to collect their phone promptly from the SSM at the end of the day before going to detention.

7. On the third or subsequent occasion on which their phone is confiscated, their parent/carer will be contacted and asked to collect the phone in person.

8. Any student who refuses to hand over a mobile phone when requested to do so will be removed from their lesson by a member of the Senior Leadership Team and the refusal will be treated as a disciplinary matter and they will be placed in seclusion.

9. It is forbidden to record any photographic images (still or video) or sound recordings of staff or students at any time without their explicit permission.

10. Any student caught filming another person (and/or uploading images or video onto the Internet) will have their phone confiscated. It will be treated as a disciplinary matter and their parents will normally be informed. If the action is repeated, flagrant or of a serious nature, the matter will be treated as a serious disciplinary issue. In such circumstances, the child's parents will be informed and the Governing Body may be notified.

11. In accordance with the School's *Internet Acceptable Usage Policy* and *E-Safety Policy*, the School reserves the right to search the content of a confiscated device where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying.

12. The PE changing rooms are locked once students have left to go to their activity and re-opened when they return. Students are responsible for supervising their own belongings during the time in the changing facilities. Students and parents should be aware that mobile devices are particularly vulnerable to being stolen in changing rooms.

13. Where parents or students need to contact each other during the school day, they should do so only through the School's telephone system (via Reception) and not via student mobile phones. If a parent needs to contact a student during the school day they can ring the school and a message will be passed on appropriately.

14. Students may be given permission to use their mobile phone under the direct supervision of the teacher if needed for learning purposes e.g. research for their lesson. However, after use, they must be switched off and put away in their bags. Mobiles should not be used during lessons to listen to music.

14. Governors' discipline committee

- Accumulation of formal school detentions, serious breaches of the behaviour policy and in some cases serious individual incidents will trigger a case review of a student and may result in a meeting with the Governing Body Discipline Committee.
- A PSP (Pastoral Support Programme) may be constructed around the specific needs of students who repeatedly transgress and who have been offered the support already outlined above. The PSP will trigger interventions used to address poor behaviour and may involve a range of external agencies which can offer support.

15. Seclusion

15.1 Rationale

"Schools can adopt a policy which allows disruptive students to be placed in an area away from other students for a limited period, in what are often referred to as seclusion or isolation rooms. It is for individual schools to decide how long a student should be kept in seclusion or isolation, and for the staff member in charge to determine what students may and may not do during the time they are there." ***Behaviour and discipline in schools, DFE, January 2016***

Seclusion at New Mills School will be used for students who have committed a breach of the behaviour policy. Students who receive a C4 behaviour incident will be automatically placed in seclusion for the remainder of the day until 4.10pm or 5pm. Students may also be placed in seclusion on a pre-planned basis by using the unit as a deferred consequence. Serious or persistent breaches of the school behaviour policy may lead to a number of days in seclusion.

15.2 Students who fail to meet expectations whilst in seclusion

- Where students fail to meet expectations in seclusion and cause disruption, show an inappropriate attitude or fail to follow the code of conduct they will be supported in modifying their behaviour by staff in charge.

- A persistent refusal to cooperate with seclusion expectations will result in parents/carers being contacted and informed their child has failed seclusion and will be sent home as a fixed term exclusion (FTE).
- Consecutive days of failing seclusion could lead to a longer fixed term exclusion at the discretion of the Headteacher.
- Use of alternative provision or school may be utilised for seclusions or fixed term exclusions is deemed appropriate.

16. Fixed term or permanent exclusion

Permanent exclusion is the school's last ditch stand against persistently unruly students or a serious incident and a very careful case must be constructed if it is not to be overturned by the LA.

16.1 Fixed term exclusion may well be used at any point in the hierarchy of sanctions listed above but can only be authorised by the Headteacher or appointed representatives.

16.2 Internal fixed term exclusion (Seclusion) is often more effective than sending a student home.

17. Items banned from school premises;

For example, but not exhausted

- Fire lighting equipment
- Matches, lighters, etc.
- Drugs and Smoking equipment
 - Cigarettes
 - Tobacco
 - Cigarette Papers
 - Electronic cigarettes (e-cigs)
 - Alcohol
 - Solvents
 - Any form of illegal drugs
 - Any other drugs except medicines covered by the prescribed medicines procedure.

17.1 Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

17.2 Other items

- Chewing gum
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols (Deodorants such as 'Roll on' or 'Stick' are permitted)

18 Searching

Staff members may use common law to search students with their consent for any item.

- Staff members may ask any student to turn out their pockets, if the student agrees.
- Staff members may search any student's bag or locker, if the student agrees.
- If a member of staff suspects a student has a banned item and the student refuses to turn out their pockets or bag, then the student may be given a detention or be placed in seclusion or an immediate fixed term exclusion. In extreme cases the police may be contacted.
- Under [Part 2, Section 2 of the Education Act 2011](#), teachers are authorised by the Headteacher to search for any prohibited item without the consent of the student if they have reasonable grounds for suspecting that the student is in possession of a prohibited item. Prohibited items are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury or damage the property of any student or member of staff
 - Any item banned by the school rules which are identified in the rules as an item which may be searched for
- Searches will be conducted by two members of staff, one as a witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.
- Staff members may require a student to remove outer clothing including hats, shoes, coats and scarves.
- Student's possessions will only be searched in the presence of the student and another member of staff unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.
- Staff members may use such force as is reasonable and minimal force given the circumstances when conducting a search for alcohol, illegal drugs, tobacco products or weapons.
- Any staff member may refuse to conduct a search.

19 Confiscation

- A staff member carrying out the search can confiscate anything they have reasonable grounds for suspecting is a prohibited item. This includes "legal highs" and other potentially harmful materials which cannot immediately be identified.
- If necessary, the police will be called for the removal of the item/items.
- A staff member carrying out the search can confiscate anything that is banned by the school rules and use their professional judgement about whether to return it to the student, retain it or dispose of it.

20 Controlled Substances

- New Mills School has a zero tolerance policy on illegal drugs.

- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and witness/witnesses present.
- The staff member will store the sample in a secure location.
- The incident will be reported immediately to the police who will collect it and then deal with it in line with agreed protocols.
- New Mills School will not hesitate to give the name of the student to the police from whom the drugs were taken.
- A full incident report will be completed.
- Any further measures will be undertaken in line with the schools' safeguarding policy.
- Students may be referred to a drug awareness course as part of the school's sanctions.

Where controlled substances are found on school trips away from the school premises, parents/carers of the student as well as local police will be notified.

21 Reasonable Force – See Physical Interventions Policy

21.1 Physical interventions will only be used in exceptional circumstances. The school expects that staff will only use force in circumstances where:-

- The consequences of not intervening were sufficiently serious to justify the use of force,
- Achieving a safe outcome by other means had either been tried and exhausted,
- The risks associated with not using force outweigh those of using force.

22.2 The use of a restrictive physical intervention will be the outcome of professional judgements made according to this policy. It will be avoided when possible and not be used for the convenience of staff.

22.3 Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up, the risk of not intervening against the risk of intervening. Any actions will be carried out in the best interest of the pupil and follow the principles of least restrictive reasonable force for the minimal amount of time.

23. Policy Amendments

It is important to note that the Headteacher reserves the right to make changes to the policy should the need arise. A number of factors could influence change including but not limited to: Government legislation, procedural changes at authority level, OFSTED recommendations. Governors, parents and other relevant stakeholders would be notified of any policy amendments.

24. Links to further policies:

- Rewards Policy
- Child Protection and Safeguarding Policy
- Homework Policy
- Teaching and Learning Policy
- Physical Interventions Policy
- School Uniform Policy
- Mobile Phone Policy
- Attendance and Punctuality Policy
- The Equality Act 2010
- Special educational needs Policy

Appendix 1

Low Level Behaviours		
Type	Points	Suggested Sanction
C2 Behaviour	1	Verbal Warning/Class intervention
C2 Eating/Drinking	1	Verbal Warning/Class intervention/Contact home
C2 Uniform (incorrect/not worn correct)	1	Form Tutor Check/Send to YM to borrow uniform/10 minute detention/Contact Home
C2 Equipment	1	10 minute detention (break/lunch/afterschool)
C2 Refusal to Comply	1	10 minute detention (break/lunch/afterschool)
C2 Disruption to learning	1	10 minute detention (break/lunch/afterschool)
C2 Not Following instructions	1	10 minute detention (break/lunch/afterschool)
C2 Inappropriate Conversation	1	10 minute detention (break/lunch/afterschool)
C2 Late to lesson	1	10 minute detention (break/lunch/afterschool)
C3 Refusal to Comply	3	30 minute after school detention
C3 Disruption to learning	3	30 minute after school detention
C3 Not Following instructions	3	30 minute after school detention
C3 Inappropriate language	3	30 minute after school detention
C3 Late to school (after 8.40)	3	30 minute after school detention
C3 Mobile Phone	3	Phone confiscated 30 minute after school detention
C3 Persistent Uniform infringement	3	30 minute after school detention
C3 On Call	3	30 minute after school detention

Medium Level Behaviours		
Type	Points	Suggested Sanction
C4 Removal from classroom	4	Placed into Seclusion until 4.10
C4 Bringing into School food or drink items to sell for profit to other students	4	60 minute after school detention
C4 Bringing the school into disrepute	4	60 minute after school detention/ sent to alternative provision
C4 Truancy	4	60 minute after school detention
C4 Failure to attend 30 minute detention	4	60 minute after school detention
C4 Refusal to complete 60 minute detention	4	2 hour SLT after school detention
C4 refusal to attend SLT detention	4	Placed into Seclusion until 5.00/ sent to alternative provision
C4 Bullying	4	60 minute after school detention/ Placed into Seclusion until 4.10/FTE/ sent to alternative provision
C4 Environmental Damage	4	60 minute detention/Seclusion/Community service/FTE/Charges may apply/SLT Detention/ sent to alternative provision
C4 Refusal to comply with uniform policy	4	Seclusion/60 min detention/SLT Detention/FTE/ sent to alternative provision

High Level Behaviours		
Type	Points	Suggested Sanction
C5 Smoking	5	Dependent - Seclusion or FTE/Perm Ex
C5 Swearing directly at Staff	5	SLT Detention/3 day FTE (Fixed Term Exclusion) /Perm Ex/ sent to alternative provision
C5 Swearing in front of staff	5	SLT Detention/Dependent - Seclusion or FTE/Perm Ex/ sent to alternative provision
C5 Verbal abuse of staff/students/visitors	5	SLT Detention/Dependent - Seclusion or FTE/Perm Ex/ sent to alternative provision
C5 Threatening Behaviour	5	SLT Detention/Dependent - Seclusion / FTE/Perm Ex/ sent to alternative provision

C5 Refusal to attend seclusion	5	SLT Detention/FTE – number of days dependent/sent to alternative provision
C5 ICT – Hacking into other peoples accounts or wilfully damaging other peoples work or school systems	5	SLT Detention/Removal of ICT access / Goves panel/Fixed Term Exclusion/Perm Ex/ sent to alternative provision
C5 ICT – Making, viewing or distributing indecent images of children and young people	5	SLT Detention/Removal of ICT access / Goves panel/ Exclusion/Police Involvement /Perm Ex/ sent to alternative provision
C5 ICT – Searching for, viewing, distributing inappropriate images	5	SLT Detention/Removal of ICT access / Goves panel/ Exclusion/Police Involvement /Perm Ex/ sent to alternative provision
C5 Malicious Accusations against School Staff	5	SLT Detention/Goves panel/ Exclusion/ Alternative provision/ Seclusion / FTE/Perm Ex
C5 Physical Assault	5	SLT Detention/60 minute detention / Governors Panel / Seclusion / FTE/Perm Ex/ sent to alternative provision
C5 Setting a fire	5	SLT Detention/Referral to Fire Officer - Police / Governors Panel / Seclusion / FTE/Perm Ex
C5 Setting off fireworks	5	SLT Detention/Confiscation / Referral to fire officer – Police / Goves panel/ Seclusion / FTE/Perm Ex/ sent to alternative provision
C5 Setting off the fire alarm	5	SLT Detention/Referral to fire officer / Goves panel/Seclusion / FTE/Perm Ex/ sent to alternative provision
C5 Threatening or using a weapon	5	SLT Detention/Confiscation / Governors Panel / Seclusion / FTE/ police involvement /Perm Ex/ sent to alternative provision
C5 Bringing a weapon into school	5	Confiscation / Governors Panel / Seclusion / FTE/ police involvement/Perm Ex/ sent to alternative provision
C5 Persistent refusal to comply to uniform policy	5	SLT Detention/ Governors Panel / Seclusion / FTE/Perm Ex
C5 Drugs and Alcohol - Under the influence, supplying, dealing, drugs equipment, bringing into school	5	60 min/SLT Detention/ Governors Panel / Seclusion / FTE/Perm Ex/ Police Involvement/ sent to alternative provision
C5 Using offensive language against protected characteristics of a student or member of staff. E.g ethnicity, religion, sexual orientation, gender identity, disability	5	60 min/SLT Detention/ Governors Panel / Seclusion / FTE/Perm Ex/ Police Involvement/ sent to alternative provision