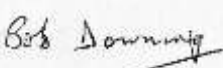




Kirkby High School

Behaviour Policy

Amending or Replacing previous policy	Yes
Date Adopted	20.11.13
Signature of Chair	
Date of Review	8.9.17
Signature of Chair on review if unamended	
Date of next review	December 2021
Signature of Chair on review if unamended	



KIRKBY HIGH SCHOOL

BEHAVIOUR POLICY

Everything we do at Kirkby High School is based on the fundamental principle of **respect**. Respect for others, respect for yourself and respect for your community.

From day one the expectations of '**respect for all**' is at the forefront of all we do. At Kirkby High School we want to help all our students succeed and in order to achieve that our behaviour policy applies to the following areas:

- The journey to and from school.
- In the classroom.
- Between lessons.
- During break times.
- In the dining room.

By stressing the need to maintain good behaviour at all times we create a strong and secure learning environment for the entire school community.

The behaviour policy is included in student handbooks and available on request for communication to home. Staff and students are given training in the agreed policy at the beginning of term.

The behaviour policy contains

1. The general aims of the school
2. The Kirkby Code
3. Mobile phone/MP3 and Uniform expectations
4. A description of how we reward and encourage good behaviour
5. A description of unacceptable behaviour
6. The school response to unacceptable behaviour
7. Processes and details
8. Reasonable force and restraint (Appendix 5)

The agreed aim of Kirkby High School is:

... to become the very best school possible, helping our students grow into successful, mature, responsible members of society. We will achieve this by nurturing natural talent, empowering the young people in our charge to develop skills and acquire essential knowledge, giving them an outstanding grounding for the competitive world of further education and employment.

At Kirkby High School we expect high standards from our students in all aspects of school life; work, appearance, punctuality, attendance, discipline and behaviour.

We aim to inspire all our students to want to succeed through our curriculum and ethos giving them the confidence and belief in their ability to achieve, to become the very best they can be.

Our belief is that Kirkby High School is;

- A school with a calm culture built on mutual respect, fairness and high aspirations.
- A school where students are nurtured and supported to achieve goals.
- A school which delivers outstanding lessons by dedicated staff and delivers wide ranging opportunities to broaden horizons.
- A school which drives sustained and rapid improvements.
- A school focused on student achievement.

These beliefs promote collaboration, self esteem, leadership, teamwork and personal best.

The Kirkby Code reflects these beliefs, and was **developed in partnership with students.**

THE KIRKBY CODE – Classroom Focus

- ✓ Arrive on time to lessons and be prepared to work, with the correct equipment including your planner.
- ✓ Respect staff and other students, equipment and the building at all times.
- ✓ Allow students to learn, teachers to teach.
- ✓ Put your hand up to contribute to learning/discussions.
- ✓ Speak to other students with RESPECT.
- ✓ Have a positive attitude and take pride in your work

THE KIRKBY CODE – Community Focus

- ✓ Behave sensibly on the way to and from school
- ✓ Move around the building in an orderly manner without running
- ✓ Walk on the left, on stairs and corridors
- ✓ Line up for break and lunch without pushing in
- ✓ Place all litter and unwanted food in the bins provided, respect the outside areas

Additionally, school rules are developed to ensure fairness and the maintenance of a calm and effective learning environment. The following rules are key to achieving this;

MOBILE PHONES/MP3 PLAYERS

- Mobile phones must be switched off and out of sight when students enter the school grounds.
- Students will not be allowed to use mobile phones during break and lunch times.

If students have mobile phones/mp3 players/headphones out during school time the devices will be confiscated and not returned until parents/carers collect them. This is to support a more positive learning attitude around the school.

UNIFORM

The uniform policy is clear and although we are supportive of parents we must insist that students follow the uniform code without question. Failure to do so may result in students being excluded from social time during the school day.

- No trainers, canvas shoes (e.g. Vans or Converse) or trainer style shoes (whether marketed as school shoes or not) are permitted. Any parent with concerns over a particular design of shoe please contact the school and we will confirm if they are permitted.
- No jewellery except a watch. This includes piercings.
- No make-up/nail polish – students wearing these will be asked to remove them.
- No fashion/extreme hairstyles – hair should be of a “natural hair colour” without extreme highlights
- No haircuts shorter than a crop with a No2 setting
- No haircuts with patterns/lines shaved into it (including Mohican/mullet styles).
- No handbags. Students must bring a bag suitable to carry an A4 folder.
- No piercings – covering piercings with plasters is not permitted
- No hoodies of any description.
- Students should wear a coat (black, navy or plain)
- Skirt length – skirts should be knee length or longer

Students with piercings will be expected to remove them so we recommend any new piercings are done at the start of the summer holiday so that they are sufficiently healed to allow their removal on return to school.

HEALTH AND SAFETY

- Car parks are out of bounds
- Cycles must not be ridden on the school premises, other than from the road to the cycle sheds.
- Valuable items should not be brought into school; as the school cannot take responsibility for the loss or damage to these items.
- Do not enter workshops, PE areas or classrooms unless a member of staff is present;
- Dangerous items must not be brought into school;
- Smoking is forbidden anywhere on the school premises OR when in uniform representing the school.
- You must not leave the premises at lunchtime or during the school day;
- Do not climb on **any internal or external** walls, fences, roofs, trees or buildings;
- Keep away from any person working on building maintenance, cleaning or repairs.
- Keep to the designated pathways and entrances.

Kirkby High School expects all students to adhere to the Kirkby Code and accept the school rules.

We actively seek to praise and reward students who model the school ethos. Our first step in ensuring students do follow this is to reward the positive behaviour of students who consistently display the types of behaviour and attitudes we expect. Praise and reward can take the form of any of the following:

REWARDS

- Informal praise: verbal, on the spot, encouraging, positive.
- Formal praise: written on work, entered in progress file, students sent with good work to the Head of Department or Headteacher:
- Public praise: work on display, in classrooms, around school, on information screens, at Parents' evening or mentioned in assembly, shared with governors student engagement committee.
- Communication with home: formal reports, message in student planners, letters home for achievement, positive postcards and positive phone calls.
- Attendance certificates and awards
- Record of Achievement endorsement.
- Qualification for privileges i.e. Rewards visits.
- Becoming a school Leader
- Nomination for Prize giving day
- MVP – Most Valuable Student.
- Kirkby Child Points
- Termly competitions encompassing attendance, punctuality, class and school rewards and termly progress data; the outcome of which are vouchers.

Of course, the most valuable reward of all – the very best a students can be - is guaranteed to all students at Kirkby High School who choose to adhere to the school rules, Kirkby Code and adopt our school values.

If students fail to follow the school rules then the following sanctions may be imposed.

SANCTIONS

- **Verbal Warning** – Students may receive two verbal warnings before a **REFERRAL** is made.
- **Detention** – A staged detention system is in place, ranging from stage 0 (up to 15 minutes) through to stage 5 (1 hour 30 minutes). (see Appendix 1)
For detentions after school, parents should be given 24 hours' notice. All staged detentions should be recorded on CPOMS.
- **Imposing extra work** - this should be used to make up work missed through misbehaviour or lateness to lessons.

- **Restitution** - students may be requested to repair, renew or pay for damaged property.
- **Letter / phone call home** - at stage 2 of the detention system parents should be informed of the issue and a 25 minute detention put in place.
- **Referral of problem to Head of Faculty.** Repeated behaviour problems arising in class teaching should be dealt with, within the faculty. Heads of Faculty will closely monitor behaviour and where they deem necessary can issue a student with a faculty target card.
- **Conduct / target card** - A conduct card is a method used to monitor a student's behaviour over a short period of time. The issuing of a target card is the responsibility of the Head of Year and can be monitored by form tutors, year teams and SLT, depending on the stage of the card. (See Appendix 2)
- **Withdrawal** - students can benefit from a period of withdrawal from a particular class in which problems are pronounced or withdrawal from all classes for a short period; within the Department concerned.
- **Alternatively, a short term period** of withdrawal in **the Inclusion Area**, may be arranged after consultation with all parties concerned including parents, pastoral and SEN teams.
- **For persistent offenders an informal warning** may be given - This is a useful procedure where a meeting is held between the child, parents, the Teacher and/or Head of Department. The situation is fully discussed and a warning of the consequences is given should there be no improvement in the child's behaviour. A behaviour contract will be agreed and signed at this meeting and filed, together with the notes taken at the meeting; for reference at future meetings. (See Appendix 3)
- **Formal warning** - students who, despite an extended period of intervention and support from the school and external agencies, continue to cause a concern, will meet with a member of the SLT, year team and parents and be given a formal warning.
- **Headteacher warning** – Usually there will be a penultimate warning before a permanent exclusion is considered. This is undertaken with the student, parents, Headteacher and a representative from the Local Governing Body/ Advisory Board. Student and parent sign a Governor's contract outlining what is expected and the consequences if there is no improvement in behaviour.
(See Appendix 4)
- **The Governors warning** – if the final period of monitoring shows little improvement, then the student, parents, Headteacher and members of the Local Governing Body/Advisory Board will meet to agree that a permanent exclusion is appropriate.

EXCLUSIONS

- **Exclusion may only be made by the Headteacher.** These may be:

1. Intervention Strategy

KHS has an Isolation Room, where students are placed after an incident has occurred, to reflect on their actions and to identify the difficulties that led to the incident/s and which culminated in the withdrawal of the student from mainstream provision.

After a period of reflection and assessment, student's needs are identified and an appropriate package of support is put into place. This may involve external agencies from a variety of sources including behaviour support, mental health, crime prevention, social services, education psychology and education welfare. Students will be monitored closely by support staff and Pastoral leaders on their return to mainstream.

- ### **2. Up to three day fixed term exclusion** - parents are contacted by phone and a letter sent home. In some cases it is beneficial to take the student home after contacting parents. The matter is always fully discussed with the parents prior to the students return to school in the 'Return from Exclusion Meeting'. The exclusion is recorded on the exclusion file and the Chair of

the Local Governing Body/ Advisory Board and LA notified. Students are not sent home before the end of the school day **unless** contact with parents has been made.

The 'Return from Exclusion Meeting' is an opportunity to discuss and reflect on the incident which resulted in the exclusion. Standards, expectations and further potential consequences are shared prior to the student returning to mainstream. At times it may be necessary for the student to spend a period of time in the Isolation or the Inclusion Area.

3. Five day fixed term exclusion can be given if the offence is more serious.

4. Permanent exclusion.

The Headteacher will notify the Chief Executive, Local Governing Body/Advisory Board and the Local Authority without delay of:

- A permanent exclusion (including where a fixed term exclusion is made permanent)
- Exclusions which would result in the student being excluded for more than 5 school days (or more than ten lunchtimes in a school term); and
- Exclusion which would result in the student missing a public examination or national curriculum test

For all other exclusions the Headteacher will notify the Local Governing Body/ Advisory Board and the Local Authority on a termly basis and give the reason for and duration of the exclusion.

Behaviour which may lead to an Exclusion

The main types of behaviour which may result in exclusion which may be fixed term or permanent are as follows (this is not an exhaustive list):-

- 1 Persistent refusal to follow instructions and non-cooperation with staff, disturbing the learning of others
- 2 Violent physical abuse of other students or staff / adult
- 3 Serious actual or threatened violence to other students or staff /adult
- 4 Presenting a significant risk to the health and safety of other students by selling drugs (or other illegal substances) or dangerous behaviour
- 5 Persistent and malicious disruptive behaviour
- 6 Damage or vandalism to school property
- 7 Verbal abuse of other students and staff including sexist or racist comments
- 8 Bullying, including incidents resulting from the inappropriate use of social network sites.
- 9 Putting oneself and others at serious risk of harm through dangerous behaviour.
- 10 Bringing offensive / dangerous weapons or illegal substances on to the school site.
- 11 Smoking.
- 12 Inappropriate use of mobile phone or internet facilities.

Permanent exclusion may be used in the case of one-off incidents that are extremely serious or where a student's behaviour continues to challenge the school despite earlier instructions and efforts to find alternative ways to meet individual or student's needs.

A period of fixed term exclusion is a recognised consequence in the hierarchy of sanctions. **The length of the period of any exclusion will be dependent on the seriousness of the behaviour and the frequency.**

The sanctions outlined in this policy can also be applied for instances of inappropriate behaviour which occur outside the school gates, on an alternative provision or on a students' journey to and from school.

Restorative Practice Conference

In Kirkby High School we operate the restorative practice system which can occur at any time during these procedures at the request of the school, parents, victim or external agency working with our students. At these meetings held with victims, wrongdoers and people who support them the culprit is placed under the spotlight and held to account for the incident. The victim is given the opportunity to say how they were feeling and how the incident affected them. Both parties are then given the opportunity to say how they found out about the incident and how they felt. Once the account of the incident has been acknowledged and feelings discussed, an informal agreement is drawn up to prevent similar incidents from recurring. Only staff who have been trained to host R.J conferences conduct these meetings and our experience has shown that this system can be successful in reducing incidents of inappropriate behaviour. Often the SBPO will be involved.

**KIRKBY HIGH SCHOOL
HOME – SCHOOL -- AGREEMENT**

To ensure that your child benefits from the education, care and guidance Kirkby High School can provide it is important to establish and maintain a strong working partnership between all those involved. The partners are student, parent/carer and school. Each partner has a vital part to play by being supportive of each other and committed to the success of the learner involved.

As a student/ learner I agree to

- ✓ Arrive on time to lessons and be prepared to work, with the correct equipment including your planner.
- ✓ Respect staff and other students, equipment and the building at all times.
- ✓ Allow students to learn, teachers to teach.
- ✓ Put your hand up to contribute to learning/discussions.
- ✓ Speak to other students with RESPECT.
- ✓ Have a positive attitude and take pride in your work

As a Parent/ Carer I agree to

- Support the school behaviour policy and ensure my child adheres to the school dress code
- Ensure my child understands that good behaviour to and from school is also important
- Ensure my child attends regularly and on time avoiding the taking of holidays in term time
- Do my best to provide an appropriate environment at home to enable the completion of homework.
- Raise any concerns or worries that I have with the school.
- Advise the school of any problems / issues concerning my child
- Reply to school communications and provide absence notes promptly

As a school we agree to

- Provide a happy, safe and caring learning environment
- Provide effective teaching and learning
- Ensure your child fulfils their true potential as a learner and a member of the community
- Keep you informed of your child's progress and general school matters
- Encourage your child to take responsibility for his / her own learning and be proud of his/her achievements
- Expect your child to follow the Kirkby Code
- Set and mark homework

Signed : Parent _____ Student _____

School _____

Appendix 1

KIRKBY CODE

“PROTECTING YOUR LEARNING”

Follow the KIRKBY CODE = Ignore this poster

Break the KIRKBY CODE = See Below



Stage 0	Minor disruption to learning	<u>Up to 15</u> minute detention
----------------	------------------------------	----------------------------------



Stage 1	Constant disruption to learning Referral – Teacher’s decision	15 minute detention Break/Lunch or after school
----------------	--	--



Stage 2	Stage 1 detention not completed	25 minute detention After school
----------------	---------------------------------	-------------------------------------



Stage 3	Stage 2 detention not completed Faculty Detention	45 minute detention
----------------	--	---------------------



Stage 4	Stage 3 detention not completed <u>OR</u> Break/Lunch Incident <u>OR</u> 3 Lates in a week	60 minute Whole School detention
----------------	---	----------------------------------



Stage 5	Stage 4 detention not completed <u>OR</u> Serious behavioural incident	90 minute Headteacher detention
----------------	---	---------------------------------

RECORD DETENTION IN PLANNER

Staged Detention System

The staged detention system is designed to encourage students to make the right choices and deal with their inappropriate behaviour in a responsible way.

Stage 0 – 1 detentions will be given by the class teacher for the disruption of the learning of others. If students make the right choice and complete the detention then the matter is closed.

Stage 2 detentions will be given if a student has failed to complete a stage 1 detention. Parents should be contacted by the class teacher, their behaviour discussed and informed of the 25 minute detention the following day either at lunch time or after school.

Stage 3 detentions will be given if a student has failed to complete the stage 2 detention. Parents will again be contacted, but this time by the head of Faculty, the original issue discussed, as well as the not completion of the agreed 25 minute detention and a 45 minute detention issued for the following evening. The detention should take place with both the class teacher and head of faculty where possible.

Stage 4 (Whole School) detentions will be given if a student has failed to complete the stage 3 detention. SLT or Year Team will contact home to discuss the non-completion of the stage 3 detention and issue a 60 minute detention on the following Tuesday after school. Students may also be put on the Whole School detention if they have been involved in a fairly serious incident outside of the lesson time or if they have been late to school 3 or more times during the previous week.

Stage 5 (Head Teacher) detention will be given if a student fails to complete the stage 4 detention or for a more serious incident outside of lesson time. SLT will contact home to discuss the issue and inform parents of the 90 minute detention to take place on a Friday after school.

If a student fails to attend or does not satisfactorily complete the Head Teachers detention they will spend the following day in Isolation and will also complete the detention the following week.

Failure to complete second Head Teacher detention could result in a fixed term exclusion.

REFERRAL SYSTEM TO ISOLATION

Following a stage 1 incident a student will be referred to another class within the department. If that student continues to disrupt learning in the referral class or refuses to go to the referral class, then SLT support will be called.

ISOLATION : SLT support to decide if Isolation is appropriate

Length of stay – irrespective of early or late referral.

P1 P2 and break

P3 and lunch

P4 P5 and 30 minutes after school.

Staff in the isolation area to follow expectations and ensure students fulfil expectations.

If a student arrives for a third time in one day, parents will be contacted and a further period of time in isolation agreed.

All incidents of poor behaviour of students referred to isolation from faculties should be followed up by the original class teacher and a stage 1 detention issued and recorded on CPOMS.

REFERRAL SYSTEM TO THE INCLUSION AREA

Referral only available through

- SENCO
- SLT
- Pastoral Team

The Inclusion Area / Changing Room is not an alternative to exclusion and should not be used as a punitive measure. It is an area where intervention and support is offered which is short term / part time. It is an area where students can be supported through any transition process or while they are working through a particular difficulty and may gradually be reintegrated back into mainstream lessons. Students may be referred for a short period of time but **IT IS NOT A LONG TERM, FULL TIME PLACEMENT.**

Inclusion Area staff will monitor students' progress and will also ensure the necessary support package is put into place for the student after consultation with the SENCO/HOY/PSO.

Appendix 2

TARGET CARDS

This is a staged approach to monitor and track inappropriate behaviour.

- **FACULTY** – Students you are having difficulties in a subject area, over a period of time, can be placed on a faculty target card. The Head of Faculty will inform parents and monitor the students' progress over a **4 week** period.
- **GREEN** - Students who are experiencing difficulties across 3 subject areas or more will be placed on a green target card by the Head of Year and parents informed by phone call. The student's behaviour will be monitored closely by their Form Tutor over a **6 week** period and progress reviewed at the end of period.
- **ORANGE** – Students who have not responded positively to the green target card may be moved up to orange. The Head of Year will meet with parents and discuss the ongoing issues. A further **6 weeks** of close monitoring will take place by the year team, with a review meeting at the end of the period to discuss progress.
- **RED** – Where previous monitoring of behaviour has not been successful, a meeting with parents and the SLT link will take place. They will then monitor behaviour for a further **6 weeks**, with a review of progress at the end of the period.
- **PASTORAL SUPPORT PLAN (PSP)** – The PSP will be set up following a meeting with the student, parent, Year Team, Inclusion Manager and SLT (behaviour). The plan will last for a **12 week** period with a review at week **4** and **8** and a final review at the end. The SLT (behaviour) will monitor the PSP and during this time other forms of support and assessments may take place. At the end of the plan a decision can be made on the suitability of the student to remain in their current setting.

Targets set for students should be personal and specific to their needs.

A behavioural contract (see Appendix 3) may be used at some point throughout the target card process.

Failure to comply with the expectations around target cards may result in isolation or a fixed term exclusion.

- **CARE CENTRE** – This is an on-site provision, primarily to support students who are having major difficulty following mainstream school expectations of behaviour and who are potentially at risk of permanent exclusion in the foreseeable future. Students will spend an agreed period of time in the centre, working on changing identified behaviours, with the view to them being successfully re-integrated back in to the main school community.

Appendix 3

Kirkby High School

CONTRACT OF BEHAVIOUR

This is a contract between _____ and the school represented by

_____ (PSO)

_____ (Deputy / Assistant Headteacher)

_____ is to follow the terms of this contract, failure to do so will result in parents being contacted. Persistent failure to follow the terms of the contract may result in a governors meeting being called to discuss future educational provision.

I _____ agree to:

1. Be punctual to lessons.
2. Behave in an acceptable manner.
3. Follow all instructions without argument.
4. Complete all work set to the best of my ability.
5. Behave appropriately during break and lunch times.
6. Report to Senior members of staff when asked to do so.
7. Fully comply with the School Rules and Kirkby Code of Conduct.
8. Wear full and correct uniform at all times.

Date:

.....Student

.....Parent

.....HOY / PSO

.....Deputy / Assistant Headteacher

Appendix 4



GOVERNORS CONTRACT OF BEHAVIOUR

This is a contract to set out the expected behaviour for

This is a contract between _____ (Student) and the school represented by _____ (Headteacher) and _____ (Governor)

_____ is to follow the terms of this contract. Failure to do so will result in parents being contacted and invited in to a meeting to discuss alternative education provision. Persistent failure to follow the terms of the contract may result in permanent exclusion.

I _____ agree to:

1. Be punctual to lessons.
2. Behave in an acceptable manner.
3. Follow all instructions without argument.
4. Complete all work set to the best of my ability.
5. Behave appropriately during break and lunch times.
6. Report to Senior members of staff when asked to do so.
7. Fully comply with the School Rules and Kirkby Code of Conduct.
8. Wear full and correct uniform at all times.

Date:

..... Student

..... Parent

..... Governor

..... Headteacher

Appendix 5

REASONABLE FORCE AND RESTRAINT POLICY

This Policy should be read in conjunction with the DCSF guidance published in April 2010, "The use of force to control or restrain pupils".

Aims

- To create a learning environment in which young people and adults feel safe.
- To protect every person in the school community from harm.
- To protect all students against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To put in place guidance for staff so that they are clear about the circumstances in which they might use reasonable force to restrain students and how such reasonable force might be applied.

Legal Framework

All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a student from:

- a) committing a criminal offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student); or
- b) causing personal injury or damage to property; or
- c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

- any member of staff at the school;
- any other person whom the Headteacher has authorised to have control or charge of students. This can also include people to whom the Headteacher has given temporary authorisation to have control or charge of students such as unpaid volunteers (for example parents accompanying students on school-organised visits); and the power may be used where the student is on the school premises or elsewhere on school organised visits.

Staff members can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. But if the force used is reasonable all staff will have a robust defence against any accusations. This policy and related use of force guidance is intended to help staff feel more confident about using force when they think it is right and necessary.

It is always unlawful to use force as a punishment. However Kirkby High School has not adopted a "no contact" policy. The power to use force helps ensure student and school safety and the risk of a no contact policy is that it may place a member of staff in breach of their duty of care towards a student, or prevent them from taking action needed to prevent a student causing injury to themselves or others.

Reasonable force

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent.

This means the degree of force used should be the minimum needed to achieve the desired result.

In Kirkby High School force is generally used for two different purposes – to control students and to restrain them.

- Control can mean either passive physical contact (e.g. standing between students or blocking a student's path) or active physical contact (e.g. leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back).

- When members of staff use "restraint" they physically prevent a student from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two students are involved in a fight and physical intervention is needed to separate them.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Judging whether to use force and what force to use

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and – crucially in the case of students with SEN or disabilities – information about the individual concerned.

Kirkby High School will have an individual risk assessment where it is known that force is more likely to be necessary to restrain a particular student, such as a student whose SEN and/or disability is associated with extreme behaviour.

Based on this legal framework, our 'working' definition of 'reasonable force' is the minimum force necessary to prevent a student from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned. The use of reasonable force will always depend on the circumstances of the case and staff should take the following into consideration:

- whether it is reasonable to use force, and the degree of force that could reasonably be employed, given the age, sex, physical strength, size, understanding, medical conditions and any special educational needs of the student.
- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanor, or in a situation that clearly could be resolved without force.
- the degree of force employed should be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to diffuse the situation.

Some examples of situations where reasonable force might be used are:

- to prevent a student from attacking a member of staff, or another student, or to stop a fight between two or more students;
- to prevent a student causing deliberate damage to property;
- to prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a student leaves a classroom where the student persistently refuses to follow an instruction to do so;

- to prevent a student behaving in a way that seriously disrupts a lesson; or
- to prevent a student behaving in a way that seriously disrupts a school sporting event or school visit.

Prevention should be the primary consideration.

Steps to avoid these situations should be taken and the adult should be able to demonstrate that those steps were taken. Physical restraint should always be the last resort.

Staff have a responsibility to ensure the safety and welfare of their students. They are in a particular position of trust (in loco parentis).

The following should be applied in all cases:

- Staff should delay if at all possible. (However, in some circumstances e.g. a child running out onto the road, you might be deemed negligible if you do not intervene.)
- An 'on the spot' risk assessment for each occasion that you feel reasonable force or restraint may be necessary should be made.
- Consideration should be given to the environment, the medical circumstances and the clothing.
- Action being taken should always be for the good of the child, trying to keep them safe.
- Assure the child that the restraint is not a punishment.
- Never use other children in the restraint.
- Restraint or reasonable force should be witnessed by another responsible adult. Staff should call duty manager if restraint or reasonable force is needed and another adult is not available in the area.

Reasonable force might be used:-

- in self defence, where risk of injury is imminent;
- when there is developing risk of injury to the person deemed in need of restraint or others.

Physical intervention in these circumstances may take several forms, e.g.:-

- physically interposing between students;
- blocking a student 's path;
- holding;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

The law strictly prohibits the use of force, which constitutes the giving of corporal punishment. The use of force as a punishment or to intentionally cause pain, injury or humiliation, such as the examples below, are not permitted under any circumstances:

- holding around the neck;
- any hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints;
- tripping;
- holding by the hair; and
- holding the student face down on the ground.

Staff must always avoid touching or holding a student in a way that might be considered indecent.

Where a student has caused actual harm or injury, details need to be recorded in the school accident book. **However, it is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.** Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

General principle of behaviour management

Because the use of force should only be a last resort, staff and volunteers should minimise the possibility of force being needed by creating a calm, orderly and supportive learning environment that lessens the risk and threat of violence of any kind.

Recording the use of significant incidents

Each significant incident in which a member of staff uses force on a student needs to be reported to the Headteacher, or individuals designated by the Headteacher in the first instance, who will then report these incidents to the student's parents as soon as practicable after the incident. Whether an incident is significant will vary on a case by case basis, but in determining whether it is, we need to consider factors such as the student's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the student or member of staff. Members of staff should not put themselves at risk. **A member of staff would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.** Staff should keep their own copy of any written report requested following the incident.

Dealing with complaints and allegations regarding the use of force

Parents and students have a right to complain about actions taken by school staff, including any use of force. If a specific allegation is made against a member of staff then the school will follow procedures set out in the school's Complaints Policy;

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension will **not be an automatic response** when a member of staff has been accused of using excessive force. Kirkby High School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation is made. (This guidance makes clear that a person must not be suspended automatically, or without careful thought.)

Kirkby High School and governors will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate in accordance with the DCSF Guidance printed in:

- The use of force to control or restrain students April 2010
- Safeguarding Children and Safer Recruitment in Education January 2007

Preventative Strategies

All staff need to be aware of strategies and techniques for dealing with difficult students and steps which they can take to defuse and calm a situation. The strategies listed below as examples will be influenced by the age of the student(s) and the context in which they are applied.

- 1) Move calmly and confidently;
- 2) Make simple, clear statements;
- 3) Intervene early;
- 4) Try to maintain eye contact;
- 5) If necessary summon help before the problem escalates; and
- 6) If possible, remove the audience from the immediate location or the student away from the audience.

Action Steps

- 1) Tell the student who is misbehaving to stop and tell him/her the possible consequences of failure to do so.
- 2) Summon another adult. (Another adult should be present if physical restraint of any kind needs to be applied.) Send another student / message to alert the closest member of staff.
- 3) Continue to communicate with the student throughout the incident.
- 4) Make it clear that physical intervention will cease as soon as it is no longer necessary.
- 5) Appropriate follow-up action should be taken, which may include:
 - a. providing medical support;
 - b. providing respite for those involved; and
 - c. accessing external advice/support.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem. Whilst limiting damage to property and/or persons, it is advisable not to 'corner' or give the child a feeling of being 'trapped' in any way as this can often inflame reactions. Where possible, allow the child space to move.