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1. Legal requirements of Governors

Without a strong commitment to student discipline, effective teaching and learning cannot take place. The Governing Body have a legal responsibility to prepare a policy which outlines the standards of behaviour expected in school, how students are encouraged to conform and what sanctions may be applied where problems arise. This Policy should be available to all parents and the Governing Body must aim to get parental support in ensuring that it is implemented effectively.

2. Aims of the School Policy

At Alder Community High School our Behaviour Policy will aim to:

- ensure that effective teaching and learning can take place;
- ensure students feel happy, safe and secure;
- promote excellent behaviour and encourage students to behave responsibly both in and out of school;
- promote a range of positive values and attitudes and an understanding of rights and responsibilities;
- Provide systems for dealing effectively with incidents of unacceptable behaviour.

3. Implementation of the School Policy

As a staff we have a collective responsibility for implementing our Behaviour Policy and ensuring high standards of student discipline. Classroom teachers are responsible for managing the behaviour in their own classroom. Progress Leaders are responsible for monitoring student behaviour across their year group(s) and will normally deal with any serious breaches of school discipline or where there are concerns about particular students across a number of subjects. Similarly they will support Form Tutors and subject staff by providing advice and guidance and in instigating report card procedures when necessary. They will also liaise with parents and help co-ordinate the school reward schemes. The Senior Leadership Team will work closely with, and support, Progress Leaders in ensuring acceptable standards of student behaviour.

Form Tutors

Form tutors are responsible for making sure their form students are wearing the correct uniform and have the necessary equipment for school. They are also responsible for any students in their form who are subject to the white behaviour report.

4. Key Principles

- As with other school policies our Behaviour Policy will only be effective if it is applied consistently by all staff. However it is recognised that there are occasions where there needs to be flexibility in dealing with particular students or circumstances.
- One of the key determinants in establishing excellent behaviour in any school is through the example set by staff. At all times we must act as role models and set high standards in the way we speak to and interact with individual students and classes. As staff we will be 'persistent, consistent and insistent' on good behaviour.
- Our Behaviour Policy is based firmly on positive reinforcement and 'certainty not severity' where students are praised for getting things right. However there are also procedures and guidelines in place for dealing with any problems that arise.
- As a school we employ a range of strategies to support students with behavioural difficulties. These strategies are normally coordinated by the Progress and Pastoral Team and may include periods of time in Headway or with the support of our Learning Mentors. Progress Leaders support students in their year group through the use of report cards, Progress reports, behaviour books etc. that include specific targets, and through the use of rewards and sanctions.
- We always seek to work with parents and keep them fully informed if there are concerns about behaviour. Similarly, of course, we are just as keen to contact parents when things have gone well.
- Departments should, where possible, manage student behaviour within their departmental teams. The first point of referral for a subject teacher would normally be the Curriculum Leader.
- Staff are responsible for student behaviour in their own classroom and should not simply refer problems to other colleagues. Clearly though support is readily available and staff should not be afraid of asking for help when they need it. Asking for support or advice is not seen as a sign of weakness. Coaching support can be provided through our school programme.
- Where difficulties are referred to a Curriculum Leader, Progress Leader or member of SLT, the member of staff concerned should still be involved in resolving the issue and applying any sanctions as appropriate.
- As a staff we are collectively responsible for behaviour on the corridors and around school although any incidents of very poor behaviour can be referred to Progress Leaders or SLT for resolving after the initial problem has been dealt with. (See Red Card protocol)
- We will always encourage the highest standards of behaviour on the way to and from school and indeed whenever students are representing our school.

- Clearly staff must avoid using any physical contact when dealing with an incident, no matter how frustrating a situation may have become, other than where deemed absolutely necessary as outlined in the policy on the use of force.

5. Classroom Code of Conduct

Our code of conduct is displayed in all classrooms.

6. Good practice and staff development

Good practice

We have a responsibility to prepare interesting lessons with pace and challenge that motivate and engage students. So, to establish better consistency, we ask staff to:

- Be well organised and have all the materials and resources that they need to hand;
- Welcome students at the door to their classroom; be proactive with managing corridor behaviour.
- Have a 'Do Now' ready so students have something to be learning, settling them or hooking them into the topic quickly so little time is wasted;
- Use FOCUS to gain whole class attention;
- Speak to late students when they are seated and beginning work, issuing the appropriate sanction (Break/Lunch/After school detention);
- Use a seating plan that is strategic and maximises learning;
- Use praise and reward progress and effort;

Students who are late for a lesson for a legitimate reason should have a note of explanation from the member of staff concerned. Please do not send the student back to get a note if they haven't got one (this may interrupt another lesson as well as delaying the start to yours even more), check with the member of staff concerned later.

Clearly staff must always be punctual for lessons and registration as problems will arise if classes are left waiting in corridors. Staff should also stand at their doors at lesson changeover both to greet their class and to help supervise corridor behaviour. Staff must not leave classes unsupervised unless absolutely necessary.

Staff Development

Behaviour/classroom management forms part of whole school CPD each year. It takes the form of:

- Teaching and Learning drop in sessions led by Alder staff.
- Calendared CPD sessions throughout the year for new staff/NQTs and student teachers
- Classroom Action Research sessions for groups of staff each year

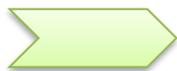
7. Classroom Management

Where problems do arise, staff should always try to respond calmly. Many potentially difficult situations can be avoided by:

- A simple warning look
- A quiet word
- Using the student's name when you are talking to the class
- Amending your seating plan

However, if low level disruption persists follow the procedure below

STRIKE 1



Name of the student on the board or traffic light with a '1', this needs to be visible for the students. Again expectations can be reinforced.

STRIKE 2



Name of the student on the board or traffic light with a '2', this needs to be visible for the students. Again expectations can be reinforced. Possible time out given (1-6 minutes). Detention issued (Break/lunch or 15 minutes after school, parents informed) at this point behaviour and detention recorded on SIMS.

STRIKE 3



Student exited within the department 'Parking System' sanction is 1 hour, logged on SIMS and parents informed. Students refusing to comply with parking system will be referred to PL/SLT.

Certain extreme behaviours may result in an immediate strike 3.

Failure to attend a Strike 2 detention results in an escalation to Strike 3 detention. Students are expected to attend this escalated detention on their own. If a student fails to attend a strike 3 detention, they will be collected by a member of staff after school on the following day. If a student fails to complete a detention they have been collected for they will be placed into Headway the following day. The detention will then be completed after school that day.

N.B Students cannot work off their strikes or strikes carried over to the next lesson.

All class detentions take priority over 'Lates' or 'Red Card' detentions.

Class teachers are responsible for their own detentions; please make sure parents are informed of any after school detentions. CLs should be used to support detentions or repairs when necessary. Low level disruption may include failing to complete enough work to an expected standard.

Parking System

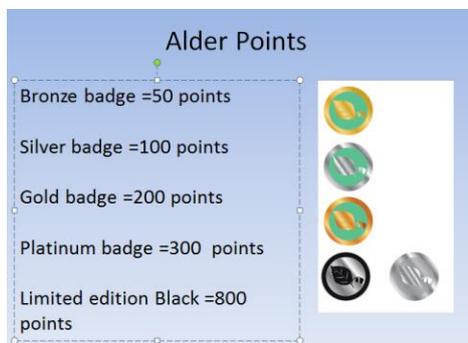
When students are removed they are expected to be 'parked' with a teacher in that department, ideally to the head of department. This however, cannot always be the case. HOD and PLs can 'park' a student within the department and the same sanction (1 hour) will still be applied with the original member of staff.

8. Rewards

The idea is to reward progress, achievement and effort but not behaviour. Alder points (merits) are awarded to students in class who are in pursuit of excellence, show a love of learning or show determination.

Badges

Badges will be given out at the end of each half term during the celebration assemblies run by the Progress Leaders.



Those students that have accumulated points will receive the appropriate badge. Also throughout the year limited edition badges will come available which students will have a time limit to acquire, these are around areas of responsibility and social conscience etc.

There are also badges per subject. Towards the end of each half term, Progress Leaders will ask each department to nominate 5 students only from each year group these students will receive the subject badge. KS4 students will have the opportunity, if they receive more than three badges from the same department, of trading their badges for the limited edition subject black badges.



These badges are additional to other methods of reward at Alder such as positive phone calls, texts, postcards etc.

Staff will record Alder points on SIMS, staff should be proactive in rewarding Alder points. Alder points are rewarded for:

- Pursuit of excellence
- Love of learning
- Resilience

But not for behaviour.

There are many other ways, in addition to Alder points, in which students can be rewarded such as:

- simply commenting positively on work or behaviour as often as possible;
- “Well Done” postcards;
- letters of commendation;
- phone call home to parents;
- praise and presentations in assemblies;
- asking students to show their work to other staff such as Form Tutor, Progress Leader, Curriculum Leader or SLT;
- display of student work.

9. Detentions

Comments/Ethos

- Although detentions are generally used as a sanction they can be used constructively to talk over problems and build bridges between the student and the teacher. They may also be used to complete any missed work.
- Whole class detentions must be avoided as it is always going to be unfair on some students.

Procedures

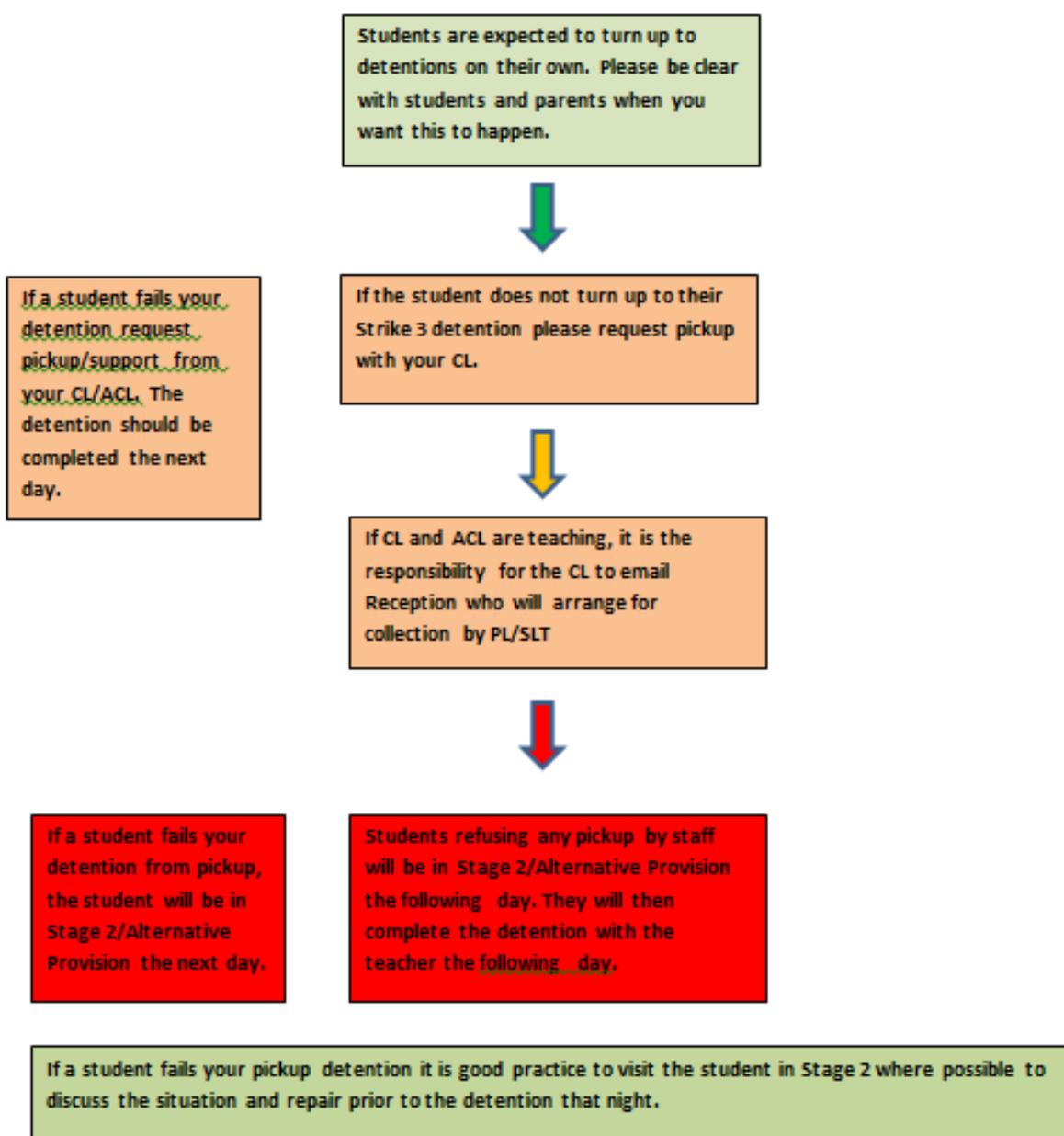
1st Occasion

- Phone/text parents to inform them that their child will be doing the detention on the same night. If this is not possible then the detention night can be rearranged within reason for a different night.
- Student should turn up for the detention themselves.

2nd Occasion (If student does not attend 1st detention)

- Subject teacher, in consultation with the Curriculum Leader to telephone/text parents to inform them that their child has not turned up for the detention. Strike 2 detentions become a Strike 3 detention.
- Failure to attend a Strike 3 results in a pick up on the following night.
- Detention completed (with the support of CL/PL).
- If the detention is not completed, the student will be in Stage 2 or equivalent the following day and the original detention will be completed after school that day.

Escalation system for pickups



Students refusing to do a detention

If the student refuses the instructions given by a member of the SLT or fails to attend the detention on the second occasion, parents/carers may be asked to bring them in on the following morning for an interview with either the Deputy Head teacher, Curriculum Leader or SLT link. The student will be placed in Headway and the original detention will be done after school.

Other Detentions

Form tutors are responsible for checking uniform and equipment.

1. **Uniform:** Form tutors should check uniform on a daily basis, PLs will formally check once per week. If there is a uniform issue please send the child to Progress who will try to rectify the situation, issue a yellow slip, inform the office to send a text to parents. The PL will then email the Form Tutor to let them know if a detention is required. Detentions will be completed by the Form Tutor. If a student fails to attend the Form Tutor detention inform reception for the student to be placed on the pickup list. Progress Leaders will monitor for persistent offenders. Add to SIMS.
2. **Equipment:** Form Tutors should check equipment on a daily basis, PLs will formally check once per week.

Year 7	Key Stage 3	Key Stage 4
<ul style="list-style-type: none">• Black Pen• Red Pen• Ruler• Rubber• Pencil• Reading Book• Scientific Calculator	<ul style="list-style-type: none">• Black Pen• Red Pen• Ruler• Rubber• Pencil• Reading Book	<ul style="list-style-type: none">• Black Pen• Red Pen• Ruler• Rubber• Pencil• Reading Book (Year 10)

Equipment can be purchased before school at breakfast club and at break and lunch from reception. If students are without the correct equipment after form time, class teachers must issue an equipment detention and inform the appropriate Form Tutor. Equipment detentions will be completed by the Form Tutor. If a student fails to attend the Form Tutor detention inform reception for the student to be placed on the pickup list. Progress Leaders will monitor for persistent offenders. Add to SIMS.

10. Report Cards

Students getting 8+ behaviour points in any given week could be issued with a report. Report cards should only be instigated through Progress Leaders and Curriculum Leaders, in the form of either a subject specific or whole school report card. Subject specific reports will have subject specific

targets. Whole school reports will monitor whether students have been given strike 1, 2 or 3 during lesson. Parents or carers should be informed if students are placed on report card. There are three colours of report card; white, yellow and red which signify our growing concerns about any particular student. Students will normally start on a white report card.

Progress Leaders will consult with staff and decide who the student should report to at the end of each day. Failure to report on more than one occasion in any particular week will trigger a detention. Repeated failure to co-operate will lead to more serious sanctions.

If, after 10 days (or earlier if need be) there is no improvement in attitude or behaviour and the student is still causing difficulties then he or she may be moved from a white report card to a yellow one. Parents/carers should again be informed and warned that should the student move on to a red report card they may need to attend a meeting with a member of SLT.

If, after 10 days, there is no improvement or the situation deteriorates still further the student may be moved from a yellow report card to a red one. Parents will be informed by SLT. Parents and students will be warned that fixed term exclusions or other serious sanctions such as a referral to Stage 2 will follow if the situation does not improve.

The move from white to yellow and then red report cards represent significant and serious steps in our pastoral procedures. If a student moves to a red report card then a range of strategies will already have been tried and there will almost certainly have been some involvement from the Special Needs Department or Learning Mentors.

Normally, a student will stay on a particular colour of report for 2 weeks. If the student is successful on Red, they will 'step down' to Yellow for one week. If the student is then successful on yellow for a week then he/she will come off report card. Moving to white may not necessarily be required and can be at the discretion of the PL.

11. Behaviour Management Structure

Incidents are categorised into four groups in terms of who will deal with them. The four groups are 'teacher level' (TL), Curriculum Leader level (CL), Progress Leader level (PL) and Senior Leadership Team level (SLT). There are a range of sanctions available to staff at all levels which should be applied appropriately and in proportion to the incident.

Behaviour descriptors

TL: Strike 2

TL: Strike 3

TL: Punctuality/attendance

TL: Other incident

TL: No PE Kit/Equipment/Uniform infringement

TL: Truancy

TL: Failure to attend detention

TL: Non-compliance with homework

CL: Subject report
CL: Open defiance to CL

PL: Multiple incidents across a number of departments
PL: Fighting
PL: Bullying in all its forms
PL: Dangerous/reckless behaviour
PL: Serious damage to property
PL: Theft
PL: Selling items to other students

SLT: Serious incident at SLT level
SLT: Report
SLT: Racist/Homophobic/SEND incident
SLT: Failure to comply with SLT collection
STAGE 2: Non compliance

Sanctions/Action taken

The following are a list of sanctions/actions available in SIMS.

Teacher Level (TL)

TL: Strike 2 detention
TL: Strike 3 detention
TL: Punctuality/Attendance
TL: Other detention

Curriculum Leader level (CL)

CL: Department report
CL: Parental contact
CL: Refer to PL
CL: Remove to CL for one week
CL: Removal of ICT permissions
CL: Withdrawal of practical activities for one week

Progress Leader level (PL)

PL: White report card
PL: Yellow report card
PL: Red report card
PL: Attendance/Punctuality report card
PL: Stage 2 report card

PL: Detention
S2: Additional Stage 2 time
S2: Alternative provision
S2: Exclusion

Senior Leadership Team level (SLT)

SLT: Modified timetable
SLT: Common Assessment Framework
SLT: Stage 2
SLT: SLT panel
SLT: Governors' panel
SLT: Alternative off site provision
SLT: Fixed Period Exclusion
SLT: Managed move
SLT: Pupil Placement-Denton
SLT: Pupil Placement-Hyde
SLT: Pupil Placement-Droylesden
SLT: Pupil Placement-All Saints
SLT: Pupil Placement-Rayner Stephens
SLT: Pupil Placement-Audenshaw (Males only)

All incidents dealt with at SLT level will usually involve more serious sanctions such as the use of Stage 2. In some cases, Progress Leader level incidents may lead to the use of Stage 2.

Sanctions should be issued according to the level of behaviour. The above is meant to be a guide so that incidents are dealt with appropriately and sanctions are in proportion to the incident.

Stage 2 Provision

Stage 2 is an alternative provision/alternative to a FTE for students involved in either a one off but very serious incident or those who persistently behave inappropriately. It can be used as an alternative to fixed term exclusion.

There will be different areas within the provision: an isolation type area; a classroom type teaching area; and an interview / 1:1 area.

Expectations will be generic and made clear to all students in Stage 2. Each student will be subject to the same classroom protocols such as Strike 1, 2, 3 etc. for the length of their referral to Stage 2. If expectations are not met, the referral time will be extended. Teaching will take place in Stage 2 to ensure that learning occurs.

12. Exclusion

Clearly the use of fixed term exclusions represents a very serious step and can only be authorised by the Head teacher/Deputy Head teacher. Normally there will be discussion and consultation

between members of SLT and with Progress Leaders before a student is given a fixed term exclusion. All fixed term exclusions are recorded and Governors informed at termly meetings. Parents and students are invited to attend a re-admission interview before the student returns to school. The school has a responsibility to make work available for a student during a period of exclusion.

The use of a permanent exclusion is the ultimate sanction that a school has and will only be used in response to a very serious incident or a series of incidents where the behaviour of a student is not allowing other students to learn, represents a threat to others or shows a persistent and blatant disregard for school rules. Where a student is permanently excluded for a cumulative series of incidents or difficulties, the school will have initiated a range of measures in an attempt to support the student and modify his or her behaviour before taking this step.

In some instances it may be appropriate to send a student to another local school for a period of time as part of an agreed strategy between head teachers to reduce the impact of exclusions on a student's record and learning.

13. The use of Force

(See Appendix 1)

Power to search pupils without consent

- In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - e-cigarettes and vaping fluid
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules.

Failure to comply with a reasonable request to search will result in a Fixed Term Exclusion

14. Behaviour Support

There are a range of strategies aimed at supporting students with behavioural problems from the setting of specific targets to the provision of Learning Mentors, Learning Support Assistants and the Learning Support Centre, the use of work or college placements and the involvement of the

LEA and other Outside Agencies. Behaviour support is usually co-ordinated by the Progress and Pastoral Team and further details can be found in the school's SEN policy.

15. Parents

If students are to fulfil their potential it is vital that staff and parents work together. As such home-school liaison is an extremely important aspect of our Behaviour Policy as outlined in the home school agreement.

Progress Leaders have considerable contact with parents and will phone home to discuss particular issues or difficulties. Indeed, parents are invited into school if the nature of the problem requires it. Parents will, of course, always be consulted if there is a referral to an outside agency unless, of course, it is an issue which falls within the guidelines for confidentiality.

The school operates an open door policy and parents are encouraged to contact the Progress Leader or the Form Tutor if they have any concerns or worries. Ideally we prefer parents to make an appointment but if they arrive without having made one we will do our best to ensure that they can see someone who may be able to help or take down any details which can then be passed on.

16. School Uniform

Students should wear full school uniform.

The uniform is:

- Black blazer with school badge
- White, long or short sleeved shirt
- Clip on school tie
- Boys – smart black tailored trousers with black socks (not patterned or coloured)
- Girls – smart black skirt or smart black tailored trousers with plain black tights or black or white socks (not patterned or coloured)
- Plain black shoes
- If required, plain black belts are acceptable. They should not have large buckles or any other pattern or colour.

In addition:

- Jewellery should not be worn, other than only one pair of small, plain studs in the lower lobes only.

- Shirts must be tucked in.
- Shirts should be fastened to the top and a clip on tie should be worn correctly.
- Skirts should be of an appropriate length for school;
- Coats and other outdoor wear must not be worn inside the school building;
- Hats should not be worn inside the school building.
- Hair should be a natural colour (no dip dyes). Extreme hair-cuts are not acceptable. Hair should be cut no shorter than a grade 2.
- Nail varnish, false nails, extreme fake tan and false eyelashes are not allowed.

In our drive to continuously raise standards we operate a zero tolerance policy on school uniform. Form tutors check uniform during form-time and if a student has incorrect uniform they should issue a yellow slip and notify the appropriate PL. The student will then complete a 30 minute detention after school with their Form Tutor. This will happen each day the uniform is incorrect. Parents are asked to notify school if there is a problem with their child's uniform, however the detention will still apply.

Students who are not in school uniform may be sent home by SLT to get changed (if parents can be contacted and the student lives locally). Progress Leaders could decide to isolate a student or alternatively the student maybe placed in Stage 2 until their uniform is correct.

Students arriving at registration or a lesson with inappropriate jewellery will be asked to remove it and put it away. Persistent offenders will be asked to leave jewellery with the Progress Leader or a member of the SLT and collect it at the end of the day.

We must have high expectations of dress and appearance. It is a lot easier for us to enforce the school code on uniform and jewellery if the procedures outlined above are followed by all staff.

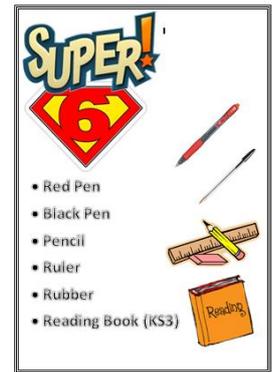
17. Mobile phones/Smart Watches

Students must not use mobile phones in school. All students are aware that if they are seen with a mobile phone or if one goes off in a lesson, then it will be confiscated and placed in the school office until a parent can collect it. Headphones should not be on display and will be confiscated if used during the school day.

Smart watches are also not allowed in school. The same confiscation rules apply to smart watched. If a mobile phone/smart watch is confiscated it is handed into the office where parents can collect at any point. If it isn't/cannot be collected the phone can be returned the **following** Monday to the child at 2:45.

18. Equipment

Students are responsible for bringing the basic equipment to school; this includes a black pen, a red pen for student response time (MAD) a pencil, a ruler, a rubber, a reading book and a scientific calculator (year 7 only). Form tutors will check equipment during form time. Basic stationery can be bought at breakfast club or from the main office during break or lunchtime. Failing to have the correct equipment will result in a 30 minute detention after school with their Form Teacher.



19. Break and Lunchtime

Students are not allowed off the school site at either break or lunchtime.

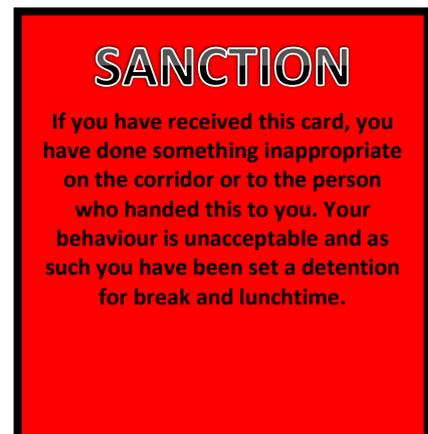
Students have open access to the school building at break and lunchtime and are expected to behave responsibly. They are allowed to use any of the entrances other than the main entrance door leading into the reception area which is for staff, parents and visitors only. Similarly students cannot use the main staircase which leads down to the reception other than at lesson changeover.

Corridor Behaviour

To ensure students are calm and orderly on the corridors at break, lunch and lesson change-over we have a red card system. Students will be given a red card if their behaviour is inappropriate.

Red cards will be issued for:

- Running, play fighting, rowdy behaviour
- Refusing to move for staff
- Dropping litter/ eating
- Incorrect uniform without a yellow slip (Not wearing blazer etc.)



Staff will then inform the stage 2 co-ordinator via email who will issue the red card list each day. Students will complete a detention the following day at break and lunchtime. The lunchtime detention will be from 1:00-1:30 then at 1:30 the students in detention will be escorted by the member of staff on duty to the dining room for their lunch. Students must not get their lunch before attending the detention. Students that do not attend their detentions or fail the red card detention will be picked up by SLT/PL/CL to complete a 30 minute detention after school on the same night. Parents will receive a text message informing them of this on the day of the after school detention. 8 separate red cards given to a student may result in parents being invited in to discuss their child's behaviour and students may be asked to complete their detentions in Headway.

20. Selling

Although entrepreneurial flair is to be applauded, students should not sell any item in school. In

the event of a student being caught:

- Parents will be informed via a phone call
- Any confiscated items must be collected by a parent
- Students caught “selling” will lose their break/lunch times for one week

21. Punctuality to school

Students arriving late for registration will stay for 15 minutes at the end of the school day. Any lateness to lessons will automatically be added to the time. Students who are too late for registration sign in at reception and are told that they should complete a detention that night. If the student fails to attend their late detention, they will be collected by a SLT/CL/PL the following evening and the initial 15 minutes is doubled to 30 minutes.

22. Punctuality to lessons

Comments/Ethos

Punctuality to lessons is essential to effective teaching and learning.

Procedure

Students late to lesson should be detained for the same number of minutes as they are late.

Period 2, 4 and 5 – subject teachers detain them.

Period 1 and 3 – arrange a time for students to be detained.

Late to lesson persistent offenders may be placed on a punctuality report. This may be monitored by their progress leader or their form tutor.

Teachers who keep students at the end of the lesson for any reason should issue a note to explain why they are late to the following lesson.

23. Smoking

Comments/Ethos

Smoking of cigarettes or e-cigarettes is not allowed on school premises.

- Students are discouraged from starting to smoke through our comprehensive PSHE programme.
- Students who are already smokers are encouraged to stop and may be referred to a health mentor.

Procedure

- Students caught smoking or in the company of smokers on school premises or on the way to or from school will be sanctioned by losing five consecutive breaks and lunches. All these detentions are logged.
- Students who are regularly caught smoking may be referred to the health mentor and parents will be informed.
- All students caught smoking three weeks consecutively in a half term should be referred to the health mentor.

24. Links to other policies and policy statements

Further information and guidance on dealing with specific issues may be found in the following policy documents and statements:

- Race Equality Policy (to be superseded by the Equality Policy)
- Uniform policy
- Equal Opportunities Statement (to be superseded by the Equality Policy)
- Special Educational Needs Policy
- Drugs Policy
- Safeguarding/Child Protection policy

25. Monitoring and evaluation

The school evaluates the effectiveness of its behaviour policy by monitoring the number of incident sheets, referrals to Stage 2, fixed term and permanent exclusions. We also gauge stakeholder views through the use of questionnaires (students, parents, staff and supply staff) and Year team meetings.

Review date September 2020

Appendix 1: Physical Restraint

1. Rationale

At Alder CHS it is our mission to have high expectations and excellence in all that we do including student behaviour. We also recognise our responsibility and duty to care for and support one another as adults and students. In general it is important that adults working in school avoid inappropriate physical contact with students but it is neither desirable nor possible to have a total 'no contact' policy as there are a variety of situations where this would not be responsible (e.g. providing first aid, demonstrating use of a musical instrument, demonstrating sports techniques). One such occasion where contact may be necessary is where there is a need for appropriate physical restraint or the use of reasonable force, both of which are permitted in law (DFE Use of Reasonable Force July 2013) to prevent students from hurting themselves or others, from damaging property in such a way that it could cause serious injury to themselves or others or from causing disorder. It is recognised that in practice the use of reasonable force will be a rare event. This policy should be seen in conjunction with the right to search students.

2. Purpose

The purpose of this document is to:

- i) Explain the rights of staff to use reasonable force when necessary;
- ii) Explain the nature of reasonable force;
- iii) Set out the circumstances in which reasonable force may be justified ;
- iv) Explain the reporting and recording procedure;
- v) Set out the complaints process;

3. Guidelines

i. The rights of staff

All members of staff have a legal power to use reasonable force within the limitations of this policy and there may be occasions when failure to do so could breach the duty of care towards students. The school will support staff where a member of staff uses reasonable force within the context of this policy. Key staff are trained via Team Teach on positive handling methods.

ii. What is reasonable force?

Force can be used to either control or restrain. Control means either passive physical contact such as standing between pupils or blocking a student's path or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control and is typically used in more extreme circumstances. Regarding both control and restraint, 'reasonable force' means using no more force than is needed. Staff should always try to avoid acting in a way that might cause injury but it may not always be possible to avoid injury to a student. Our guiding principles at Alder CHS are 'reasonable, proportionate and necessary'.

iii. When can reasonable force be used?

a) Reasonable force can be used to prevent students from hurting themselves or others, from damaging property in such a way that it could cause serious injury to themselves or others or from causing disorder. The decision on whether or not to use reasonable force is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. There is no need for parental consent prior to using reasonable force. In using reasonable force, reasonable adjustments need to be made for disabled students and students with a statement of special educational need. It is not possible to provide a comprehensive list of all the situations in which it might be appropriate to use reasonable force and they will in practice be rare but some examples of where reasonable force may be necessary to use are to:

- Remove disruptive students from a classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that seriously disrupts a school event;
- Prevent a student leaving a classroom where allowing them to leave would seriously risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student;
- Restrain a student at risk of harming themselves through physical outbursts;
- Physically separate students found fighting;

4. Reporting and Recording

- i) Any incident involving the use of physical force with students MUST be reported to the Deputy Head teacher responsible for pastoral care as soon as practically possible (or to another senior member of staff in the deputy's absence).
- ii) Any incident involving the use of physical force must be written up in full on the Positive Handling report form and recorded on SIMS.
- iii) The Deputy Head teacher will decide on how best to report the incident to parents/carers.

5. Complaints

All complaints about the use of force will be investigated thoroughly, speedily and appropriately by a person appointed by the Head teacher.

When a complaint is made the onus is on the person making the complaint to prove that the allegations are true.

Where there is an allegation against a member of staff of using excessive force the school will use the staff disciplinary policy but suspension will not be an automatic consequence of the allegation.

The school will ensure that appropriate pastoral care is made available to any member of staff who is subject to a formal allegation following a use of force incident.

Where the decision is taken to suspend a member of staff, the Governing Body will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action.

Where a member of staff has acted within the law – to use reasonable force in order to prevent injury, damage or disorder – this will provide a defence to any potential criminal prosecution or civil action.