



Longsands Academy

Positive Behaviour Management Policy 2022-23

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Contents

Statement of Principles and Outline of Practice on Behaviour and Discipline	3
Context	3
Academy Discipline.....	3
Partnership with Parents/Carers.....	5
Reward Systems.....	5
Sanctions	5
Detentions.....	6
Fixed Term Exclusions.....	7
The power to use reasonable force or make other physical contact with students.....	8
The Power to Confiscate or Search.....	8
The power to discipline beyond the Academy gates.....	9
Restorative Approaches.....	9
Appendix 1: Interventions and Sanctions	11
Recording House Point <i>Achievements</i> on SIMS.....	13
Bullying	14
Introduction	15
Principles	15
Authorisation	16
Training.....	16
Relevant Circumstances	16
Reasonable Action.....	17
Infrequency	17
Recording Incidents	18
Complaints.....	18
Physical Contact with Students in Other Circumstances	18
References.....	19
Appendix 3 Home – Academy Agreement.....	20
Appendix 5.....	Error! Bookmark not defined.

Statement of Principles and Outline of Practice on Behaviour and Discipline

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

Context

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

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

This policy will be reviewed annually by the Trust and adapted by the Principal. At every review, the policy will be presented to the Trust Management Board/Local Governance Committee for ratification.

Principals' Statement on Behaviour and Discipline

Academy Discipline

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

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

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

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

- setting clear expectations of student behaviour;
- encouraging students to take responsibility for their own behaviour;

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

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

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

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

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

To ensure that students complete assigned work.	Keeping up to date with work set on 'Doddle' and that all work is completed by the deadline date.	Attempting work on the evening it is set so there is time to speak to a teacher if needed in order to still meet the deadline.
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Partnership with Parents/Carers

Effective home-school liaison is one of the best means of ensuring that each individual student can work happily and successfully and that the Academy as a whole can function well. The principles of this are embodied in the *Home-School Agreement (see Appendix 3)*. Day-to day communication between parents/carers and school is facilitated by the availability of email and text messaging, the Astrea App and Doddle (homework platform). Form Tutors and the Student Services team work together with parents/carers, for example in the formulation of PSPs (Pastoral Support Plans).

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

Reward Systems

The Trust recognises that good behaviour contributes positively to the learning and teaching environment and to the well-being of both students and staff. It endorses the use of informal praise and the comprehensive use of formal reward systems, tailored appropriately to students in different year groups in the Academy, for example the use of House points (guidance can be found in appendix 1), the awarding of badges, celebratory assemblies, reward trips and our Annual Awards Evening. The reward systems should be used as often as possible to reinforce positive behaviour in addition to excellent attitude to learning and academic excellence with regards to class work and homework.

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

The use of rewards and sanctions is monitored in SIMS (the electronic Management Information System in use in the Academy). Our Behaviour Manager, Student Support Team, Form Tutors, Heads of Department and Heads of Year in the Academy are active in monitoring, supporting and managing behaviour.

Sanctions

There is an expectation that parents/carers who have accepted a place for their child/ren at the Academy will uphold the Trust's Behaviour Management Policy and will encourage their

child/ren to adopt positive and considerate behaviour, both on and off the premises (see Appendix 5 for behaviour expectations).

The *Education and Inspections Act 2006* gives any member of staff in lawful control of students the right to regulate their conduct and to impose sanctions. If a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment. This power may be extended to volunteers in charge of children. Where reasonable, this power extends to the management of students' conduct outside of school, e.g. on a school trip.

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

The sanctions must:

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

Corporal punishment is illegal in all circumstances.

The Principal limits the power to apply particular punishments to certain staff e.g. authorisation for imposing a period of internal exclusion is delegated to members of the SLT (Senior Leadership team), Heads of Year and the Behaviour Manager.

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

A variety of sanctions are available for use by Trust staff which include behaviour points, detentions and for more serious matters, internal and external exclusion.

Detentions

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

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

- all teachers including trainee teachers;
- supply teachers;
- cover supervisors;
- any other paid employee.

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

Detentions set during Period 5 will be carried over to the next day to ensure that parents/carers have enough time to make arrangements for their child/ren to be collected if necessary.

Fixed Term Exclusions

There is no list of set behaviours for which a student can and cannot be excluded, and the decision to exclude lies with the Principal (or Vice Principal in the Principal's absence). A student can only be excluded for a disciplinary reason (e.g. because their behaviour violates the school's behaviour policy). They cannot, for example, exclude a student for academic performance/ability, or simply because they have additional needs or a disability that the school feels it is unable to meet. A student can be excluded for behaviour outside of school, or for repeatedly disobeying academic instructions.

We will take reasonable steps to set work for students during the first five days of a fixed period exclusion. From the sixth day of an exclusion, suitable full-time education must be arranged for students of compulsory school age (primary and secondary school age), except for Year 11 students (final year of secondary school) whose final exams have passed.

For the first five school days of any exclusion, parents/carers must ensure that their child/ren of compulsory school age is not in a public place during school hours without very good reason. Parents/Carers must also ensure that their child/ren attends any new full-time education provided from the sixth day of exclusion (unless they have arranged suitable alternative education themselves).

Particular Issues

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

Allegations against staff by a student(s)

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

Bullying

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

Misuse of Drugs

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

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

Uniform and Appearance

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

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

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

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

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

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

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

The Power to Confiscate or Search

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

Where appropriate, items will be returned at the end of the school day. However, other arrangements may be made or imposed according to particular circumstances, e.g. times when an individual or all students have already been warned about items that could be confiscated. Academy staff can search students, *with their consent*, for any item which is banned by the school rules. Mobile phones, other devices with internet connectivity (e.g. smart watches) and ear/head phones will be confiscated until the end of the following day if they are used seen or heard during the school day. They may be used outside the green perimeter fence after the end of the school day or within the premises following the completion of an extra-curricular activity after 4pm.

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

Weapons and knives will be handed over to the police.

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

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

The power to discipline beyond the Academy gates

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

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

Restorative Approaches

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

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

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

The Restorative Approach has become embedded when all members of the school community see incidents where harm has occurred as 'teachable moments' to be learnt from and seek

opportunities to facilitate conversations in which harm can be repaired, thus empowering all those involved to own the situation, and find the solution.

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

The Five Questions:

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

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

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

Appendix 1: Interventions and Sanctions

Sanction	Notes
Behaviour Points	Recorded on Bromcom by the teacher/cover supervisor in the lesson where any level of action has been taken to modify behaviour that does not meet expectations. The points are centrally monitored by student support teams.
After-school detention	<p><i>The Education and Inspections Act 2006</i> gives legal backing to the detention of students on disciplinary grounds at the end of a school session, without the consent of parents; The <i>Education Act 2011</i> removed the obligation to give 24 hours' notice to parents, but it is good practice to ensure that parents are notified of the detention in the case of a <i>same-day detention</i>.</p> <p>Detentions will be reasonable and proportionate to the offence. In the event of dispute, the Principal or another member of the Senior Leadership Team is authorised to issue a ruling. There is no legal right of appeal against detentions.</p> <p>Where there is particular difficulty about transport home, the timing and date of a detention may be the subject of negotiation between parents and teachers but this does not remove the right to detain. Transport is provided where students would normally catch an Education Transport Bus home.</p> <p style="text-align: right;">Duration: 50 minutes – until 4pm</p>
Internal exclusion	Students may be withdrawn from lessons, breaks or lunchtimes in order to work on their own or in the internal exclusion room. There is no legal right of appeal against internal exclusion. Students may also be excluded from one Academy's learning community and placed in the internal exclusion room of a partner academy. This ensures that learning is uninterrupted and restorative work can be conducted.

<p>Behavioural Reports Pastoral Support Plan (PSP)</p>	<p>Aspects of progress and conduct, including attendance, homework and behaviour, are monitored by use of a variety of targeted reports, including Departmental, Head of Year, and SLT reports.</p> <p>These are intended primarily as forms of support which give students additional opportunities to demonstrate responsibility. There is a strong expectation that students on report will make significant improvement in the area or areas being monitored.</p> <p>A PSP is a more formal document, available for use with students identified to be at risk of significant underachievement and/or permanent exclusion. It records the behavioural improvement required and sets deadlines for review. In normal circumstances, a PSP will be drawn up at a meeting involving staff, parents and the student. A multi-agency assessment may be considered for students who display continuous disruptive behaviour.</p> <p>Failure to meet the targets set in a PSP is a serious matter that could warrant fixed term or permanent exclusion.</p>
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<p>Fixed Term or Permanent Exclusion</p>	<p>Serious incidents of indiscipline or repeated lower level misconduct may result in:</p> <p>Fixed Term Exclusion from school. A student may be excluded for up to 45 days in any one school year.</p> <p>A Managed Move (or alternative provision) will be arranged in partnership with the District Team. A full risk assessment will be completed before any move is finalised.</p> <p>Permanent Exclusion may be imposed in response to the most serious forms of misconduct, including proven malicious allegations against staff, and/or in situations where fixed term exclusions have not brought about a required change in a student's conduct.</p> <p>Only the Principal or, in their absence, the Vice Principal, may exclude students. In practice, exclusions are usually considered and recommended to the Principal by other senior staff.</p> <p>There is a legal right of appeal against all forms of fixed term and permanent exclusion. This is restated in letters to parents concerning exclusions. Further details are readily available from the Academy and/or the local authority</p> <p>The Trust receives termly reports on exclusions and deals with matters of appeal and review through members of the Procedures Committee.</p> <p>A PEAP (pre-exclusion assessment plan) may be completed for students who receive repeated exclusions. This is the final document for us to record support and interventions for a student before consideration of a managed move or permanent exclusion.</p>
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Recording House Point *Achievements* on Bromcom

Students can accumulate as many House points as they are capable of over the year- there are no limits – and certificates will be awarded at the end of each term. The number of House points a student has received will also be reported home via the My Child at School App.

Student of the Week is awarded to the top students in each house and year and publicised in the Student Weekly Bulletin and Principal's Weekly Bulletin. This is supported by an additional email home to ensure that parents and carers are aware of students' success.

Departments are encouraged to incorporate House Competitions into the House System and they can use the House Point 'Participation' to acknowledge student engagement which can be added by a member of the Admin team once confirmed by Assistant Principal: Personal Development. Department rewards can also include displaying work, congratulatory emails home, or awards distributed in assemblies. Tutors will also celebrate student success each week by awarding students with Praise Postcards.

Reporting *Low Level Behaviour*

It is important that we centralise how teachers deal with low level disruption and record when this has been done. Low level disruption constitutes behaviours which are not overtly confrontational or challenging, but nevertheless interrupt the teaching and learning environment. This could include:

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

For low level disruption, teachers should issue a C1 and clearly state this to the student, writing their name on the board, so that the student is aware that behaviour has not met expectations and has the opportunity to improve.

Following the C1 being given, should this not improve the behaviour, a member of staff is expected to issue a C2 which automatically places a student into a same day detention (unless it is issued during Period 5, in which case it is deferred until the following day). Any extreme case or continuation of student behaviour following a C2 should be communicated to the Behaviour Manager/Student Support Team, via the emergency button on Bromcom, who will arrange for assistance to be provided as soon as possible.

Bullying

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

Appendix 2

The Use of Reasonable Force to Control or Restrain Students

Introduction

Longsands Academy is committed to securing and upholding the best possible experiences, learning and outcomes for all students in our care). The health, safety and well-being of students and staff are of prime importance.

Students are encouraged to:

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

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

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

Principles

Force is only to be used *as a last resort* or when circumstances are such that immediate physical intervention is *necessary*. Specifically, *force* is used either to *control*¹ or to *restrain*². It can range from guiding a student to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

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

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

¹ *Control*' means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a pupil by the arm out of a classroom.

² *Restrain*' means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Authorisation

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

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

The force used must be the minimum necessary and controlled.

Training

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

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

Relevant Circumstances

The term '*reasonable force*' covers a range of actions which may involve a degree of physical contact with students, but the difficulty lies in interpreting what can be considered as 'reasonable', i.e. 'using no more force than is needed'.

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

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

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

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

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

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

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

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

Reasonable Action

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

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

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

The following should not be used:

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

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

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

Infrequency

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

Recording Incidents

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

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

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

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

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

Complaints

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

Physical Contact with Students in Other Circumstances

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

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

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

⁴ The full details of the information required are:

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

References

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

Appendix 3 Home – Academy Agreement



Home-Academy Agreement

Longsands Academy aims to provide the best possible experience, learning and outcomes for each young person for whom we have responsibility. We believe that a partnership between the Academy, students and parents and carers is essential in achieving this aim.

Students and parents/carers can expect the Academy to:

- provide a supportive, inspiring, secure and safe learning environment so that students can fulfil their potential academically and personally;
- teach a carefully sequenced knowledge-rich curriculum which is aspirational and accessible to all students, optimising progress;
- promote a positive approach to learning and celebrate all forms of achievement;
- review class work and homework and give regular feedback in class and through Progress Review data;
- provide opportunities for parents/carers to meet teachers, when progress will be discussed;
- encourage high standards of behaviour, a sense of personal responsibility and resilience;
- let parents/carers know about any concerns or problems that may affect student learning, behaviour or well-being and offer support when required;
- keep parents/carers informed about Academy activities through letters, weekly bulletins, the website and Doodle;
- provide a range of extra-curricular and enrichment opportunities.

The Academy expects students to:

- observe the Academy ethos of Work hard, Be kind, Achieve more;
- uphold the highest standards of behaviour and observe the Academy policies;
- strive to achieve 97%+ attendance and arrive on time to all registrations and lessons every day;
- complete classwork and homework/coursework on time and to the best of their ability;
- bring all the equipment, books and kit needed each day;
- wear the Academy uniform and take a pride in their appearance;
- treat all staff and fellow students with kindness and respect;
- keep the Academy and the surrounding environment free from litter and graffiti;
- be a good representative of the Academy in and out of uniform;
- contribute to a safe community by refraining from bringing prohibited items into the Academy and reporting instances of bullying;
- embrace extra-curricular and enrichment opportunities, contributing positively to their House, the Academy and the wider community.

The Academy expects parents/carers to:

- support your child/ren's education, believing that your involvement is vital for success;
- give your full support to the Academy, including supporting all policies and procedures;
- work in partnership with staff at the Academy in supporting the teaching and learning of students;
- support our ethos of mutual respect in all communications with the Academy;
- attend meetings with the Academy about my child/ren's education;
- ensure that your child/ren completes his or her homework under suitable conditions;
- support your child/ren and work with the Academy to ensure your child/ren has excellent attendance and punctuality;
- ensure that your child/ren has all necessary equipment and full Academy uniform;
- inform the Academy of any changes in domestic circumstances.

Appendix 4 – Behaviour Expectations

On arrival at Longsands Academy	<ul style="list-style-type: none"> • Smile and greet staff and peers both at the gate and once inside the building. • Turn off and put away mobile phones, smart watches and remove headphones and put them into your bag before entering the Academy site. • Ensure your uniform meets expectations before coming through the gate. If you have forgotten part of your uniform go immediately to your Student Support Officer. • Remove your outdoor coat before entering the building. • Remove any chewing gum and place in a bin. • On the first bell at 08:43, ensure you are waiting in silence at your morning line up or assembly
Lateness to school	<ul style="list-style-type: none"> • You should arrive at school between 08:15 and 08:35. • The gates will be closed at 08:40 and locked (other than the main gate) at 08:50. If you arrive after 08:43 you will receive a late mark and this may result in a C2 detention. If you arrive at school after 08:43 you will need to make your way to the main entrance and sign in at student services. • You should then make your way immediately to your morning line up or assembly and ensure you are registered by your teacher.
Assembly	<ul style="list-style-type: none"> • Wait in silence following the first bell at 08:43 • Remain silent throughout assembly. • If you speak or behave inappropriately you will be asked to wait behind at the end, you will receive a C2.
Walking around the Academy	<ul style="list-style-type: none"> • Walk quietly and calmly. • Go straight to lessons via the most direct and safest route following the one way system..
Uniform	<ul style="list-style-type: none"> • Ensure you are wearing your uniform appropriately at all times. • Your shirt must be tucked in. • Trousers should be tailored and not skinny/tight. • Your top button must be done up and tie worn neatly. • No trainers, shoes must meet our uniform requirements. • Remove all jewellery other than one pair of stud earrings and a small ring. • No acrylic nails or false eyelashes. • No make-up • Blazers to be worn at all times unless you have been given permission to remove it.
Entering the classroom and the beginning of the lesson	<ul style="list-style-type: none"> • Greet the teacher at the door, then enter the classroom in silence • Sit in your allocated seat in accordance with the teacher’s seating plan. • Get out the equipment you need and a water bottle if you wish. • Start the ‘do now’ task immediately.
Lateness to lesson	<ul style="list-style-type: none"> • If you are late to a lesson you should apologise at the first opportunity

During a lesson	<ul style="list-style-type: none"> • Put your hand up if you need to say something, do not shout out • Speak in full sentences. • Sit up straight, don't slouch. • Pay attention and track whoever is speaking. • Only speak to peers when you have been instructed to do so. • Ensure you don't engage in any off-task chat during discussion work. • Do not chew gum or eat.
Leaving the lesson	<ul style="list-style-type: none"> • Stand behind your chair in silence and wait to be dismissed. • Say goodbye to your teacher at the door • Go to your next lesson quickly and by the most direct and safest route, following the one-way system.
Break/lunchtime	<ul style="list-style-type: none"> • Queue quietly and in single file whilst waiting to purchase food. • Clear away rubbish after eating, using recycling bins appropriately and do not drop litter. • Do not make physical contact with other students including playfighting. • Do not gather in large groups. • Follow all instructions from duty staff first time. • Wear full uniform – you may remove your blazer if playing games outside.
End of the day	<ul style="list-style-type: none"> • Walk quietly and sensibly through the gates saying goodbye to staff. • Walk directly off-site and do not congregate around gates. • Mobile phones and headphones may only be used once you are outside the green fence gates after 15:10. • You may use your mobile phone anywhere on site after 16:00 to contact a parent/carer after a club or clinic.
Homework Club	<ul style="list-style-type: none"> • You do not need to book a place, just make your way to the library at 15:10. • Work quietly and follow the instructions of members of staff. • Leave when asked to do so at 16:15. • Tidy up after yourself ensuring any books are placed back on shelves.
Fire evacuation	<ul style="list-style-type: none"> • If the fire bell sounds you must exit the building, even if the bell stops. • Leave your belongings in the classroom and leave the building by the nearest exit. • Walk in silence to the muster point on the far field. • Line up with your tutor group in alphabetical order. • Remain in silence for the entire drill. • When dismissed walk back to your classroom in silence.
Lockdown procedure	<ul style="list-style-type: none"> • If the lockdown signal is heard (3 soundings of the bell with a break between each one), remain in your classroom. • If you hear the signal and you have left your classroom, return immediately. • If you hear the signal before school, go immediately to your tutor room

	<ul style="list-style-type: none"> • If you hear the signal at break or lunchtime go immediately to your next lesson. • Do not use your mobile phone.
If you have an accident requiring first aid	<ul style="list-style-type: none"> • If you are in a lesson, tell your teacher. • Go immediately to first aid, preferably with a friend or teacher. • If you are unable to walk, ask someone to contact first aid. • Listen to instructions from the first aider and follow them.
If you feel unwell	<ul style="list-style-type: none"> • Try to stay in lessons • If you feel too unwell to stay in school, ask your teacher's permission to go to your Student Support Officer who will contact home. • Do not contact home yourself, you will not be following our mobile phone policy and your phone will be confiscated.
Classroom spaces	<ul style="list-style-type: none"> • Tidy up after yourself and leave the workspace as you would want to find it. • Put all paper and rubbish in the bin. • Tuck your chair under and ensure tables are straight. • Log off computers. • Do not unplug any leads from computers unless under the direction of a teacher.
Beyond the Academy	<ul style="list-style-type: none"> • Make your way to and from the Academy safely and responsibly, wearing a helmet if you ride a bike or scooter and being extra vigilant when crossing roads. • You are representing Longsands, ensure your behaviour matches expectations in school. • Be polite to members of our community and each other. • If travelling by bus, behave appropriately and remain in your seat at all times • Use social media responsibly and do not be unkind to others. • Be a positive role model to others, particularly the primary and nursery age students who are close to our site. • Use appropriate language at all times.