

BEHAVIOUR FOR LEARNING POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

"The Lord is not slow to fulfil his promise as some count slowness,
but is patient toward you, not wishing that any should perish, but
that all should reach repentance."
2 Peter 3:9

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

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Reviewed By: Mrs A Wilson

APPROVED BY THE HEADTEACHER – Summer Term 2022

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INTRODUCTION

BEHAVIOUR FOR LEARNING POLICY

Balshaw's is a Church of England Voluntary Controlled High School and as a Christian school we believe that each of us is an individual made in God's image. Behaviour is therefore important to us in that we should be the best that we can be in our relationships towards each other and before God

RATIONALE

To have a framework which recognises discipline as an educational and societal matter and not just a system of control and punishment, a framework which combines academic rigour with a sense of caring for the whole person within a Christian context.

PRINCIPLES

To support the general aims of the school through concern for the various dimensions of discipline:-

- Encouraging high expectations and a sense of purpose within a supportive climate
- Providing relevant curricula to maximise engagement in learning
- Developing teaching / learning styles which pay due regard to differentiation
- Building relationships on trust and respect
- Aiming at values and practices which are coherent and consistent
- Developing and maintaining channels of communication which encourage dialogue
- Recognition that inclusive learning is the responsibility of all staff within the school.

CONTEXT

This Behaviour Policy is linked to other related policy documents e.g.: Safeguarding Child Protection Policy and Procedures, Care and Restraint Guidance, Self-Harm Policy, Acceptable Behaviour ICT Policy, Attendance and Punctuality Policy, Teaching and Learning Policy, Anti Bullying Policy, Equality Policy, Health and Safety Policy, Mobile Phone and Smartwatch Policy, Home School Agreement and Suspension Guidance.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in Schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

INCLUSION

- The school follows the Lancashire LEA definition of inclusion as "a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community."

- The mission statement of our school affirms our commitment as a Christian school to valuing the individuality of all of our children. We give all of our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This Behaviour for Learning policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that students have a common curriculum experience.

PART 1: ROLES AND RESPONSIBILITIES

STAFF GUIDELINES

We all share responsibility for ensuring consistent implementation of our policies for behaviour and attendance.

- We expect staff and students to treat each other with respect. We are far more likely to receive cooperation if we reciprocate and treat them fairly and consistently.
- We expect students to dress smartly in school uniform. It is important that we, as staff, are seen to be dressed in a manner befitting our professional status.
- Aim to create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Ensure suitability of material / content of lesson. Differentiate material / method as appropriate, thus minimising the likelihood of class disruptions.
- Our focus is on teaching, learning and raising achievement for all. Arrive punctually to tutor group, lessons or substitutions as lack of supervision provides opportunities for indiscipline. Avoid leaving lessons with students unsupervised.
- Be seen by students to keep an effective check on their attendance at lessons.
- Insist on student punctuality and on high standards of work, behaviour and appearance. Reinforce school / department / class rules. Do not tolerate graffiti on exercise books, Student Handbook, files or desks.
- Be firm at the outset with all classes and make clear expectations.
- Wait until students are quiet before attempting to talk or to give instructions.
- Praise and encourage. Use the merit system. Display students' work.
- Mark work promptly and constructively. Set meaningful home learning each week according to the agreed home learning timetables. Keep to the expected amount of home learning.
- Keep an attractive, clean and tidy room.
- Wherever possible use the least intrusive intervention, particularly for minor offences. Thus, this minimises the disruption to the lesson and leaves you a range of discipline strategies still available. Try to avoid confrontation by offering choices whenever possible and the opportunity to save face (though not at teacher expense).
- Be consistent. Avoid any favouritism or becoming too familiar with students.
- Be familiar with the referral system and use it as good communication is essential to a smooth running school community.
- When moving around the school apply rules firmly, fairly and positively. Deal with all misbehaviour as to ignore it is to condone it!
- Praise wherever possible.

HOME - SCHOOL PARTNERSHIP

- The Home - School Partnership document is sent to the parents of all new entrants to the school prior to their beginning in Year 7. It also appears in the Student Handbook issued in September of each year to all students. Tutors will sign it on behalf of the school and must check that the student and

parental signatures are completed.

GOVERNORS

- The Governing Body will consult with the Headteacher, staff and parents to establish the policy for the promotion of good behaviour and keep it under review (on an annual basis). The Governing Body will ensure it is communicated to students and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Governing Body will ensure that the policy is applied consistently and fairly on any basis particularly ethnic or national origin, culture, religion, disability, or sexuality. They will also ensure that Students are listened to and their concerns addressed.

HEADTEACHER

- The Headteacher will be responsible for the implementation and day to day management of the policy and procedures. Guidance on their consistent application forms part of Staff Induction, and is also regularly updated for all staff. Continual Professional Development is provided when staff needs are identified as part of Performance Management.
- The Headteacher will ensure all staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

HEAD OF HOUSE

- Head of House will each lead a team of Form Tutors, providing support and guidance to ensure the efficient implementation of school policies. They will monitor the overall academic and personal development of students, identifying students who are failing or underachieving and liaising with subject teachers, Curriculum Leaders and parents as appropriate in developing strategies to deal with this.
- They will make sure parental queries are dealt with promptly and passed on as appropriate.
- They will monitor attendance and punctuality of students in the House, checking attendance on a weekly basis and promptly following up truancy and other problems of non-attendance and providing information on school attendance for the Deputy Head and Attendance Administrative Assistant.
- They are responsible for the efficient maintenance of student records and for making sure that relevant/appropriate information is passed to other staff.
They organise House and Inter-House activities which contribute to a sense of community and the development of student responsibility.

FORM TUTORS

- As a school we aim to strengthen tutorial support by developing the Form Tutor role more consistently as the person who can best get to know all of our students. All Tutors are involved in the Personal, Social and Health Education programme and ensuring that behaviour, attendance and punctuality of their Tutees is monitored and discussed with the child. The Tutor should be kept well informed about concerns of any sort about the individual student.
- Form Tutors will continue to maintain and act on a record of concerns expressed regarding students in their tutor group (whether from subject staff or regarding out of lesson behaviour). It is part of the pastoral role of the Form Tutor to keep an overview, to act on issues arising and refer on to the Head of House when problems are occurring frequently or seem particularly problematic. Up to date information will be required by Head of House in their preparation for all pastoral meetings. (See the appendix for an example tutor monitoring sheet). Tutors should place students on Form Tutor report if they have any concerns re behaviour low level or uniform issues

- Tutors will efficiently carry out, and where necessary take further action on, administrative duties connected with the tutor group e.g. student attendance and punctuality, monitoring positives and negatives.
- By early discussion with the Pastoral Manager and Head of House and further information collection if necessary, it should be decided when/if such concerns trigger further action under the Code of Practice.

CURRICULUM LEADERS

- Their roles as subject leaders give them clear responsibilities for overseeing the teaching and learning styles within their department / faculty, monitoring standards of work and supporting their colleagues with any classroom based issues. Thus, they will play a significant role in the pastoral work of the school in the drive to further raise standards.
- Departmental handbooks will include agreed strategies for the follow up of subject related matters, compatible with the wider school expectations and should cross reference with the Behaviour for Learning Policy to achieve a consistent approach across school (see section on staged progression of referrals).

PARENTS

- Parents and carers will take full responsibility for the behaviour of their child both inside and outside of school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour.
- As a result of clear behaviour structures and consistently applied procedures in school, staff will not make contact with parents in most cases of low level disruption as we feel it is not healthy for the student if they do not have time to learn from their own mistakes. It is more important that students know that for more serious misdemeanours school will inform parents on every occasion. This helps students differentiate and understand when their actions are inappropriate, offensive, rude, hurtful, harmful or dangerous to themselves or others and require a more serious sanction.
- All sanctions are applied after careful consideration and in the case of serious misdemeanours after thorough research into the events that happened in school. Large amounts of Pastoral Staff time is spent ensuring that, to the best of our ability, school has the best possible picture of the event that took place. School staff are in the best possible position to speak to all young people involved in an event or are witness to an event to get the balanced picture of any incident that might have taken place.
- Parents are expected to fully support the school in all sanctions applied to their child as often failure to do so leaves their child with the wrong message. Students will often present events to parents with their own perspective. However, as stated above, the school will have conducted an investigation and parents are asked to accept the information provided by Pastoral staff/SLT as relevant and accurate.
- Parents are also reminded that failure to support the Headteacher's decisions regarding appropriate sanctions for their child only delays the sanction and can, on some occasions lead to the child being suspended from school.
- Parents will always have the opportunity to raise with the school any issues arising from the operation of the Behaviour for Learning policy.
- Parents should be aware that staff may not be able to respond to their concerns via phone or email on the same day but will endeavour to do so within 24 hours.
- It is necessary for **all Parents to make an appointment** to speak to their child's Head of House, Subject Teacher or member of the Senior Leadership Team. Any parent who arrives
- at school without an appointment will not necessarily be seen at that time due to staff teaching commitments or other staff meetings. School Pastoral Staff will endeavour to deal with any urgent matters quickly and sensitively to ensure all students are able to make maximum progress in school and to reassure parents that their child is safe, well cared for and happy in our school. We believe the best way for this to happen is for Parents/Carers to work in partnership with School.

- ***Parents should be aware that any form of verbal or physical abuse towards any member of school staff will not be tolerated.***

STUDENTS

- Students will be expected to take responsibility for their own behaviour at all times on the way to and from school. Once in the school building and grounds at breaks and lunchtimes and in all lessons and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Students should expect to receive a sanction if they do not follow any aspect of the Behaviour for Learning Policy.

DEFINITIONS

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination—not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment –behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour—deliberately acting in a manner so as to cause annoyance or irritation
- Bullying—a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying—the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Any behaviour that does not keep the student or other students safe

For this policy, school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness to lessons and school
- Low level disruption and talking in class
- Failure to complete classwork
- Failure to follow staff instructions to complete work
- Failure to follow staff instructions generally
- Rudeness to staff, other students
- Lack of correct equipment
- Refusing to complete home learning, incomplete home learning, or arriving at school without home learning

- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

PART 2: HOW WE REWARD GOOD BEHAVIOUR

By using a **REWARD SYSTEM** we aim to set out measures which aim to promote good behaviour, self-discipline and respect for all. We also wish to acknowledge the wide variety of achievements and build a sense of individual self-worth. Some key aspects of this system are:

Positives system

We expect that students will accumulate positive points over the course of the year on Synergy. Points are recorded electronically and are monitored on Synergy. Form Tutors will regularly update students on their totals. Parents can also keep track of totals by accessing their child’s Synergy. Heads of House use totals to monitor behaviour and praise or intervene where appropriate. Students are eligible for a certificate and award in Assembly when they reach a certain number of points over the year. These totals are:

Certificates for positives

Bronze—75 positives

Silver—125 positives

Gold—175 positives

Platinum—225 positives

Diamond—300 positives

- Positives is a major way of formally offering a reward to a student for good work or behaviour. It goes beyond informal methods such as praise in a verbal form or a written comment or good mark in an exercise book. It can be used by all members of staff.
- It applies to Years 7 -11. Staff are asked to maintain the use of positives throughout each Year group.
- Positives are given on Synergy for:
Quality of work / effort and Citizenship (includes co-operation and involvement, attendance and punctuality)
Attendance (only awarded by Heads of House, for a full half or full term of 100% attendance),
Punctuality (only awarded by tutors, for a full half term of 100% punctuality)
- In order to maintain the value of positives, staff should award them singly rather than several at once to any one individual.

Rewards Trip

A Rewards Trip will be held at the end of the Autumn for Lower School students who have achieved varying criteria of success e.g.: excellent attendance in one term, no negatives, no detentions, excellent punctuality, high numbers of positives, outstanding effort and achievement, no Booking Slip, SLT or Head of House detentions, no time in Inclusion or suspensions and outstanding attitude to learning scores from their tracking reports.

Wall of Praise

Each term students are nominated by staff for the Wall of Praise. These nominations can be school related for excellent work and behaviour but also for extra-curricular activities, achievements outside of school, attitude, effort or being a good citizen. Students receive a letter home and a certificate in Assembly.

Students names are placed on the Wall of Praise, students will receive a certificate in Assembly and Governors are informed too.

Values cards

Our Values cards are used to reward students who we see upholding our core values and ethos through their actions and manners. This is a red card that children keep in their blazer and staff add a signature to recognise the value that has been demonstrated. Four signatures fills the card and the student is then placed into a draw for a reward of chocolate or Afternoon tea with the Headteacher. We encourage and insist on all students using good manners and common courtesy and teach them that manners cost nothing and that sometimes a single act of kindness can change another person's day.

Our core values

- Love
- Forgiveness
- Friendship
- Kindness
- Truth
- Patience
- Respect
- Humility

We always aim to demonstrate

- Politeness
- Compassion
- Tolerance
- Bravery
- Resilience

Certificates for Attendance

- Excellent attendance is anything over 97%. Students are rewarded with certificates in celebration assemblies for 100% attendance and 97% attendance or above is one of the qualifying criteria for Rewards Trips.

Lower School Rewards Afternoon and Speech Night

- Speech Night is held in November as a formal recognition of student achievements during the previous academic year.
- Lower School Rewards Afternoon is held in July to recognise the best achievements and efforts made in Years 7 -9 during the current academic year. Students are chosen for this based on staff nominations and those with 100% attendance for 1, 2 or 3 years.

Heads of House Letters of Fabulousness

- These are awarded as a written letter of commendation for students chosen by their Head of House and Form Tutors at the end of each term to recognise students who demonstrate being true Balshavians in acting as role models to others, demonstrating kindness and respect, working hard, helping others and generally being outstanding students.

House Cup Challenge

- Every Department in school runs a House Cup Challenge once per term where students are rewarded with positives for participation and prizes are awarded for students who win the challenge for their House. The overall challenge culminates termly with the presentation of the House Cup in formal assemblies for the House who has won the most points in all competitions

Student roles of responsibility

- These include peer chosen ones such as representative to one of the School Councils and teacher chosen ones such as Prefectship, Stewards, House Captain, Head Girl / Head Boy, Sports Captains, Ambassadors, Monitors, Librarians, Eco Committee Representative, School Council Representative.

End of term Celebration Assemblies

- These are held at the end of each term and are led by Senior Leaders in order to recognise the huge amounts of effort, progress, attainment and personal development selected students have made. Vouchers, chocolates, prizes from Departments, certificates and recognition are given to students for a variety of categories including 100% attendance, Outstanding Attitude to Learning, no booking slips for the term/year, no negatives and demonstrating Balshavian Values.

Silver Griffin

- This is our most prestigious award in school for any House to win. It is awarded to the House with the most points in a year for scholastic merit. It is a solid silver Griffin trophy which is presented on Awards Evening in November each year in our formal recognition of Year 11 GCSE success.

PART 3: HOW WE DEAL WITH NEGATIVE BEHAVIOUR

SANCTIONS AND SCHOOL SUPPORT SYSTEMS

All schools have consistent policies and procedures to deal with persistent poor behaviour that prevents students learning and hinders teaching staff from delivering their lessons. Behaviour of a poor nature at any level including persistent low level behaviour should never impinge upon student learning. We have set out clear guidelines for all students in school so that they know what is expected of them in lessons through the Balshaw's school rules and also what sanctions will be applied should their behaviour be inappropriate. All students feel safe and secure when they know the boundaries for behaviour. At Balshaw's we have high expectations of behaviour and we are relentless in applying these.

This policy sets out well detailed guidelines for behaviour expectations and sanctions that will be applied when a student breaches these rules. The list of sanctions is not exhaustive and **the Headteacher reserves the right to apply any sanction deemed appropriate for any poor behaviour in school.** We acknowledge that there may be very rare occasions when a parent does not agree with a particular sanction/ consequence of their son/daughter's actions. As a school we are willing to listen to and discuss parental views. However, we expect that all parents will fully support the decisions made by the school at all times given the thorough investigations that take place looking at each individual set of circumstances and student behaviour prior to any decision being made regarding an appropriate sanction.

Negatives System

To mirror our positives system students will accumulate negatives points over the course of the year on Synergy if they choose to make poor choices in their actions, words or behaviour. Points are recorded electronically and are monitored on Synergy. Form Tutors will regularly update students on their totals. Parents can also keep track of totals by accessing their child's Synergy. Heads of House use totals to monitor behaviour and praise or intervene where appropriate if a child has accrued a certain level of

negatives from class teachers. Students will receive the following sanctions when they reach a certain number of points over the year. These totals are:

3 negs in a day - FT detention

10 negs in a week HOH det

30 negs over a term - HOH det

40 over a term - SLT det

50 over a term SLT det and parental meeting/report

60 over a term - day in Inclusion

75+ over a term - SLT will deal with individual students who reach this number of negatives on a case by case basis

All members of staff will have tried various behaviour strategies prior to sanctions being applied. These include:

- Use of praise and encouragement
- Giving the student opportunities to rectify their poor behaviour
- Moving the student to a different place within the classroom
- Re-directing the student to the task in hand
- Chance systems e.g. names written on board and students have three chances to change their behaviour

There are a number of interventions in place in school that will be used to support students who consistently show disruptive behaviour and often do not respond to the usual range of rewards and sanctions in place in school. At the discretion of the Headteacher certain staff may have the power to apply certain sanctions or extend the power to discipline to adult volunteers for example on a school trip.

PART 4: CLASSROOM MANAGEMENT GUIDELINES

We all share responsibility for the reputation of the school. The best kind of discipline is self-discipline. Be polite and be considerate to others. Our rules are based on the need for safety, for good working relationships and for the smooth day to day running of the school. Students are expected to follow these rules when in school and when on their way to and from the school.

All Staff are responsible for the care and safety of students in their classrooms. All Staff structure lessons according to the guidelines of the Teaching and Learning policy to ensure a consistent approach for all students. This may include seating plans, ways of encouraging appropriate behaviours for optimum learning to take place, positive praise and ways to engage students, maximise learning and maintain pace in lessons.

We want a safe and cared for environment.

- That students move about the corridors quietly, without running, keeping to the left and that they follow all guidelines given for movement about the school.
- That all students enter classrooms only with the permission of a member of staff and follow classroom rules.
- That all students follow the seating plan for individual lessons as directed by individual members of teaching staff
- That no student should interfere with displays in classrooms or around the school.
- That all staff and students keep our school clean and tidy by putting all litter in the bins provided. Chewing gum is not allowed.
- That during the school day students may only leave the school grounds with staff knowledge/permission. Students are required to stay in the school grounds during the lunch break.

Classroom Management - We expect students to:

BEHAVIOUR

- Arrive to each lesson, smart, on time and ready to learn.
- Enter the teaching area in a quiet, orderly manner.
- Be on their best behaviour at all times.
- Respect each other, their teacher/teaching Deputies and their environment.
- Do not swing on their chair or turn around. Sit still and concentrate on their lesson/teacher.
- Observe Health & Safety rules in all areas of school.

LEARNING

- Listen carefully and follow instructions. Do not talk when the teacher is talking or others are answering a question.
- Check spellings of key words and aim for correct punctuation and grammar. Use Word of the Week where possible
- Bring their lap top to school daily fully charged and be ready for learning
- Always write in black/blue pen, underline using a ruler and draw diagrams in pencil. Draw a line through any mistakes.
- Keep work neat, books clean, do not doodle in books and always do their best in class.
- Bring a school bag daily with books and equipment in

BEHAVIOUR AROUND THE SCHOOL - We believe that the school should be a calm, orderly place at all times. Therefore, the students should be taught and encouraged to show respect in everything they do. 'Respect – Give it to get it' is the cornerstone of all good behaviour at school.

Inclement weather at Breaks or Lunchtimes - During inclement weather the children stay in the designated classroom areas for wet break/lunchtime with adult supervision. The Hall and Compound are also in use at these times. Duty staff will monitor these. Students are expected to do the following when in a classroom for wet break/lunchtime:

- Behave in a responsible and safe way.
- Follow the class rules.
- Leave the classroom neat and tidy. Put litter in the bins.
- Sit on chairs and behave appropriately.
- Respond positively to all adults supervising at breaks/ lunchtimes e.g.: Canteen staff other than their own class teacher.
- NB: No child is allowed to stay in a classroom unless accompanied by an adult. Students are aware that this is for their own safety.

Playground - All playground areas are supervised by appropriate adults during breaks/lunchtimes. The following areas are to be used by students:

Year 7 – Maths playground

Year 8- Tennis Courts

Year 9 – Basketball Courts/Art playground

Year 10- Compound and West Wing

Year 11- Restaurant and West Wing

Students from other year groups should not go onto other year groups playgrounds. Students should report any accidents/ incidents that take place on the playgrounds to one of the adults on duty. Students are not allowed to enter the school building during these times without asking permission.

Students are encouraged to:

- Follow the school guidelines for eating at lunchtimes and breaks
- No eating or drinking outside the Compound Area

- Treat the Compound Area with respect and tidy away their own litter as responsible citizens
- Use the bins for recycling
- Behave appropriately
- Avoid the fields for games unless a member of staff has told them the fields are in use
- Listen for the wet lunch bells
- Be sensitive to and aware of the needs of all Students and to be aware of any who are being bullied
- Include other children in their games and ensure no child is excluded
- Return, as quickly as possible, to their classrooms when the bell is rung at the end of break/lunchtime.

The school building

- Students must respect and look after the fabric of the building. Parents may be asked to pay for damage to the building if wilful damage is used by their child.
- Use litter bins provided

Toilets

- Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene. Students must ask permission before going to the toilets if they are leaving lessons. Only students with toilet passes will be allowed to leave class to attend the toilet.
- Students should only use the toilet allocated to their Year group only.
- Students should only go in a toilet cubicle on their own and not with others. Sanctions will be given for students found in cubicles together as this is a safeguarding issue
- Toilets should be left clean and tidy as they were found
- Students can access sanitary products from the Pastoral Hub or from the boxes in the toilets
- There is a single use toilet opposite the Headteacher's office for use by children directed to use this by staff. All other students should use the appropriate toilet for their year group

TRUANCY FROM LESSONS

If a student truants a lesson he/she will be required to make up the time in a departmental detention, a Head of House detention or make time up in Inclusion. Truancy from several lessons or a lengthy period of truancy from school will result in the student being placed in the school Inclusion Unit for one day. Leaving school premises at break / lunchtime is not allowed without permission should be referred to Mrs Wilson and is dealt with by an after-school detention.

OTHER SCHOOL RULES

SMOKING

Balshaw's has a no smoking policy which clearly identifies all expectations for students with regard to smoking. Smoking is not allowed in school or on the way to or from school. Any student found to be smoking or within close proximity of others who are smoking will have sanctions applied. Students must not have any smoking materials in their possession. This includes electronic cigarettes and electronic paraphernalia.

Sanctions for smoking cigarette or e-cig include a one day suspension from school, a day in Inclusion and phone call to Parents. Persistent offenders may have increased levels of sanctions.

MOBILE PHONES/SMART PHONES

Balshaw's has a mobile phone/smart phone policy which identifies what is expected of students with regard to mobile phones. Students are responsible at all times for their phones and what they do with their

phones. Bullying using a mobile phone will not be tolerated. Any student using a mobile phone in school should use it as directed by the school mobile phone policy. If it is seen it will be seized and held in the school office until a parent collects it. Sanctions will be given for students who use their phones in lessons/school in any way that is deemed inappropriate – this includes taking/posting pictures, phones interrupting learning and videoing lessons. Sanctions will also be applied if a student refuses to hand over their phone to a staff member for any misdemeanour. Please note this list is not exhaustive and each incident will be dealt with on a case by case basis but consistent sanctions will be applied.

Mobile phones/smart watches/electronic games are unnecessary in school. If a student has a mobile phone it is entirely their personal responsibility and must be switched off. If it is seen or used by a student a member of staff has the right to confiscate the item. The same applies to smartwatches if they are used inappropriately in class.

School accepts no responsibility for mobile phones/other electronic devices being lost or stolen whilst in school.

This policy applies from the moment students arrive on school grounds and will be in place until after they have left school for the day. Students should not use their phones until they have safely left school grounds

On some occasions where persistent inappropriate use of a mobile phone has taken place the Pastoral Team/SLT may ask a student to hand their phone in to the Pastoral Hub on arrival to school and to collect it at 3:10pm. This will be arranged with the student and parental contact will be made to ensure parents are aware of the difficulties.

The Head reserves the right to forbid students from bringing to school articles which may be potentially dangerous, undesirable or unnecessary valuables. The examples given within this policy are not exhaustive and the Headteacher reserves the right to deal appropriately with any behaviour that contravenes the spirit of the school's behaviour policy

Part 5 -APPEARANCE/UNIFORM – Booking Slip System

We will all aim for a smart personal appearance at all times

- The rules on uniform / appearance must be obeyed throughout the school day and on the way to and from school. Outdoor clothing is not to be worn within the school buildings.
See our uniform list for the details on our school website under “Uniform and Appearance Policy”.

The Booking Slip card system

The Booking Slip system is used by staff to uphold our high standards of uniform and appearance and to ensure students maintain this. Each student has a Booking Slip Card that they carry in school. If a staff member sees a uniform misdemeanour they will add a signature to the child's card.

4 signatures results in a Booking Slip detention. Staff will book children on their card for uniform misdemeanours e.g.: shirt untucked, hair down if beyond shoulder length (male and female students), trainers on, no tie, skirt rolled up etc. All staff and students reap the benefit of improvements in uniform and appearance from this system and so Booking Slip detention will be held on a Monday in room 4 3:10-4:10pm for persistent offenders, with a staff rota drawn up to cover the supervision of the detention times. (see the example Booking Slip Card in the appendix.)

Loss of card or damage to card also results in the same sanction. It is the responsibility of all students to carry their Booking Slip card at all times and to wear their uniform appropriately and with pride.

Our aim continues to be to ensure greater consistency in the follow up of students who flout uniform rules or who fail to conform to rules outside of lessons

No items banned from the uniform list should be worn to school. If they are then the Headteacher reserves the right to place students in the school Inclusion Unit until the uniform misdemeanour is rectified. This includes items of makeup/false tan/false eyelashes etc.

Other rewards from time to time will be arranged for those students who do not accumulate bookings e.g.: vouchers for students in Upper School and a separate Assembly.

See Uniform and Appearance Policy on school website for full list. However, in summary boots of any kind, trainers, non regulation school uniform items, false/acrylic nails, false tan, false eyelashes, piercings of any kind, jewellery of any kind (other than a wrist watch), unnatural hair colours or extreme hairstyles are not allowed under any circumstances.

Part 6- STAGED PROGRESSION OF REFERRALS

- As a school we recognise the need to aim for consistency in identifying and responding to inappropriate behaviours. However, while there is the need for consistency, it would be short-sighted and even unfair to believe that there can be a 'fixed penalty' for every inappropriate behaviour. Individual circumstances surrounding any issue must be taken into account. The aim is not simply to sanction but to effectively help the student to remedy unacceptable behaviour and help them to avoid repeating the same behaviours in the future.
- Subject teachers are responsible for monitoring and following up on student attendance and punctuality to their lessons, for effective lesson planning, coursework and home learning and for follow up of breaches of classroom discipline.

Level 1 - Subject teacher/ Form Tutor follows up with Student

Classroom management strategies include:

- Outline of clear staff expectations for individual work/group work etc.
- Use of seating plans.
- Students sitting boy – girl.
- Clear lesson objectives outlined.
- Clear timings for different tasks/activities.
- Appropriate level for reading material.
- Simple help for disorganised students e.g. spare pens/pencils etc.
- Use of praise to motivate/reward.
- Recommend home learning club for specific students.
- May be discussion with student.
- Verbal warning
- Break or Lunchtime detention
- After school detention
- Award a Negative Behaviour Point with explanation on Synergy
- Learning conversation at break
- Learning conversation during form time
- Phone call home
- Email home

Subject teacher formal follow up with Student

- May include detentions set by the Subject Teacher
- May be an email to parent. May be further referral to Tutor for information (use of Referral Form).
- May be telephone call /email/note in diary to parent (after checking with HOH).
- May be formal discussion with student
- May be lesson observations to support staff.
- May be withdrawal of student by Curriculum Leader/Second in Department.

Level 2 - Subject teacher formal referral to Curriculum Leader

For help / advice, regarding persistent issues and more serious breaches of classroom discipline HOH may also be involved at this level in conjunction with Curriculum Leader

- Departmental detention 1 hour after school or other follow up by Curriculum Leader in support of staff member. Tutor kept informed (Tutor makes entry on Tutor group monitoring sheet).
- The Curriculum Leader may contact the student's parents or carers.

Further follow up by Curriculum Leader

- May be contact with parents via letter/telephone/email (Please check with HOH first).
- May be student temporary suspension from a particular lesson. If this is done by the Curriculum Leader on behalf of a member of department then the student should be supervised by the Curriculum Leader and the Head of House informed.
- May be student placed with second in department or may be departmental/subject report.

No student should be permanently withdrawn from any subject without prior discussion with the Deputy Head (Pastoral) and the Headteacher. Head of House involvement activated either by Tutor (re. Concern in number/type of referrals on a particular student) or by Curriculum Leader re: concern that situation is not improving.

Level 3 – Head of House intervention

- HOH detention – Monday
- 1 hour
- Referral to SLT for Inclusion
- Social Inclusion
- Time out of class in Pastoral Hub
- Lunchtime detention
- Phone call home
- Email home
- Weekly or daily report
- Pastoral meeting
- Student 'on report' to Head of House, focusing attention on the areas of behaviour which need to change.
- Parental meeting or a meeting to discuss placing the student on a Pastoral Support Programme (PSP)
- Home-school behaviour contract to help change unsatisfactory behaviour. The Deputy Head (Pastoral) and Headteacher should be consulted before this is carried through.

Level 4– SLT involvement

- SLT detention –Friday – 1 hour 15
- Contact home
- Parental meeting/PSP
- Inclusion Unit
- Social inclusion
- Pastoral meeting
- Fixed term suspension
- Outside Agency involvement or referral
- Permanent exclusion
- Serious misdemeanour would immediately go to this level

The Head will follow the Local Authority guidelines on student suspensions and will inform / involve the Governors.

- Out of lessons misbehaviour of students should never be ignored. Some issues do **link into subject areas** and **should be followed up by the subject teacher / Curriculum Leader e.g. Student lateness to lesson, misbehaviour in corridor while waiting for a teacher to arrive or while lining up.**
- Other issues should be referred to Head of House / SLT depending on the nature / severity of the problem.

The Headteacher is the final arbiter of all sanctions and decisions regarding student misdemeanours

Part 7: BEHAVIOUR STRATEGIES

DETENTIONS

All staff will follow the staged progression of referrals in the first instance and deal with classroom management issues as appropriate taking responsibility for their own classroom discipline. All teaching staff may detain students at break, lunchtime or after school for a detention. Work completed in detention will be meaningful and appropriate to the student. When detentions are set all staff will take account of the students age, any SEN issues or disability a Student may have and any religious requirements affecting them.

- **Break and Lunchtime detentions** – If a member of staff issues a detention at break or lunchtime reasonable time will be given for the student to eat, drink and use the toilet before their next lesson commences.
- **After School detentions** - Although by law parental consent is NOT required for detentions staff will make parents aware of their son/daughter's detention by giving 24 hours notice via a detention slip issued to the student.
- **10 minute after school detentions** – These will be carried out at the discretion of the Headteacher although staff are legally allowed to detain students for 10 minutes after school without parental permission.

In issuing a detention all staff will be mindful of the following considerations:

1. Whether the detention would compromise the student's safety
2. Whether the student has known caring responsibilities which mean that the detention is unreasonable
3. Whether the student has any SEND issues which may be affected by the completion of a detention. Some students have specific I.E.P's that mention this.

If a student fails to attend detention a further sanction will be applied.

PASTORAL SUPPORT PROGRAMMES - PSP

Although schools are not required by the DfE to use Pastoral Support Plans (PSP) Balshaw's High School acknowledges that the PSP procedure and process can be used where a school identifies that it will bring another element to supporting a pupil. The purpose of a Pastoral Support Plan. The PSP procedure and process is designed to support any pupil for whom the normal school based strategies have not been effective. It is a structured, coordinated, 16 week school intervention designed to support pupils at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion

Pastoral Support Programmes are for pupils who are not responding to the normal behaviour strategies, who may be disaffected and who are at risk of permanent exclusion.

This may include pupils who:

- Have had a number of fixed period suspensions (2 or 3 in one term may be a trigger)
- Have low attendance which is impacting on their behaviour

- Are showing signs of rapid deterioration in their behaviour or have been persistently failing to follow school rules or meet school standards
- Are at risk of failure at school through disaffection

A PSP is never an early or first response to a pupil failing at school because of their behaviour. It is most likely to succeed when is used as part of a measured response in supporting a pupil's emotional, social and behavioural needs in school. In accordance with DFE Guidelines on Social Inclusion: Student Support on a Pastoral Support Programme will be drawn up for any student identified as at serious risk of permanent exclusion, persistently failing to follow and meet school rules and expectations or students who may be at risk of criminal activity. Based on the principles a PSP is:

- Is a school based intervention strategy to help a student to manage his / her behaviour better.
- Is for a student whose behaviour is deteriorating rapidly.
- Will identify precise and realistic outcomes for the young person to work towards.
- Will be managed and overseen by the child's Head of House and or Mr Haycocks/Mrs Wilson.
- Will be short and practical with administration kept to a minimum.
- Will be for a student who has had several fixed term suspensions or for a student identified as at risk through failure or disaffection.
- Will not to be used to replace SEND assessment procedures and the Individual Education Plan for a student with SEND and at risk of suspension.
- Will be seen by the LEA that a student is at risk of suspension or permanent exclusion.

SEND CODE OF PRACTICE

Some students require a more sensitive and differentiated approach. Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse.

BEHAVIOUR REPORTS

These reports are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The report is designed together with the child and the DHT Pastoral and HOH, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Heads of House will also then arrange to share this information with staff and parents, so that both home and school are working in partnership.

INTERVENTIONS

This may include:

- Outreach support
- Observing students and advising on new strategies
- Supporting I.E.P writing
- Involvement of the Curriculum Leader
- Moved class to CL or 2nd in Dept. lesson
- Curriculum Leader after school detention -1 hour
- Move classes / groups permanently
- Phone call/email home
- Parental meeting
- Student on departmental report
- SEND referral
- Support for groups of students on specific behaviours e.g. anger management
- Advice on classroom management and organisation and support to develop expertise of individual class teachers

- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management
-

ADDITIONAL STRATEGIES TO SUPPORT INCLUSION OR STUDENTS WITH ADDITIONAL NEEDS:

It is important that within our school community both adults and children value their own as well as others individuality, to ensure our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these students. Where necessary the Deputy Head Pastoral will ensure that individual behaviour support plans are in place and liaise with the School SENDCO where necessary.

In addition to this, we want to encourage children to take responsibility for their actions, state clearly what is right and wrong, explain what acceptable and unacceptable behaviour is, and provide a clear, consistent structure for behaviour management throughout the school.

MANAGED TRANSFER

A Managed Transfer to another South Ribble School will be considered as an appropriate way forward for students who fail to improve their behaviour after several sanctions have been applied e.g.: reports, monitoring, phone calls and meetings with parents, detentions, referral to student Support and Welfare Officer, Pastoral Support Programme, Behaviour Contract.

The aim of a Managed Transfer is to offer the students the opportunity to have a fresh start in another local school setting and improve their behaviour. The process starts when the transfer is discussed with and supported by parents. Official documentation is then completed and sent to the Local Authority Student Access Officer who conducts the meetings to discuss student transfers. If a child is offered a place on a managed transfer they will complete a meeting with the new school and a start date set if they are accepted. An initial period of six weeks is set to allow the student to integrate. A review will then take place and if all is well a further six week period will follow. After this the host school will take the student on their roll if all are in agreement that the move has gone well. A Managed Transfer can be stopped at any time and the student would return to the school they are on roll at. Until the final meeting the student would be on roll at Balshaw's.

Failed Managed Transfers will result in a parental meeting with school and student and meeting with the Chair of Governors if necessary. Reasons for the failure of the transfer process will be discussed and decisions made about the future of the student at Balshaw's. Further actions may be taken if there has been no improvement in the student's behaviour.

In order for the student to catch up on all work and assessments missed whilst he/she has been on a Managed Transfer time will be spent in the school Inclusion unit as a sanction for a failed transfer. This will be used for students to catch up on any work they have not completed at the Managed Transfer school, to look at behaviour strategies and to support the student before integrating back into classroom to resume lessons.

Permanent Exclusion and failed Managed Transfer

For some students who fail a Managed Transfer, permanent exclusion may be used if the Headteacher deems it appropriate because of the student failing to modify or improve his/her behaviour and the failure of a number of proactive measures previously offered to the students to help him/her improve behaviour.

INCLUSION FACILITY

Inclusion Unit:

This is a proactive measure used as a sanction where possible to avoid any suspension from school when a student has demonstrated poor behaviour

- The aim is to reduce the number of fixed term suspensions and to provide effective follow up of serious /persistent misdemeanours.
- The Inclusion Facility has a full time Manager. In order to ensure consistency and manageability referrals to the Inclusion Facility can only be made through the agreement of two members of SLT. These will generally be Mr Haycocks (or the Acting Head) and Mrs Wilson (Deputy Headteacher Pastoral Care and Guidance with an oversight of all pastoral issues and the Inclusion Unit itself).
- The process is:
 - Referral agreed as above. Usually a student referral will be for one day although it may be more for more serious misdemeanours. It will generally take place on the day following the incident prompting this action. This is to ensure that the necessary arrangements can be made with the parent (generally by telephone, by SLT or HOH) and that the Inclusion Unit Manager has time to collect together suitable work for the day. Whilst in the Inclusion unit students will complete their normal timetabled work unless it is not possible e.g. practical work.
 - It will include a phone call or email to the parent, preferably (but not always) on the day of the use of the Inclusion Facility or, if the parent is unavailable, then as soon as possible thereafter. This phone call will be made by the child's HOH or the Pastoral Manager. If the HOH is unavailable or the incident is of a serious nature then the call will be made by a member of SLT.
 - The Inclusion Facility is housed on the top floor, next to the Staff Room.
 - As part of the process of that day the student involved will be kept isolated from other members of school (except on the occasions the Facility may have more than one student on any one day). The timings of that school day for the student will be at least 8-30am – 4-10pm but may be longer and will be agreed with the parent. It is essential to recognise that the most positive way of tackling poor behaviours by students is with clear cooperation between school and parents. Part of this cooperation is the school's recognition of other justifiable pressures on a parent's time, for example their working hours, constraints of child care for younger family members etc.
 - In order that the Inclusion Unit Manager has some normal breaks / lunchtimes, supervision of the student at these times will be carried out by the Inclusion Unit Manager/ Student Support Officer/HOH/Deputy Headteacher.
 - During his / her time in the Inclusion Facility the student will be set work by the Inclusion unit Manager. This will include some subject based work collected from departments but will also include work designed to positively address the reasons for the initial referral e.g. anger management, work organisation, consequences / reasoning, peer pressures, restorative justice.
 - There will be a 'return to normal lessons' procedure agreed with the student, in writing, before the student returns to his / her normal timetable (this will generally be after one day in the Inclusion Facility).
 - The use of the Inclusion Facility will be recorded on the child's Synergy account.
 - Any staff concerns regarding the arrangements for the Inclusion Facility should be addressed, in the first instance to the child's Head of House and then Mrs Wilson or Mr Haycocks.

Whilst in the Inclusion Unit Students should:

- Reflect on their behaviour and plan how to avoid making the same mistake again
- Think about how their behaviour has affected others and begin to make amends
- Work purposefully and independently
- Have no contact with other students unless directed by a member of staff
- Show supervising staff consideration and respect
- Follow the day's schedule as directed including an automatic 1 hour after school detention
- No mobile phones allowed and should be handed in to supervising staff at the beginning of the day.

Students will complete an Inclusion Unit behaviour reflection sheet with the Pastoral Support Assistant looking at the impact of what they have done and how they can moderate their behaviour moving forward in order to avoid making the same mistakes again.

The offences listed below may trigger this sanction (but this is not an exhaustive list): -

- Continued disruption of lesson/s
- Gross rudeness to staff
- Failure to follow “First time, every time” rule
- Physical violence towards another student
- Derogatory and/or discriminatory verbal comments towards another student
- Verbal abuse towards a member of staff
- Persistent disruptive behaviour out of lessons
- Racial/sexual/homophobic/transphobic, misogynistic harassment
- Bullying
- Persistent lateness to school or lessons
- Theft
- Truancy
- Possession of cigarettes/vaping equipment or the use of any illicit substances or materials (including pornography)
- Graffiti or property damage
- Selling inappropriate items in school
- Inappropriate use of ICT/breaking ABP
- Being late to inclusion will incur an extra half day
- Failed Managed Transfer – Inclusion Unit time

REFERRAL TO ANOTHER LOCAL SCHOOL’S INCLUSION UNIT

All schools are required to follow particular procedures when excluding pupils. “Unofficial’ exclusions, whereby children have, for example, ‘cooling off time’ at home even with parent’s agreement, will not be sanctioned. In exceptional circumstances (e.g. health or safeguarding reasons) it may be sensible for children to be taken out of school following an incident but the expectation is that parents/carers are authorising an absence for illness.

Power to Direct: Governing bodies of maintained schools have the power to direct pupils elsewhere for their education under Section 29 and Section 29 (A) of the Education Act 2002, as amended. Under Section 29, the governing body of a maintained school may require any registered pupil to attend at any place outside the school premises for the purposes of receiving any instruction or training included in the secular curriculum for the school. Section 29A of the same act allows the governing body of a maintained school to require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil. This can be done through the use of a notice or direction which the school issues to the parents of any pupil required to attend elsewhere, in order to ensure everyone involved knows and understands the reason for the direction as well as the exact details of dates and times when the pupil should attend the alternative placement along with information on how and when the arrangement will be reviewed. As this is a duty of the governing body, they will be directly responsible for issuing such notices and arranging reviews in each case where they exercise this power unless they delegate this responsibility to the Headteacher/Deputy Headteacher.

ALTERNATIVE EDUCATION

On some occasions it may be necessary to direct students towards alternative forms of education which may be more suitable to their needs. These include places at Shaftesbury House, Preston College or alternative educational providers. These will be discussed by SLT and HOH then Parents will be informed and a meeting will take place to discuss further. This can again be done through the use of a notice or direction which the school issues to the parents of any pupil required to attend elsewhere

Part 8 - SUSPENSION and EXCLUSIONS

There are occasions when it is necessary and appropriate to suspend students for a fixed period, or, in very rare cases, permanently. In most cases suspension will be the last resort after a range of measures has been tried to improve students' behaviour and engender a sense of personal responsibility. At Balshaw's CE High School students identified as at risk of permanent exclusion are referred to alternative or additional provision to meet individual needs so that we can support the student and their family as much as possible. Suspension is viewed as the strongest sanction possible and is available to the school only through the authority of the Headteacher.

A decision to suspend a student from school should be taken only

- a) in response to serious breaches of the school's behaviour policy or
- b) if allowing the student to remain in school could seriously harm the education or welfare of the student or others in the school.

In using suspensions as a form of ultimate sanction the school will always bear in mind the value of each individual and make every effort to ensure that suspension is used as a last resort sanction, in the interests of the school community as a whole (and the individual students within it), and as far as possible to bring about a change or improvement in the behaviour of the student who is suspended. For this reason, permanent exclusion is a very last resort in all cases.

The school's use of suspension as a sanction must also be seen by all as an affirmation of its high standards and its expectations that all students will conform to those standards.

Prevention of Suspension

1. The behaviour and attitude of students is monitored frequently by pastoral staff. Where a student is deemed to be at risk of permanent exclusion a Pastoral Support Programme will be put in place. This four stage process involves the setting of SMART targets with student and parents/guardians and is frequently reviewed resulting in students being escalated to the next level or, if behaviour is improving consistently a student may come off a PSP. Identified students will be offered a range of appropriate targeted inputs through the Pastoral team, School Welfare and Support Officer and where appropriate referrals to outside agencies.
2. Where a student fails to improve on a PSP their case will be presented to the South Ribble panel for the consideration of a managed move. This alternative to permanent exclusion offers the student a fresh start on a 12 week placement at a new school which, if successful, will lead to the permanent transfer to the new school. Balshaw's will do all it can to ensure a smooth transition and to offer support in the case of a managed move.
3. Where appropriate, and in line with the Behaviour for Learning Policy, the school will use the sanction of internal suspension for a fixed number of days whereby students will be placed in the inclusion room and kept out of circulation with work provided. Parents/carers will always be informed by phone/email of this sanction and the reasons for it.

Principles

- 1) The school will at all times bear in mind the parents' duty to secure the education of their children and that unless other suitable arrangements are made, all students should be in school and learning and suspensions from lessons will be used.
- 2) The school will use fixed term suspension sparingly in response to serious breaches of school rules or the law of the land.
- 3) The school will take all reasonable steps in the case of all suspensions, (but especially in the case of permanent exclusions or fixed term suspensions of several days) to consider alternative sanctions or ensure that the suspension is the last step in a series of sanctions that have already been applied earlier.
- 4) The school will observe the statutory limit of fifteen days in any one term for fixed term suspensions. The maximum per year is forty five days.

- 5) Suspension will be solely the power of the Head or in his absence the Deputy Head. The role of the Head is crucial. He will at all times gain full information available at the time before deciding that suspension is the best option.
- 6) As far as possible the school's overall ethos, its insistence on discipline and good conduct, and the support promised by parents will make suspension an infrequent sanction. Sometimes however, it is recognised that there is no option but to suspend.
- 7) There are clear criteria, procedures and timescales for the use of suspension, set and approved by the Governing body who have set up committees to monitor the use of suspensions, consider all individual cases of suspension, hear the representations of parents and other interested parties and report to the full Governing Body. The Chair of Governors and the LA are informed of all suspensions.
- 8) The school recognises that suspension is not always an appropriate response to every form of behavioural difficulty, and will always have in mind its policies on Equality, Special Educational Needs, Equal Opportunities, Pupil Premium and amongst other factors, the age, health, previous record and family circumstances of the student, as well as the severity of the offence.
- 9) At all times the school will seek to support teachers by its policies and procedures on pastoral care and discipline. It will endeavour to enable them to manage effectively in the classroom by effective induction of new teachers and appropriate in-service training. As far as possible the referral system will allow disruptive students to be removed as appropriate and reinstated as soon as possible after suitable sanctions have been imposed by pastoral staff and the necessary changes in behaviour brought about.
- 10) The school will at an early stage seek to involve the School Attendance Officer, particularly in the case of irregular attendance. The School Attendance Administrative Assistant is a useful link between school and family and can ensure the continuity of learning from the work, which the school sends home for the suspended student. Student support staff will be brought in at an early stage.

Incidents off site resulting in Suspension

Section 89 (5) of the Education and Inspections Act 2006 states;

(5) The measures which the Headteacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of students at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

In essence the Headteacher has the authority to suspend a student who is not on the school site at the time of the misdemeanour.

The Governing Body will ensure that the Suspension Policy gives the Headteacher the authority to suspend for behaviour that happens away from the school either out of hours, when a student is at another setting or on a school trip.

Sanctions used by a school should be covered in the Behaviour Policy, including use of provision off site, e.g. Respite in another school. This should be supported by a letter of direction to the off-site provision to the parent/carer as per DfE Guidance on Suspension from maintained schools, Academies and Student Referral units in England 2012 (Part 3, para 14).

All teachers have a statutory authority to discipline students for misbehaviour. This includes the power to discipline students when they are not at school or in the charge of a member of staff. This could be as a result of incidents witnessed by a member of staff or reported to the school.

Balshaw's School believes that there is a need for an overall set of objectives for regulating behaviour off the school premises for the following reasons:

- To maintain good order as students travel to and from school, education visits or other placements such as work experience or college courses
- To secure behaviour that does not threaten the health and safety of students, staff or members of the public.
- To provide reassurance to members of the public about school care and control over Students and thus protect the reputation of the school
- To provide protection to individual staff and students from harmful conduct by students of the school when not on the school site.

Balshaw's School will act reasonably both in relation to expectations of student behaviour and in relation to any measures used to regulate behaviour of students when off the school site and not under the lawful control or charge of a school staff member. Balshaw's School will consider carefully what is taken into account in deciding whether a rule or sanction is reasonable and justified. These could include (not all may apply):

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Related to the above, whether the student(s) in question was wearing school uniform or was otherwise readily identifiable as a member of Balshaw's School
- The extent to which the behaviour in question would have repercussions for the orderly running of the school
- The extent to which the behaviour in question might pose a threat to another student or member of staff (e.g. bullying, violence, threats or insulting members of the school community)
- Whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school
- Whether the misbehaviour in question was whilst the student was on work experience, taking part in a college or similar course as part of a school programme or participating in a sports event with another school, where a student might be expected to act as an ambassador for the school, which might affect the chances of opportunities being offered to other students in the future.

Any sanctions applied would be in-line with those used for incidents occurring in school [refer to sanctions already outlined in policy]

FIXED TERM SUSPENSION

A Headteacher may suspend a student for up to 45 school days (nine school weeks) in a school year. For the first five days of any suspension it is the parent(s) carer(s) responsibility to provide care and supervision for their child. After the fifth day the school must make provision for the student. Sometimes school will arrange provision in another local school's Inclusion Unit and this arrangement will be discussed with the parents of the student before commencement.

Students on a fixed term suspension will receive work to complete and return to the school for review. The offences listed below may lead to fixed-term suspension (or isolation – depending on the nature of the incident). This list is not exhaustive and cannot pre-empt all incidents that may occur. All students will complete time in the school Inclusion Unit after a Fixed Term Suspension which runs from 8:30am-4:10pm. **Some of these incidents listed below can lead to permanent exclusion if they are repeated or deemed to be severe by the headteacher.**

- Violent or aggressive behaviour, either physically or verbally, towards another student or member of the public either in school, on the journey to or from school, or at any other time; (may include referral to Police)

- Violent or aggressive behaviour, either physically or verbally, towards a member of staff either in school, on the journey to or from school, or at any other time; (may include referral to Police)
- Making false/malicious allegations against a member of staff
- Serious defiance
- Persistent disruptive behaviour
- Racial/sexual/homophobic harassment
- Bullying/Cyber bullying
- Derogatory and/or discriminatory verbal comments/abuse towards another student/staff
- Theft
- Possession of illicit substances or materials (including pornography, cigarettes, vaping materials, over the counter medicines such as caffeine tablets)
- Possession of illegal drugs will result in permanent exclusion (except in very exceptional circumstances)
- Graffiti or property damage (NB: Parents will be billed for wilful damage to property)
- Indecent behaviour towards other students/members of staff
- Bringing or using an inappropriate item in school
- Displaying unwanted sexualised behaviour towards another student or member of staff, including sexual assault
- Smoking
- Failure to follow staff instructions
- Failure to complete time in the Inclusion Unit on the instruction of a parent
- Any other incident of inappropriate behaviour identified by the Headteacher.

Student welfare during a fixed term suspension

1. The student may not go to school or into the school grounds.
2. The school will set work for the student to complete at home during the period of suspension; this will be made available via School Synergy.
3. Parents/carers are responsible for the student during suspension and the student should not be in public places during school hours. Parents can receive a Fixed Penalty Notice with a fine of up to £120 if their child fails to adhere to these conditions during a period of fixed term suspension
4. After day five of a suspension the school will arrange for alternative temporary education – usually at the Student Referral Unit Shaftesbury High School based in Chorley or the student may be directed to attend another school
5. If a student is suspended at lunchtimes and is entitled to Free School Meals then the school can make arrangements for a packed lunch to be provided if parents/carers wish.

PERMANENT EXCLUSION

On rare occasions, the Headteacher may permanently exclude a student from school. The student's parents will always be fully involved and given the opportunity to make representations. Any student involved with illegal drugs will normally be sanctioned by suspension, either fixed-term or permanent exclusion.

The decision to exclude permanently is a serious one. There are two main types of situation for which permanent exclusion may be considered.

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, and or managed transfers which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour, including bullying (which could include racist or homophobic bullying) or use of an illegal drug on school premises.

- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Carrying a weapon
- Arson
- Being found in possession of illegal drugs of class A or B – a policy shared by all schools in South Ribble.
- Distribution of illegal drugs of class A or B
- Inappropriate behaviour outside of school bringing the school into disrepute
- Any other behaviour/action deemed by the Headteacher to warrant a permanent exclusion

Student welfare following a permanent exclusion

1. The student may not come to school or into the school grounds unless invited in
2. Parents/carers are responsible for the child during exclusion and the student should not be in public places during school hours or at the school gates before or after school
3. After day five of an exclusion the Local Authority will arrange for alternative temporary education – usually at the Student Referral Unit Shaftesbury High School based in Chorley.

Permanent Exclusions or Fixed term Suspensions will be used by the school as a form of sanction. The Headteacher (or in her/his absence the Deputy Headteacher) has the power to suspend a student for a fixed term or a permanent exclusion.

The Headteacher will take into account all of the circumstances surrounding the incident as well as the wellbeing and welfare of the child, the evidence available and the need to balance the interests of the student against those of the whole school community.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the school.

A permanent exclusion may also be used after a student fails a Managed Transfer to another school.

Suspension protocol

Suspensions will be conducted in accordance with the current Department for Education's suspension guidelines. Suspensions will be used (both fixed term and permanent) as a form of sanction.

Parents have the right to make representations to the governing body about a suspension and the governing body must review the suspension decision in certain circumstances, which include all permanent exclusions. Where the governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

After the sixth day of fixed period of suspension of more than five consecutive days alternative educational provision will be made available for a suspended student. This will be at provision off site, e.g. Respite in another school. This would be supported by a letter of direction to the off-site provision to the parent/carer as per DfE Guidance on Suspension from maintained schools, Academies and Student Referral Units in England 2012 (Part 3, para 14). If a student is permanently excluded the Local Authority has a duty to provide suitable full time education from the 6th day of the permanent exclusion.

School will endeavour to set and mark work for all suspended students during the first five days of any suspension (there is no legal duty to do this).

Parents will be informed of a suspension by the Headteacher, Deputy Headteacher (Pastoral) or a Head of House. A letter will follow explaining the reasons for the suspension and the follow up procedure.

Guidelines

Pastoral procedures, referral systems and sanctions to be used by teachers and Senior staff are shown in detail in the Staff Handbook and should be used fully before suspension is considered by the Head. Guidelines for suspension procedures are to be found in the Governors' full policy on suspensions, included in LEA Governors Handbook.

CONDUCT OUTSIDE THE SCHOOL GATES

All duty staff have a statutory power to discipline students for misbehaving outside of school premises. The Headteacher has a specific statutory power to regulate students' behaviour in these circumstances "to such an extent that is reasonable".

Incidents off site

Section 89 (5) of the Education and Inspections Act 2006 states;

(5) The measures which the Headteacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of students at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school. In essence the Headteacher has the authority to suspend a student who is not on the school site at the time of the misdemeanour e.g.: a child on a school trip, a student who is off site at another provision or a student involved in an incident on the way to or from school.

Students will be disciplined for misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member. All teachers have a statutory authority to discipline students for misbehaviour. This includes the power to discipline students when they are not at school or in the charge of a member of staff. This could be as a result of incidents witnessed by a member of staff or reported to the school.

Balshaw's School believes that there is a need for an overall set of objectives for regulating behaviour off the school premises for the following reasons:

- To maintain good order as students travel to and from school, education visits or other placements such as work experience or college courses.
- To secure behaviour that does not threaten the health and safety of students, staff or members of the public.
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school.
- To provide protection to individual staff and students from harmful conduct by students of the school when not on the school site.

Balshaw's School will act reasonably both in relation to expectations of student behaviour and in relation to any measures used to regulate behaviour of students when off the school site and not under the lawful control or charge of a school staff member. Balshaw's School will consider carefully what is taken into account in deciding whether a rule or sanction is reasonable and justified. These could include (not all may apply):

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Related to the above, whether the student(s) in question was wearing school uniform or was otherwise readily identifiable as a member of Balshaw's School
- The extent to which the behaviour in question would have repercussions for the orderly running of the school.
- The extent to which the behaviour in question might pose a threat to another student or member of staff (e.g. bullying, violence, threats or insulting members of the school community).
- Whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school
- Whether the misbehaviour in question was whilst the student was on work experience, taking part in a college or similar course as part of a school programme or participating in a sports event with another school, where a student might be expected to act as an ambassador for the school, which might affect the chances of opportunities being offered to other students in the future.

Any sanctions applied would be in line with those used for incidents occurring in school [refer to sanctions already outlined in policy]

Sanctions including suspension (fixed or permanent) will apply if misbehaviour takes place on Educational Visits, Work Experience or whilst the student was taking part in a further education sampling course as part of a school programme and may involve parents collecting their child at their own expense. The school will apply sanctions if a student misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other students in the future. The school would take action if a student harassed a member of staff or student off school premises, including through the internet. This could also be a police matter. Sanctions may be imposed in line with those set out in this policy.

In the absence of any of the above conditions staff may also discipline students for misbehaviour at any time where the behaviour

- Could have repercussions for the orderly running of the school
- Or poses a threat to another student or member of the public or could adversely affect the reputation of the school.

Part 9- CONFISCATION OF INAPPROPRIATE ITEMS

The School adheres to the two sets of legal guidelines describing the conditions by which members of staff will confiscate items from students. DFE Statutory Guidance on the Confiscation of Inappropriate items outlines that staff in their general powers in disciplining students have the power to confiscate dispose of or retain a student's property as a punishment.

Under Section 2 of the Education Act 2011, schools have the duty to search, and to confiscate any items which they believe pose a danger or threat to students, or any other persons on school premises. This does not require consent, but wherever necessary this will be sought.

Staff are protected against liability damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

Power to search without consent - Staff at school have the power to search students without consent for “prohibited items” which include:

- Knives and weapons and blades of any kind
- Alcohol
- Illegal drugs
- Drug Paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Electronic cigarettes
- Lighters
- Pornographic images
- Laser pens
- Fireworks
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- **Other items deemed by the Headteacher to be unsafe, offensive to others or unnecessary in school.**

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item or if parents need to collect it. Where any article is thought to be a weapon it must be passed to the police.

These searches will be usually conducted by the Headteacher, Members of SLT and Heads of House who have permission from the Headteacher to conduct such searches. The search details will be recorded pastorally.

The search will be conducted by a person/individual the same gender as the student, and in the presence of another adult (where possible of the same gender).

Students will only be required to remove “outer clothing” such as coats and jumpers. Searches will be conducted in such a manner as to minimise embarrassment or distress.

Searching the students’ possessions includes searching a student’s goods over which she has or appears to have control; where there are reasonable grounds, lockers may be searched at any time, without consent, and not in the student’s presence.

Police may be called to deal with any search if that is considered appropriate.

Refusal to comply with a search request will, of itself, be a disciplinary matter. Every effort would be made to contact parents.

It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. However, all efforts would be made to contact parents, and also where objects are confiscated, parents would be informed.

CONFISCATION

Members of staff at school have the power to confiscate from students in class:

- Mobile phones/smartwatches/iPods/other electronic devices that are deemed inappropriate and may disturb the learning of others. These items will be confiscated if seen by the member of staff and placed in the school office for safekeeping. The student will be issued with a receipt for mobile phones. Parents may then collect the phone at the end of the school day from the school office. (see mobile phone policy)

- Other items will be returned when parents call into school to collect them
- Jewellery e.g.: earrings, necklaces, piercings, wrist bands of any sort, bracelets/bangles. These will be placed in the school office for safekeeping in an envelope with the students name, the date and the member of staff who confiscated the items. They will be returned to the student at the end of every half term OR if a parent/carer comes to collect them.
- Headbands/headphones/hair accessories/other items that are deemed inappropriate will be returned at the end of the school day.
- Any other item that is deemed inappropriate by a member of staff, or that disrupts learning or that is deemed dangerous
- Any item or article that is likely or has been likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item that may be searched for

SERIOUS INCIDENT BOOK

The use of this book has been adopted into school practice on the recommendation of the LEA and it is kept locked in the DHT Pastoral's office. It is designed to be part of an efficient system for the maintaining of records, needed to safeguard the interests of both students and staff.

Below are key issues, mostly drawn from the guidance notes printed in the front of the Serious Incident Book.

- Where a serious incident has occurred, an entry should be made in the Serious Incident Book as soon as possible. Usually this will be within two hours. Entries in the Serious Incident Book must be completed as **one-line entries**. The last three columns should remain blank at this stage. (The book is designed as a check to see that the necessary follow up paperwork on a serious incident is in place and that it is clear where it is to be located).
- The member of staff witnessing or involved in the incident is responsible for the recording of brief details in the Book. Where several staff are involved, it should be agreed who will make the initial entry in the Book.
- If unsure as to whether an entry should be made / or as to what constitutes a 'serious incident' please consult with Mr Haycocks Headteacher or the Deputy Head Pastoral Mrs Wilson.
- The Deputy Headteacher will alert the Headteacher to the fact that an entry has been made and they will liaise with the relevant staff, ensuring that appropriate follow up and a more detailed record is in place.
- **Where the information is of a particularly sensitive nature, the member of staff recording the information should identify the student by initials or by a code and should put 'Confidential' in the column requiring details of the incident.** (This would certainly apply to Child Protection issues)

PART 10: POWER TO USE REASONABLE FORCE

GUIDELINES/DEFINITION OF REASONABLE FORCE AND RESTRAINT

All staff should be aware of the following definitions:

Reasonable Force - can be used to prevent students from hurting themselves or others, from damaging property or causing disorder. It can mean either passive physical contact (e.g.: standing between students or blocking 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).

In School force is used for two main purposes – to control students and to restrain them.

Restraint will involve a member of staff physically preventing 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. Physical Control/Restraint- This will involve the use of reasonable force when there is an

immediate risk to students, staff or property. Reasonable force may also be used if a disruptive student refuses to leave a classroom situation after being told to do so. Usually in this instance reasonable force would be carried out by a member of SLT and or Heads of House. All such incidents will be recorded. An entry will be made in the School Serious incident Book.

Physical Contact Situations in which proper physical contact occurs between staff and students, e.g., in the care of students with learning disabilities; in games/PE; to comfort students. (Circular 10/98 Paragraphs 33 and 34)

Physical Intervention - This may be used to divert a student from a destructive or disruptive action, for example guiding or leading a student by the hand, arm or shoulder with little or no force.

The decision by staff to physically intervene in a situation is down to the professional judgment of the staff member concerned and will always depend on individual circumstances.

Considerations will be made by all members of staff using control or restraint for students with Special Educational Needs or Disabled Students.

School does not require parental consent to use reasonable force on a student that staff deem fall into any category requiring Physical control/the use of reasonable force or restraint.

All members of staff have a legal power to use reasonable force. It will also apply to any member of staff whom the Headteacher has put in charge of students e.g.: unpaid volunteers or parents accompanying students on a school organised visit.

The 1996 Education Act (Section 55O A) stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-school activities).
In an instance where a student absconds from a class or tries to leave school reasonable force is only acceptable if a student could be at risk if not kept in the classroom or at school).
- Self-injuring or placing himself or herself at risk.
- Injuring others.
- Causing damage to property, including that of the student himself or herself.
- Committing a criminal offence. In the event of this situation the school will make a professional judgement concerning the involvement of the police
- Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a student harming himself, herself, others or property.
- The use of any degree of force can only be deemed reasonable if it is warranted by the particular circumstances of the incident, it is carried out as the minimum to achieve the desired result, the age, understanding and gender of the student, SEN and or disability of the student are taken into account and it is likely to achieve the desired result.
- Wherever possible assistance should be sought from another member of staff before intervening

Some examples of 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 deliberate harm to themselves
- 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.

The list of examples of situations where school will use reasonable force is NOT exhaustive.

This form of physical intervention may involve staff: physically interposing themselves between students, blocking a student's path, escorting a student, shepherding a student away.

Where physical intervention has been used to manage a student, a record of the incident may need to be kept. Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the school incident book

See separate appendix on Care and Restraint at the end of this policy

PROCEDURES FOR DEALING WITH INCIDENTS

In line with the Behaviour for Learning Policy every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment.

Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- * Verbal acknowledgement of unacceptable behaviour with request for the student to refrain.
- * Further verbal reprimand stating that this is the second request for compliance; an explanation of why observed behaviour is unacceptable; an explanation of what will happen if the unacceptable behaviour continues.
- * Warning of intention to intervene physically and that this will cease when the student complies. If possible summon assistance.
- * Physical intervention. Reasonable force uses the minimum degree of force to prevent a child harming him or herself, others or property. The 1996 Education Act (Section 550 A) stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following
 - Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-school activities).
 - In an instance where a student absconds from a class or tries to leave school reasonable force is only acceptable if a student could be at risk if not kept in the classroom or at school).
 - Self-injuring or placing himself or herself at risk.
 - Injuring others.
 - Causing damage to property, including that of the student himself or herself.
 - Committing a criminal offence. In the event of this situation the school will make a professional judgement concerning the involvement of the police.
 - Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a student harming himself, herself, others or property.
- * The use of any degree of force can only be deemed reasonable if it is warranted by the particular circumstances of the incident, it is carried out as the minimum to achieve the desired result, the age, understanding and gender of the student, SEN and or disability of the student are taken into account and it is likely to achieve the desired result.
- * Wherever possible assistance should be sought from another member of staff before intervening.

Some examples of reasonable 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.

This form of physical intervention may involve staff: physically interposing themselves between students, blocking a student's path, escorting a student, shepherding a student away.

Where physical intervention has been used to manage a student, a record of the incident may need to be kept. Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the school incident book.

RECORDING AND REPORTING SERIOUS INCIDENTS

The recording and reporting of significant incidents of reasonable force and restraint is statutory arising from the Apprenticeship, Skills, Children and Learning Act 2009 (paragraphs 49-83).

A record will be made of any significant incident in the following categories:

- An incident where unreasonable use of force is used on a student would always be a significant incident.
- Any incident where substantial force has been used (e.g. physically pushing a student out of a room) would be significant.
- The use of a restraint technique is significant.
- An incident where a child was very distressed (though clearly not over reacting) would be significant.

In relation to significant incidents school will consider the following carefully:

- 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.
- The effect on the student or member of staff.

The Serious Incident Book report will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Headteacher. The Serious Incident book is held with the Deputy Head Pastoral. The incident will be reported to the student's parents as soon as practicable after the incident. However, the guidance states that:

'Parents should not be given a copy of the incident record as a matter of course, but they should be told when and where the incident took place, why it was decided that force had to be used, the strategies used to try to avoid having to use force, what force was used, whether there were any injuries and what follow-up actions (support and/or disciplinary) was being taken in relation to their child'.

The requirement is to notify 'each' parent. Where a child has a mother and father who both have parental responsibility and where the child is the subject of a Care Order under section 31 of the *Children Act 1989*, or being accommodated under section 20 of that Act, the requirement will be to report the incident to the child's mother, father and the relevant local authority (usually the Social Services Department).

If the reporting of an incident to a parent would be likely to result in significant harm to the student, then the incident should be reported to the Local Authority where the student normally lives.

In addition, specific details of the use of reasonable force will be recorded on Form RF1. Staff may find it helpful to seek advice from a senior colleague or representative of their professional association/union when compiling a report. They should also keep a copy of the report.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a student, this will be pursued through the appropriate procedure.

Any complaints about staff will be dealt with under the School's Complaints about Staff Procedure. The Chair of Governors will be informed of complaints but other governors will not initially be involved as a complaint may require further action on their part.

COMPLAINTS PROCEDURE

We hope that parents and carers will not feel the need to complain about the operation of our Behaviour for Learning policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage by contacting the Headteacher. However, the school's complaints procedures are on our web site. We will send you copies on request. Please contact the School Business Manager. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for five years after your child has left our school. All complaints about the use of reasonable force or allegations against members of staff will be thoroughly, speedily and appropriately investigated and the Governing Body informed.

The procedure by which parents make representations about the Curriculum is set out by the Education Reform Act and Lancashire County Council. Copies of this procedure are available from County Hall, Preston.

CONSULTATION, MONITORING AND EVALUATION

A variety of staff have been consulted in the writing of this policy, Governor Curriculum & Student Welfare Committee, Headteacher, Deputy Headteacher (Pastoral), Heads of House, SENDCo, Teaching Staff, Inclusion Unit Manager, parents and students. Students were consulted via the School Council and Subject Ambassadors and their consultation helps us meet the National Healthy Schools Standard Criteria on allowing students to have a "voice" in matters that affect them.

We regularly ask parents their views via questionnaires and seek their opinions and views on the effectiveness of the School. The Balshaw's Association are used by the Headteacher as a sounding board for parents. We firmly believe that consultation with parents is highly important.

This policy will be monitored and evaluated annually by the Headteacher, Deputy Headteacher (Pastoral) Heads of House and the Governors Curriculum & Student Welfare Committee and the Behaviour Policy Key Issues Working Group to ensure that procedures are being applied fairly and consistently. This reinforces the principle that every member of the school community has a responsibility towards the whole school community. This policy is reviewed regularly and is always available to parents via the school website.

APPENDIX 1: CARE AND RESTRAINT

This guidance has been prepared for the support of all teaching and support staff who come into contact with students and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and students. The following statement is also made in the school's prospectus.

"If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's guidance for dealing with such situations. Any parent wishing to view this guidance may do so on request."

In addition to the prospectus, other school policies, the Home-School Partnership Document and the underlying ethos of the school also illustrate the underpinning values of this guidance, notably that both students and staff have the right to work in a safe environment.

VALUES AND PRINCIPLES

The guidance has been developed in response to the recommendations of Circular 09/10 "The Use of Force to Control or Restrain Students", issued following the enactment of Section 550A of the 1996 Education Act. It also follows the policies of Lancashire Education and Cultural Services Committee. It enables staff to use reasonable force to prevent a student from:

- Committing a criminal offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury or damage to property; or
- 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.

To keep in mind the wider context of safety, this guidance should be read in conjunction with other school policies relating to interaction between adults and students. The guidance will be regularly reviewed by the Governors' Student Welfare Committee.

Good personal and professional relationships between staff and students are vital to ensure good order in our school. In conjunction with the Behaviour for Learning Policy, every effort will be made to ensure that all staff in this school clearly understand this guidance and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and are provided with appropriate training to deal with these difficult situations.

AIMS AND OBJECTIVES OF THE GUIDANCE

In school force will generally be used for two main purposes – to control and to restrain students. However, individual members of staff cannot be required to use physical restraint.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this guidance. Staff, therefore, have a responsibility to follow the guidance and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when students, staff or property are at risk.

GUIDELINES/DEFINITION OF REASONABLE FORCE

All staff should be aware of the following definitions:

- * Control can mean either passive physical contact (e.g.: standing between students or blocking 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)
- * Restraint will involve a member of staff physically preventing 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.
- * Physical Contact Situations in which proper physical contact occurs between staff and students, e.g., in the care of students with learning disabilities; in games/PE; to comfort students. (Circular 10/98 Paragraphs 33 and 34)
- * Physical Intervention This may be used to divert a student from a destructive or disruptive action, for example guiding or leading a student by the hand, arm or shoulder with little or no force.

- * Physical Control/Restraint. This will involve the use of reasonable force when there is an immediate risk to students, staff or property. All such incidents must be recorded. An entry will be made in the School Serious incident Book.

TO WHOM DOES THIS GUIDANCE APPLY

In this school the staff to which this power applies are

- all teachers and non-teaching staff in the school.
- Any other person whom the Head has authorised to have control or charge of students.

Staff and anyone else authorised by the Head will use reasonable force and restraint strictly within the guidelines of this and other school policies.

Authorisation is not given to

- volunteers or parents, except in exceptional circumstances as defined by the Headteacher or when in loco parentis.
- It does not include any students.

The power may also be used where the student (including a student from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (e.g.: on a school visit/trip)

External Support Services will have their own policies of care and control of students but service staff will, whilst on school premises, be expected to be aware of and operate within the guidance of this school.

Training for all staff will be made available and will be the responsibility of the Headteacher. Arrangements will be made clear as part of the induction of all staff.

PROCEDURES FOR DEALING WITH INCIDENTS

In line with the Behaviour for Learning Policy every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment.

Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- * Verbal acknowledgement of unacceptable behaviour with request for the student to refrain.
- * Further verbal reprimand stating that this is the second request for compliance; an explanation of why observed behaviour is unacceptable; an explanation of what will happen if the unacceptable behaviour continues.
- * Warning of intention to intervene physically and that this will cease when the student complies. If possible summon assistance.
- * Physical intervention. Reasonable force uses the minimum degree of force to prevent a child harming him or herself, others or property. The 1996 Education Act (Section 550 A) stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following
 - Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-school activities).
 - In an instance where a student absconds from a class or tries to leave school reasonable force is only acceptable if a student could be at risk if not kept in the classroom or at school).
 - Self-injuring or placing himself or herself at risk.
 - Injuring others.
 - Causing damage to property, including that of the student himself or herself.

- Committing a criminal offence. In the event of this situation the school will make a professional judgement concerning the involvement of the police.
 - Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a student harming himself, herself, others or property.
- * The use of any degree of force can only be deemed reasonable if it is warranted by the particular circumstances of the incident, it is carried out as the minimum to achieve the desired result, the age, understanding and gender of the student, SEN and or disability of the student are taken into account and it is likely to achieve the desired result.
- * Wherever possible assistance should be sought from another member of staff before intervening.

Some examples of reasonable 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.

This form of physical intervention may involve staff: physically interposing themselves between students, blocking a student's path, escorting a student, shepherding a student away.

Where physical intervention has been used to manage a student, a record of the incident may need to be kept. Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the school incident book.

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