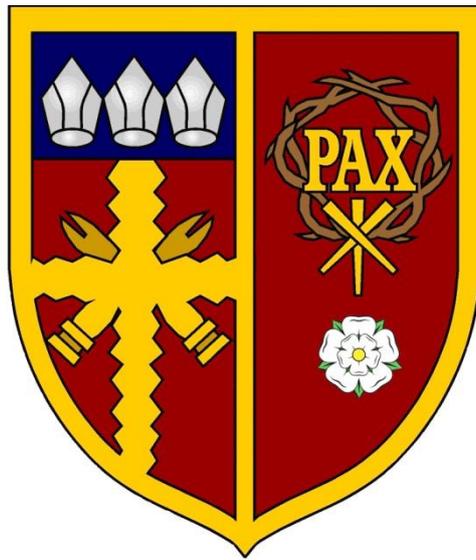


# St Benedict's Catholic High School



## Whole School Behaviour For Learning Policy

## **Introduction**

St. Benedict's Catholic High School's Behaviour Policy acknowledges our legal duties in respect of safeguarding and supporting pupils with Additional Needs.

The aims of the pastoral system at St Benedict's are embodied in the following prayer:

"We pray that our School will strive to be:

A place where Christ is at the heart of the community;  
A place where every member of the community is valued;  
A place where every child is known and loved;  
A place where compassion, forbearance and forgiveness are hall marks;  
A place where co-operation and consideration are preferred to competition;  
A place where difficulties are talked through and problems prayed through;  
A place where success is shared;  
A place where there is prayer;  
A place where the presence of Christ is celebrated."

This prayer clearly identifies:

- a) That Christ is an example to everyone;
- b) That prayer is all-powerful;
- c) That it is incumbent upon every member of the school to be aware of his/her work, role and responsibilities;
- d) That achievement should be shared and praised;
- e) That indiscretions and unacceptable behaviour should be dealt with in a firm, appropriate, but sensitive manner;
- f) That discipline be followed by forgiveness. Equally it should be recognised that forgiveness does not equate with condoning.

## **School Context**

Our school embraces the teaching of Christ, allowing every individual the opportunity to excel academically and socially within a spiritually enhancing and caring community. The Catholic ethos is firmly grounded in core biblical principles of service, compassion, justice and respect for all, where every pupil is valued as an individual. This means that as the school works together to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete their academic work to a high quality; and
- regulate the conduct of pupils.

We do this in the context of the Christian values we promote as a Catholic school. Every member of staff, (teachers, support staff, site team, technicians and administrators), are expected to have high expectations in relation to behaviour ensuring that all members of the school community will respect one another, enjoy a safe, happy and stimulating environment and have their voice heard. Each pupil should be nurtured through praise, encouragement, and celebration of achievement.

## **A Consistent Approach To Behaviour Management**

Even the most skilful of staff will experience challenging behaviour from time to time and staff actions need to be measured and consistent throughout the school. This is not achieved by generating exhaustive lists of rules or punishments for different offences. We recognise that all pupils are individuals and should be treated as such.

It is essential that all staff are:

- familiar with the detail of the school's expectations in relation to behaviour management in and outside of lessons
- equipped with the personal skills and professional attributes as published in the Teacher Professional Standards document to build effective relationships with all groups of pupils and to promote a happy, positive and successful presence around school
- absolutely consistent in their expectations of high standards of behaviour and the application of sanctions and rewards in and outside of lessons
- well prepared for lessons so that teaching and learning activities are enjoyable and matched to the abilities of the pupils, thus reducing any possible opportunity for pupils to be off task.

The most effective behaviour management is achieved through good relationships built between staff and pupils, characterised by mutual respect. Pupils very much value staff who actively seek to engage in conversations with them in the corridor and whilst on duty and it is the power of this communication which inspires us all to live out our Christian values.

When a pupil behaves outside of the school's expectations, disciplinary action is usually most effective when it is taken by the member of staff directly responsible for the pupil at that time. This normally means that the matter is dealt with swiftly, expectations are reinforced and relationships maintained, thereby preventing an escalation of problem. Equally, we should acknowledge that praise and reward for positive behaviour are also effective in reinforcing expectations and minimising disruption to learning.

## **School Leadership**

Our distributed leadership model ensures that all middle and senior leaders have responsibility for quality assurance and this includes ensuring the school behaviour for learning policy is applied consistently. This will be achieved through regular classroom drop ins, classroom observations and pupil feedback.

During any teaching and learning activity, whether it be in school or beyond the school gates, the subject teacher and support staff are responsible for the safety and welfare of every pupil in their care. This means securing a thorough knowledge and understanding of any relevant background information including SEN, Learning Plans, care plans, EAL needs, G&T requirements and then using this information, to inform teaching and learning/ pastoral care strategies.

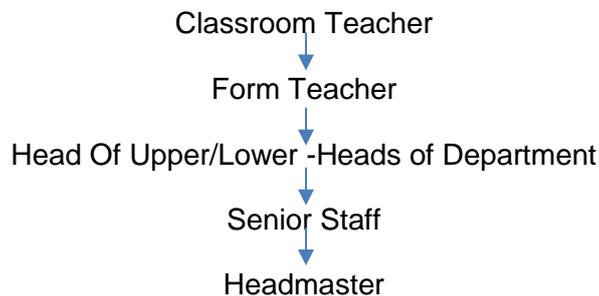
Middle Managers are responsible for supporting individual staff in their teams and should work collaboratively to discuss any potential areas of inconsistency and to share good practice as we

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continue to enhance the skills and expertise of staff. They may also consult with the Pastoral Team/ Senco for additional support where the need arises.

Pastoral Heads are responsible for supporting the tutors and co-tutors in their respective year teams during tutor periods and assemblies. This includes supporting staff in their liaison with parents, remembering that the tutor is the first point of contact for parents. Tutors are expected to track the reasons for absence at registration and where additional support is required they should liaise with the Head Of Upper/Lower School and the Attendance Administrator (Chris Cunningham).

An effective system of managing Pupil behaviour requires the cooperative effort of the individual teacher, the combined staff and the Senior Staff. Organisationally, the management of pupils in our School has the following structure.



## **Praise And Achievement**

At St. Benedict's we emphasise praise, encouragement and rewards in promoting the most effective response from pupils to ensure high levels of attendance, academic progress and behaviour. We know that effective rewards give recognition to all groups of pupils and are a very powerful tool in helping them to grow in self-esteem, confidence and maturity. Staff are expected to use praise and recognition in many different ways, as an essential element of our behaviour management.

We all respond positively to praise but it is most effective when it is:

- spontaneous and credible
- clearly linked to achievement or accomplishment
- personalised to the individual

It is often easy to criticise pupils but in many situations we can get a better response, by being astute with our observations and catching pupils when they are performing well and encouraging them with positive language and praise.

## **Sanctions And The Law**

Teachers and support staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This may take place at any time the pupil is in school, elsewhere under the charge of the teacher, including school visits and misbehaviour travelling to and from school.

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A sanction must be reasonable and proportionate in the circumstances and account must be taken of the pupil's age, pastoral needs, any special educational needs or disability they may have, and any religious requirements affecting them. **Corporal punishment is illegal in all circumstances.**

Where the behaviour gives cause to suspect that a child is suffering, or is likely to suffer significant harm, staff are expected to follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, pastoral staff must consider whether a CAF (Common Assessment Framework) is necessary.

### **The Power To Discipline Beyond The School Gate**

St. Benedict's Catholic High School will regulate pupil behaviour in circumstances "to such extent as is reasonable", when a pupil behaves in such a way that contravenes the school codes of conduct when off the school premises and which is witnessed by a staff member or reported to the school by a parent or member of the public. Therefore a pupil may be disciplined for any misbehaviour when the pupil 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 pupil 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 pupil or member of the public or
- could adversely affect the reputation of the school.

The Headteacher/ Pastoral Head will also consider whether it is appropriate to notify the police of the actions taken against a pupil. In cases where the behaviour is criminal or poses a serious threat to a member of the public the police will be informed.

### **Detention**

Staff have a legal power to place pupils aged under 18 in detention. Teachers and support staff can impose detentions (including detention outside of school hours) as a sanction in line with school policy. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Parental consent is not legally required for detentions, including after school detentions, but staff should not issue a detention where they know that doing so would compromise a child's safety. Staff must act reasonably\* .

\*When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

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- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

When staff choose to issue a lunchtime detention, reasonable time must be allowed for the pupil to eat, drink and use the toilet. At St. Benedict's Catholic High School we value the strong partnership we have with parents and believe that working together, in a triangle of communication, to discipline pupils is most effective in changing behaviour for the long term. Therefore staff will continue in most cases to give parents 24 hours' notice of an after school (1 or 2 hour) detentions by contacting the parent by phone or communicating through the pupil planner. Exceptional occasions may include cases where pupils have failed to attend a detention previously.

Staff may escalate the matter by placing a pupil into the Pastoral Heads detention, which operates 3.35-5pm on a Wednesday. It is expected that the pupil will have already completed departmental detention/sanction in the first instance for matters surrounding misbehaviour/ incomplete academic work.

### **Conducting A Search For Inappropriate Items**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, mobile phones, pornography and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Staff conducting the search will be of the same gender as the pupil being searched and there will be a witness, where possible also of the same gender as the pupil being searched. Staff will only undertake a search if they have reasonable grounds for suspecting a pupil may have in his or her possession a prohibited item, e.g. staff have heard other pupils talking about the item or the pupil is behaving in a way that causes them to be suspicious. Staff may view CCTV footage.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Therefore, 'outer clothing' includes blazers, hats, shoes, boots, gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

### **Behaviour Strategies And The Teaching Of Good Behaviour**

High standards of behaviour, expectations of pupil progress and respect, depend upon the example of us all. Each member of staff has a positive contribution to make. Good order has to be worked for: it does not simply happen!

All rules must be applied firmly and fairly, with the expectation that respect is a two way process and is both given and received. Relationships are paramount and at times, for various reasons, staff will

need to work hard to build the trust of pupils. Staff must deal with all misbehaviour in the manner which is most appropriate to the situation. To ignore is to condone and consistency across the whole staff is absolutely essential.

**The Practice Guidance for Safeguarding and Promoting Children's Welfare states that:**

- All children have the right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour
- Adults should not use any form of degrading treatment to punish a child. It is not acceptable under any circumstance to use sarcastic, demeaning or insensitive comments towards children and young people or to use corporal punishment.

**This means adults should:**

- Not use force as a form of punishment
- Consistently adhere to the behaviour for learning policy
- Work in partnership with line managers and parents to keep them fully informed of any issues relating to repeated low level behavioural concerns or serious one off incidents at the earliest opportunity
- Be mindful of other factors that may impact upon a child or young person's behaviour, such as bullying or abuse, following school policy as necessary.

**Guidance For Implementing Sanctions Consistently**

Effective sanctions are those which inconvenience the pupil but also help and encourage them to become more successful. It is the certainty, not the severity of a sanction that is the key. Staff should aim to use them rarely but fairly, with an explanation for the reason for the sanction and implement them as soon after the event as possible.

- Sanctions are aimed to change behaviour rather than for retribution and must be given in line with the Behaviour policy. The subject teacher must be the first to deliver the sanction in order to establish their presence and expectations. If issues are referred on too quickly it is less likely that the pupil will change their behaviour in future lessons
- Sanctions should never be used without a plan for reinforcing success. Wherever possible staff should try to follow up negative feedback with three times the amount of positive feedback. The ratio of 3:1 is based on the understanding that this technique shows pupils that they get more attention when behaviour is good
- Misbehaviour should be handled quickly, calmly and effectively so that the pace of the lesson is not lost and further disruption is minimised. This shows high status, reduces tension and models desired behaviour. A teacher should not normally have to ask a pupil to obey a reasonable instruction more than once. When correcting misbehaviour, staff should not overreact
- Never issue reprimands that cannot or will not be carried out
- Deal with the individual, not the class. Mass exhortation merely encourages a disruptive class, which then develops a powerful camaraderie. There should be **no** whole class detentions
- Take every opportunity to praise and encourage pupils, and show that you value them even if they find your subject a struggle

- The personal characteristics of the teacher; their passion and enthusiasm for the subject, together with the way they exude positivity and generate enjoyment in lessons, will very often influence how pupils behave and respond
- Maintain the pace of lessons. Pupils will become bored and restless if staff talk for too long without them taking an active part in the lesson. Ensure there is clarity in relation to the tasks set, otherwise this can cause confusion and may even trigger poor behaviour
- Keep up-to-date with setting assignments, assessing and marking work. Pupils always respond well to frequent constructive feedback and when they know the teacher is really interested in their progress
- Accept that becoming good at discipline is a skill that is acquired only after a good deal of practice

### **Verbal Reprimand**

This is the one essential element of class control and enables the vast majority of incidents to be contained within the classroom. It is usually most effective if delivered quietly, firmly and in good time, with clarity and sometimes with humour. A simple reinstatement of expectations that does not invite comment or request any response 'closes down' some potential for confrontation. The name of the pupil may be recorded on the board to remind staff and pupil that any further disruption or low level behaviour will result in a lunchtime detention being issued.

The member of staff should seek to avoid confrontation by speaking directly to the pupil in close proximity, and then, back off to provide them with space and time to reflect. Staff are advised not to react when a pupil response is not seen as immediate. Backing off, breaking eye contact and diverting the focus by giving your attention to another pupil for a minute may be helpful. Avoid an audience.

### **Change Of Seat**

Staff should talk through quietly with the pupil the reasons why a change of seat would be better. Agree with the pupil at the end of the lesson the seating plan for the next lesson. Ensure this is noted in your planner in preparation for the next lesson. Where possible it is good practice prior to the lesson to organise the room so there is an empty desk located where appropriate for that class.

### **Time Out**

This tactic should be used for only a single pupil for a very short time, approximately 2-3 minutes e.g. to allow time for the teacher to give instructions to the rest of the class without interruption. Where possible, support staff may be used. Staff should never send more than one pupil out at a time and they should always check first that there isn't already a pupil in the corridor sent out from another class. Remember that the subject teacher remains responsible for that pupil when they are outside of the classroom.

Staff should be absolutely unemotional when they tell the offender to enter the time out area, e.g. "John you have had a verbal warning and continue to disrupt the learning of others, please wait outside the door and I will talk to you in a minute." Remind the pupil of the importance of following the rules and direct the focus onto the learning and what is required as they return to the room.

Staff should try where possible to capture a piece of work, contribution to a lesson etc. that they can praise a pupil for, after they have subsequently returned to the lesson.

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If the pupil refuses to follow procedures, use the department partnership scheme in the first instance. They must be given sufficient and appropriate work to complete to support their learning.

## **Confiscation**

### **Jewellery**

For health and safety reasons NO jewellery may be worn apart from a wristwatch and a pair of small studs in the lower earlobe. Pupils may wear a small lapel pin representing their faith, such as a cross or a fish for example. Any other jewellery worn by pupils will be confiscated and returned to parents who may come into school to collect it. Alternatively pupils can collect their property at the end of the last day of each half term. In order to comply with our policy, if a pupil wishes to have their ears pierced this must be done at the beginning of the long summer holiday so that the wound has sufficient time to heal and earrings do not need to be worn in school. Plasters may NOT be worn to protect earrings or any other piercing.

### **Mobile Phones And Headphones**

We appreciate the safety benefits for families in allowing their child to have a mobile phone when travelling to and from school and we feel this should continue. However, we have become increasingly concerned that the new technologies incorporated more recently into mobile phones, presents a temptation which can not only inhibit learning within the classroom but also contravenes our IT user agreement, with respect to pupil access to social networking sites whilst in school.

In relation to mobile phones, we have clearly stated that under no circumstances must any phone be used, or be on view, whilst on the school premises during the school day. They should be handed in to the office for safe keeping. If a phone is seen by any member of staff it will be confiscated. We ask that parents make an appointment with the Office to come in to collect the phone. Alternatively, the phone will be returned to the pupil at the end of the half term. We ask for parents' support in reiterating this policy with their child to avoid any unnecessary confrontation. **The school will not accept any liability for any pupil's property brought into school.**

### **Hair, Make-Up And Nail Polish**

Pupils are expected to ensure that their hair is well groomed and of natural colour, and not of an exaggerated style, e.g. shaved at the side and not on top or with patterns shaved into the hair. Make-up, nail polish or excessive hair accessories are **not** permitted.

### **Break/ Lunchtime Detention**

The teacher should agree with the pupil when they are expected to report to the member of staff - break or lunch time - and the pupil should record the time and location in their planner. This time should be used to discuss the issues –staff should listen to the pupil's account (sometimes more comes to light that requires further investigation) discuss strategies with the pupil to help them improve their behaviour – establish any triggers, support them in any work missed directly related to the lesson plan and appropriate to the pupil's ability. The setting of "lines" or other time wasting activity is not acceptable. The pupil must be supervised by the member of staff who imposed the sanction. There is no set time limit – it will be different for each situation.

### **Environmental Service/ Litter Picking**

Gloves and litter pickers are available from the cleaning room to give to pupils – they may be requested to pick up litter and tidy a classroom, corridor or outdoor space at either break time/ lunch time or after school.

## **Departmental Detention**

The pupil must be informed of the detention directly by the member of staff who has given the punishment. The teacher must ensure that the pupil understands:

- why the detention has been given
- when it is to be served
- what time the detention commences
- the room the pupil should report to
- that parents will be informed

The staff issuing the detention should record the date and time in the pupil planner or parents must be informed by telephone. Normally 24 hours' notice is required.

Subject teachers are expected to supervise their own pupils in their classroom and to discuss with them the expectations for the next lesson. The pupils should also receive support to catch up on the work missed.

If a pupil fails to attend without a reasonable reason the subject teacher should follow the matter up within 24 hours, contact parents and the pupil to agree the new date. If they have deliberately failed to attend they will be required to resit the subject teacher detention and the sanction is escalated with the pupil being required to attend a Pastoral/Curriculum after school detention.

## **Removed From Lesson**

If the pupil refuses to follow procedures, use the department partnership scheme in the first instance. They must be given sufficient and appropriate work to complete to support their learning. At the end of the lesson the pupil should return to see the teacher who should contact home and agree the date as soon as possible for the after school subject teacher detention.

## **Curriculum/ Pastoral Heads Detention**

Detentions should be used to emphasise that some aspect of an individual pupil's behaviour is unacceptable in terms of the School's ethos. Whole group or class detentions should be avoided.

Detentions should be set and supervised when practical by the teacher concerned. Detentions may be set at lunchtime starting at 12.20pm in an appropriate room. Lunchtime detentions automatically preclude any pupil from any other lunchtime activity. Pupils in detention will take lunch last. Lunch-time detentions must be supervised by staff giving the detention.

Detentions may also be set after school if more appropriate. Parents must be given a minimum of 24 hours' notice of such detentions. Curriculum/ Pastoral Heads must be notified of such detentions by entering the pupil into the detention list on the T drive in the folder marked ' curriculum detention' or 'pastoral detention'.

When determining the most appropriate sanction in response to the type of behaviour exhibited, Pastoral Heads and senior staff must consider both mitigating and aggravating circumstances, as described below:

### **Mitigating Circumstances:**

- Co-operation and admitting responsibility
- Provocation
- Accidental/ without intent
- Special family circumstances e.g. Bereavement

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- Individual pupil circumstances e.g. safeguarding issues
- Special Educational Needs

### **Aggravating Circumstances:**

- Repetition
- Deliberate and premeditated
- Deceit / dishonesty
- Directly impeding the learning of others
- Bringing the school into disrepute

### **Withdrawal Of Privileges**

This should only be used following discussion with the appropriate member of staff. It is justified when the withdrawal is related to the offence e.g. not playing for a school team having created problems the time before, not being permitted to attend a school trip. It may be that 'free time', break and lunch time is withdrawn.

### **Restitution**

Pupils may be requested to repair or replace damaged property or tidy the school and its immediate area. "Making the punishment fit the crime" is seen as fair and equitable. Pupils will be expected to pay for any damage and final amounts should be agreed with the Finance Manager in consultation with the Site Team. A letter should be sent to inform the parent outlining all costs pertaining to the damages caused. The Finance Team is responsible for the collection of the payment and should maintain a central record of such accounts and provide a receipt confirming monies have been received. Where pupils are requested to make good the damage they must be fully supervised and this should be discussed with the Site Manager.

### **Isolation**

Pupils will be isolated by the Head Of Lower/Upper/ Pastoral Head/SMT in response to the following reasons:

- when their behaviour has significantly escalated and other strategies, in line with school policy, have not been effective
- pending an investigation, where there is a requirement for pupils to be isolated from other pupils.
- awaiting collection by the parent

### **Formal Warning Of Exclusion**

This formal warning will be recorded in writing to the parents when a pupil is on the verge of exclusion. The behaviour log will be shared at a parental meeting held between the child, parents, pastoral head/senior member of staff with a warning of the consequences should there be no sustained improvement in the pupil's behaviour.

### **Requirement to stay after school hours on a regular basis**

This sanction will be imposed when the one off sanctions are not changing behaviour and there is a need to impose regular after school detentions. They may occur every night after school for a week or more if deemed necessary.

#### **a) Exclusion**

The decision to exclude and the type and length of the exclusion is the responsibility of the Headteacher. The Head Of Upper/Lower School will liaise with senior staff and share the outcomes of the investigation, together with the behaviour record, with the Headteacher so that an informed decision can be made in line with school policy.

Exclusion will be used after due consideration of the factors described below:

- age and health of pupil
- the impact on the health and safety/ wellbeing of other pupils
- whether the pupil is a Child Looked After or has a Child Protection record
- the pupils special educational needs
- pupil's behaviour log at the school
- any particular circumstances unique to the pupil, e.g. traumatic domestic situation
- extent to which parental, peer or other pressure has contributed to the behaviour
- degree of the severity of the behaviour, frequency of its occurrence/recurring
- whether the behaviour will impair the normal functioning of the pupil or other pupils in the school
- the extent to which behaviour away from the school had a serious impact on the life / reputation of the school
- whether there are any aggravating or mitigating circumstances, as judged by the member of staff investigating and ultimately the Headteacher

### **Investigating A Serious Incident**

There are occasions when it is necessary to take formal statements from staff and pupils to collect accurate evidence about the nature of an incident. The school statement form, (available in the pastoral office as a paper form) must be used and it is important that ALL sections of this form are completed fully and signed by both the pupil and the member of staff supervising the taking of the statement.

In the first instance the form should be filled in by the pupil individually on their own, in the presence of a teacher. Please be aware that if pupils are left with others to complete statements, collaboration often takes place and the statement does not then provide an accurate account. Pupils need guidance and support in the interviewing process if these statements are to be effective and helpful in an investigation. It is recognised that in investigating an incident it may be necessary for pupils to be interviewed on more than one occasion.

The member of staff should then read through the statement with the pupil. It may be necessary to clarify sections, in which case they should be recorded by the member of staff in order that a full and concise description is recorded. In some cases it is more appropriate for the teacher to write down a child's spoken statement. This should be verified by the child before they sign at the bottom of the page.

In undertaking the most serious of investigations pupils should be interviewed by Pastoral Heads and senior staff.

### **Staff Development And Support**

Behaviour Management is integral to the school's induction programme for new staff and is led by the Pastoral Head.

Where behaviour is highlighted as an area for professional development through performance management, lesson observations or learning walks, staff are given additional support as required through their line manager/ SMT. This may include providing opportunities to observe pupils across different lessons to share the good practice strategies adopted by other, perhaps more experienced staff.

Each department organises a **Teacher Partnership Scheme**. HoDs organise “partners” within their learning community who create a place in their classroom to accommodate a pupil who needs to be removed from the lesson. The scheme works well if the partner is teaching a different year group. Each teacher gains from having a back-up system.

## **Support Systems**

### **Report Cards/Diaries**

Report Systems are chiefly to assist pupils who:

- a) are underachieving
- b) are not consistent in their behaviour or are seriously failing in their daily routines
- c) have been referred due to poor levels of attendance and punctuality
- d) have a particular problem in one subject area

A pupil is placed on any of the report systems described below after consultation with the Pastoral Heads and Tutor/HOD and, where necessary, Senior Staff. A pupil must not be placed on Report without consultation with the Pastoral Heads and in all cases parents must be informed if their son/daughter is placed on Report, usually by telephone or a meeting with parents. The report system requires parents to be part of the monitoring process and therefore it is vital that parents have a shared role in the ownership of the strategy in order to achieve a successful outcome for the pupil.

#### **a) Support for Underachievement**

Some pupils will be placed on an Achievement Card. This is to support the pupil in monitoring their progress towards specific targets or to allow the teacher to provide constructive feedback on specific areas of the pupil’s work, attitude and effort in order to help raise achievement levels. Pupils and parents may request being put on the Achievement Card.

**NOTE: This is not a Report Card and should not be seen as a sanction.**

#### **b) Monitoring Behaviour**

In order to monitor pupils’ behaviour a system of placing pupils on report is used, where specific targets are published on the front of the card and monitored on a daily basis. This report is called a Target Diary. At the end of every lesson the teacher is required to give marks against the targets and/or comment on areas for development. At a specified time during the day the pupil meets with the Tutor, Pastoral Heads or member of the SMT for a review and evaluation of the day. The pupil is then expected to show the target card to parents in the evening and the monitoring member of staff is expected to check that this has occurred on a daily basis. Engaging parents in this process is essential in achieving success for the pupil.

When the pupil has completed the weekly report, the report card must be collected in by the monitoring member of staff, passed to the tutor and filed in the pupil file.

In order to achieve consistency it is vital that all staff report accurately on the targets set, in line with the guidelines published on the front of the card. Other comments may be written in order to help inform the setting of new targets.

#### **c) Monitoring Of Behaviour Or Progress In A Subject Area**

Head Of Lower/ Upper/HOD may introduce a unique reporting card specifically for their subject area to monitor specific areas of improvement against set targets.

### **A Change of Tutor Group**

This is used in exceptional circumstances when most other sanctions have been tried. Any possibility of a move is discussed with the parent and pupil in consultation with the Tutor, Pastoral Head and SMT line manager. Recommendations should then be discussed with the Assistant Headteacher/ Teaching and Learning to consider the impact on setting. If it is agreed, office staff and the SIMs Manager will implement the changes on the school information management system.

### **Referral to Alternative Provision**

The school is able to use a range of alternative providers located in the county. The cost of these placements is very expensive and there is a robust quality assurance process managed through the Local Authority to ensure that there is good value for money and that pupils are progressing in terms of their learning. Placements are agreed through the Area Behaviour Partnership together with the Head of Pastoral Care/Headteacher. The attendance and academic achievement of these pupils remains with the school and they count towards the performance tables.

### **Referral to Home Education**

In exceptional circumstances pupils are unable to attend school for medical reasons and home tuition may be granted on a short term basis in the first instance. All initial requests must be discussed with the Pastoral Head in the first instance before any agreements are made with outside agencies or parents. Medical evidence is required for the referral. Pupils have to be carefully monitored by both Pastoral and Curriculum Assistant Headteacher's who coordinate the relevant HoDs to help ensure a collaboration with the Home Tutor.

## **Additional Support**

### **School Chaplaincy**

Members of the School Chaplaincy Team including the Youth Minister are available to provide counselling support for pupils, staff and families. The Chaplaincy team work in partnership with all pastoral services within the school.

### **The School Nurse**

The School Nurse provides support not only to pupils, but also parents or carers of pupils and school staff. If the Nurse feels that a referral to another professional is required she is often able to arrange this herself as she works closely with other health professionals. Routinely the Nurses carry out health checks on pupils and they also maintain the immunisation programme. Any young person is able to approach the Nurse with any matter that concerns them and all are encouraged to see the Nurse as somebody with whom they could discuss a problem. Pupils may arrange an appointment through their Tutor or Pastoral Head or directly with the Senior Leader responsible for Inclusion. The school Paediatrician liaises with the School Nurse and SENCos in the provision of support for individual pupils.

### **EMTAS (EAL Support)**

These staff work together with subject teachers and the Pastoral Manager's to provide in-class partnership teaching support and small group withdrawal work. Home visits and seeing parents in school, the development of suitable teaching resources, contact with outside support agencies, translation, counselling and monitoring of progress are also a regular part of their work. They are able to provide additional support with any reported Racist Incidents and should be kept informed of support that is required especially for EAL pupils underachieving.

### **LifeSpace**

The Lifespace Mentor programme is part of the School's academic support provision in supporting pupil with BESD and raising academic achievement. The mentoring programme develops a system of positive intervention, working with pupils, their parents/carers, teaching staff and outside agencies/community groups, in order to support and remove barriers to learning to help each pupil to fulfil their potential.

### **Educational Psychologist**

The EP plans strategies, with the Inclusion Team, to use with pupils who have been identified as having significant individual needs to help them with accessing the curriculum. Meetings will be arranged with tutors/subject staff and the individual pupil concerned. There is a referral form which must be completed in order that she receives all relevant information prior to a review meeting. After the meeting, information will be recorded and distributed to relevant staff. Parental permission must be obtained prior to her working specifically with an individual. She will also contribute to formulating of bids, whole-school initiatives. The EP may also attend CAF/parent/multi agency meetings.

### **Behavioural Emotional and Social Difficulties LA Support Team (BESD)**

The principle focus of the work of this service is on pupils who exhibit severe and complex, social, emotional and behavioural difficulties. Support is provided by the ABP, in consultation with the Pastoral Team, staff and parents. They may observe the pupils and offer strategies for staff in the management of BESD pupils or help to source appropriate alternative education.

### **Education for Pregnant Girls and Young Mothers**

The agency provides continuity of education for pupils who are pregnant whilst at school. When a pupil's pregnancy is confirmed the School informs the Family Services. The pupil's educational needs are discussed and parents/carers attend a meeting where a health plan , risk assessments and education plan is agreed. The pupil will attend until the birth of her baby

### **Community Police Liaison: PCSO Andy Hyman**

The School works in close partnership with our Community Police Officers. They visit the school on a regular basis and are keen to be involved in various school activities and events. The Community Police Officers work with individuals, youth groups and schools. They support our School formally in:

- Following up incidents involving reported crimes from school
- Meeting with pupils and parents regarding the more serious offences/repeated offences
- Informing the Inclusion Team of information from the Youth Offending Team (YOT)
- Supporting the School when intruders come onto school site and cause concern
- Supporting the School in the investigation of drug related incidents
- Meeting regularly with the Pastoral Head

### **Other Agencies**

To access other agencies please contact the Inclusion Team for information. These external agencies include:

IES  
CAMHS  
Positive Parenting  
Noah Ark Trust  
Shakespeare's Hospice  
MET  
COMPASS  
Child and Family Therapy

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Clinical Psychology Team  
Family/ Social Care  
Home Education Team- WIT  
Young Carers  
Youth Offending Team

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# **APPENDICES**

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## **APPENDIX**

### **Anti- Bullying Policy**

St. Benedict's Catholic High School acknowledges that providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the wellbeing of all members of the school community. This policy aims to promote a safe and caring environment for our pupils. At school we must all take responsibility and work together to promote a safe and caring environment for our pupils.

#### **Definition Of Bullying Behaviour**

Bullying, as defined by the Government and the Anti-Bullying Alliance, is "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally .The relationship often involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks have a continuing harmful effect on the victim."

Bullying includes: name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet known as Cyberbullying; producing offensive graffiti; gossiping; excluding people; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it may also take place in the presence of others.

Cyber bullying is the use of Information Communications particularly mobile phones and the internet, deliberately to upset someone else.

Different forms of Cyber bullying include:

- Threats, Intimidation and Manipulation
- Harassment and Stalking
- Defamation
- Exclusion ( from Social Networking Group/ Site )
- Identity theft, unauthorised access and impersonation
- Publicly posting, sending or forwarding personal or private information or images

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying

There is no "hierarchy" of bullying- all forms should be taken equally seriously and dealt with appropriately.

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Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyberbullying methods.

### **Responding To And Reporting Bullying**

It is important that all adults dealing with instances of bullying show a consistent front:

- The situation must be taken seriously when reported, even if the incident seems relatively trivial, and the adult concerned should be seen by the child as fair and someone who will listen.
- Incidents should be dealt with as soon as possible, and gathering the facts should, where possible, be started on the same day as it has been reported.
- Serious incidents must be reported and discussed with the Pastoral/SMT.
- Parental involvement should normally be sought on behalf of both parties from the recognition of the problem as genuine bullying rather than an isolated incident.
- Staff being bullied can choose to report to their Line Manager, a member of SMT or a member of the Pastoral Team.
- The victim of bullying should be interviewed by a member of staff with whom the pupil has a good rapport and the discussion should glean the pertinent facts, whilst reassuring the victim and offering appropriate support. Following this the alleged bully must be interviewed and every effort must be made to pre-empt any feeling that the victim has 'snitched' or 'grassed'. This will take sensitive handling, but often the victim has requested that the bully is not told.
- It is a good idea to say to the bully that a member of staff has overheard or observed a situation that we are concerned about and therefore we would like to take this opportunity to talk to you first rather than the other pupil(s) concerned (e.g. victim). If the bully agrees to the various incidents and makes a promise that he/she will stop immediately, the member of staff should take this into account when deciding an appropriate sanction and involving parents..
- The victim can be seen without the bully knowing to explain the outcome and to reiterate the need to report any further instances. The incident should be recorded on the Bullying Incident Form and stored in the pupil file and logged as a bullying incident in the Pastoral Office. This will then be reported to the Inclusion Committee/ senior staff and periodically reviewed.
- Other reliable pupils aware of the bullying need to be interviewed.
- In cases of serious incidents such as extortion, physical assault or prolonged verbal bullying, the bully may be excluded from school as part of the Behaviour policy. The parents will be fully involved in a return to school and liaison with outside agencies may well be initiated.
- Individual counselling of the bully and victim are important and arrangements can be made to set up regular meetings with a teacher/school nurse/counsellor to report and monitor progress. Group counselling with all parties concerned can also be successful.
- Following any investigation it is important that staff monitor the pupil's wellbeing and arrange to see the victim and the bully separately to check on the situation and the effectiveness of prior action.
- It is also imperative that the outcome of the investigation is reported back and the victim understands what action has been taken.

## **Strategies For Preventing Bullying**

- The implementation of our School mission statement underpinned by the aims and values, to which we all subscribe, helps us to embed our distinctive Catholic ethos and establish that bullying is not an accepted form of behaviour.
- This is discussed primarily through our PSHE programme, English and Drama curriculum and reinforced through tutor periods and school Acts of Worship.
- The Peer Counsellor's will be involved pro-actively to raise awareness of Peer Counsellor (PC) Support and recruit new PCs each year to support younger/older pupils across the school.
- Every subject teacher is encouraged to promote the messages published through our anti-bullying code across all lessons.
- Pupils are encouraged to talk about problems they are facing with an adult or one of our trained pupil PCs. They can also share in the responsibility for discouraging bullying behaviour whether it is happening to them or their friends.
- All staff, teaching and non-teaching, must recognise that all forms of bullying must be taken seriously with incidents or allegations being effectively investigated, reported and followed up.
- We aim to create a caring and supportive culture where all pupils have someone to trust. Staff must be continually alert for signs that may indicate bullying – change in personality, change in attendance, arriving late, tending to remain close to the teacher, and so on.
- Staff need to be particularly aware at the most vulnerable times of the day – before and after school, beginning and end of lessons, lunchtime, break time, transition time, lunch queues, PE changing rooms and toilets.

## **Recording Bullying Behaviour And Evaluating The Policy**

- All incidents of bullying should be reported on the School Bullying Incident Form in order that the frequency and level of incidents can be monitored by the Inclusion Team. This enables us to monitor that the action taken is reasonable, appropriate and consistent. It is important to fully investigate, what may initially appear as, a minor incident; pupils must be able to trust staff to be consistent and to respond at once to all forms of bullying.
- Vigilant supervision will prevent problems and therefore it is vital that all staff are prompt in arriving and remaining with pupils at registration, lessons, PE changing rooms and duties. Staff must not leave a classroom with pupils unsupervised on any occasion
- EPC's may have records of bullying which can be used for statistics, but 'clients' have the choice as to whether details of bullying are disclosed or not. EPCs have been trained and are aware to report any serious issues about bullying, or where they believe a client may be at risk.
- The implementation of this policy will be monitored by middle managers and evaluated and reviewed by their respective line managers from the Senior Management Team, as an ongoing process.
- Pupils will also be involved in the monitoring and review process through the PCs.
- The effectiveness of the policy together with the number of reported incidents will be reported to the Governors Ethos Committee.

## **Anti-Bullying Code (Extract taken from the pupil planner)**

Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. The relationship often involves an imbalance of power. It is usually repetitive or persistent, although we recognise that some isolated incidents may also have a continuing harmful effect on a pupil.

The different types of bullying can include: name calling; homophobic comments; racist remarks; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings;

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inappropriate text messaging and emailing; sending offensive or degrading images and information by phone or via the internet on social networking sites, known as cyberbullying; producing offensive graffiti; gossiping; excluding people: and spreading hurtful and untruthful rumours.

Although sometime occurring between two individuals in isolation, it may also take place in the presence of others. St Benedict's Catholic High School believes that every pupil has the right to enjoy learning in a safe environment, free from intimidation both in school and the surrounding community.

As we live out our Catholic values: Our school will not tolerate any unkind action or remarks, even if these are not intended to hurt or offend. We are an 'open-listening' school where bullying is too important not to report.

### Advice & Responsibilities

If you are the victim:

Report it as soon as possible to your Form Tutor or Pastoral Team If you see someone being bullied: Do not ignore it

Help the victim if you can: tell staff or parents as soon as possible

Give all the information you can- it is wrong to protect a bully

Tell the whole truth about what you saw

If you are the bully:

**YOUR BEHAVIOUR IS UNACCEPTABLE AND WILL NOT BE TOLERATED!**

Your part in the incident will be thoroughly investigated

You will have to discuss the reason for your actions

You will have to agree NOT to be involved in such behaviour again

You will have to apologise to the person you have bullied

If found guilty of bullying, your parents will be informed and should this type of behaviour continue, exclusion may follow

**BULLYING WILL NOT BE TOLERATED AND WILL BE DEALT WITH SERIOUSLY**

## **APPENDIX**

### **Racial Harassment Policy**

#### **1. Introduction**

St. Benedict's Catholic High School is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential. Therefore the School will:

- endeavour to eliminate racist incidents
- seek to provide an atmosphere where everyone is valued and any discrimination is always challenged
- ensure that any complaint of racial harassment is promptly investigated
- inform all members of the School community of their responsibilities and the procedures to challenge and report racial harassment when it occurs
- work with parents, the community and other organisations to ensure that it is clearly understood that racial harassment is unacceptable

#### **2. Definitions**

Race is a term that is commonly used when identifying groups of people who share a common origin or heritage. The Race Relations Act 1976 (including its amendment in 2000) defines racism as follows:

- *Direct racial discrimination* occurs when a person is treated less favourably than another on racial grounds. The comparison must be with a person whose relevant circumstances are more or less the same. It is not necessary to prove that there was an intention to discriminate; what is relevant is that the outcome was discriminatory
- *Indirect racial discrimination* occurs when:
  - a person is subject to a requirement or condition that is applied equally to everyone, but which in practice disproportionately fewer people from their racial group can comply with
  - the requirement or condition cannot be justified on non-racial grounds
  - it is detrimental to the person when they are unable to comply with a condition or requirement
- *Victimisation* occurs when a person is treated less favourably than another because they have complained of racial discrimination, given evidence or otherwise assisted another person's complaint of racial discrimination, or because it is known that they intended to do so

#### **3. Description of a Racist Incident**

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A racist incident is used to describe an unwanted action by a person or a group of people directed at people of different ethnic origin, which causes humiliation, offence, distress or injury, or interferes with their performance, or creates an unpleasant working environment.

Racist incidents can involve:

- Physical assault or the threat of physical assault where colour or ethnicity appears to be the motivating force
- Name calling, insults and 'jokes'
- Graffiti
- Provocative behaviour, such as the wearing or displaying of racist badges or insignia on the person or on clothing
- Bringing racist materials such as leaflets, comics or magazines onto the premises
- Verbal abuse and threats
- Incitement of others to behave in a racist way
- Racist comments at work or in the course of discussion in lessons
- Ridicule of cultural preferences e.g. food, music, dress, faith
- Refusing to work with or co-operate with others - ignoring or paying undue attention to others because of their ethnic origin

#### **4. Dealing with Racist Incidents**

##### **Reporting**

All incidents will be recorded on the Racist Incident Form. These are recorded centrally in the School Racial Incident Log in the Pastoral Office. The person reporting or recording an incident will provide details including:

- date, time and place of incident
- nature of incident
- person(s) involved
- actions (including sanctions) taken

##### **Supporting Victims**

The School is aware of the barriers that exist to making a complaint of racial harassment and wishes to encourage all involved with the School to feel confident that they can raise matters of concern.

All staff must be aware of the priority attached to responding promptly to complaints of racial harassment and to supporting victims. No incidents should occur without the School's commitment to race equality being made clear to the victim.

Any complaints of harassment should be made directly to or be referred to the Head Of Lower/Upper School /Pastoral Head who will take responsibility for ensuring that there is an appropriate response.

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Where the member of staff witnesses an incident she/he must make absolutely clear the School's attitude to race equality, offer appropriate initial support to the victim and report the incident immediately.

Anyone who makes a complaint has the right to:

- support from someone of their own choosing
- interpretation facilities where necessary or where requested
- information on the action that has been taken and other sources of assistance

Parents will be informed and involved. The School will ensure that parents' wishes and needs are taken seriously.

When all the previous measures have been exhausted and it is felt that the response or action taken is unsatisfactory, the matter may be referred to the Head Teacher and the Governor's.

If the perpetrator of the racial harassment is a member of staff the incident will be investigated under the disciplinary process.

### **Dealing with Pupils**

These general procedures will be followed when dealing with pupils who have :

- the incident should not be ignored or go unchallenged. There will be a clear explanation that the conduct is unacceptable
- parents of the pupil will be informed of any incidents
- if the incident is serious the perpetrator will be referred immediately to the Pastoral Head, Assistant Headteacher and Headteacher. A serious incident is one that involves violence, the threat of violence or incitement to racial hatred
- sanctions and/or counselling appropriate to the seriousness of the incident will be provided
- graffiti will be removed promptly. Racist materials, badges and insignia are offensive and will be confiscated
- where a decision is taken to exclude a pupil, the matter will be dealt with in accordance with the exclusions procedures

In cases involving volunteers, parents or other adults:

- the incident should be reported to the SMT and Headteacher
- the procedure for making a formal complaint will be made known to the complainant(s)
- the Headteacher will investigate the case and take appropriate action

In cases involving a member of staff, the matter will be handled in accordance with the School's disciplinary procedures and will therefore be referred to the Headteacher and Governing Body. The Race Relations Amendment Act 2000 covers most incidents involving outside perpetrators that are likely to take place on site. Perpetrators will therefore be reported to the police.

For offences that take place off-site the following procedures should be followed.

Where pupils are on a supervised activity:

- staff should seek to secure the protection of children, which is the first priority
- incidents that involve physical assault should be reported to the Headteacher and the police as soon as practical and their assistance sought

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- aggressive or provocative action should be avoided; children should not be encouraged to react or be assertive
- perpetrators should be clearly warned that their behaviour is unacceptable and is likely to be reported to the Headteacher and Police
- a full report must be made to the Headteacher within 24 hours
- the parents/carers of children involved in the incident will be informed about the incident and the action taken
- The School will liaise and work in partnership with parents of all pupils involved
- Where appropriate the Inclusion Team will provide a programme of additional support and monitor progress
- In serious or persistent cases the pupil may be excluded from school
- The victim will be informed of the action taken by the School and given ongoing support where appropriate

### **Monitoring**

The Governing Ethos Committee will review patterns and trends of racist incidents at appropriate intervals. The outcomes of this analysis will be discussed annually where agreed action will be planned to address emerging concerns.

Incidents that are particularly serious, i.e. those involving violence, the threat of violence or incitement to racial hatred, will be brought to the attention of the Governors Ethos Committee. Individual names will not be reported to Governors as their responsibilities for staff and pupils in dealing with incidents may result in formal disciplinary action, for which they may be responsible.

### **RACIAL HARASSMENT CODE**

At St. Benedict's Catholic High School we will:

- work hard to promote racial harmony and understanding so that everyone can achieve their best without fear of intimidation or harassment
- do everything we possibly can to prevent racial incidents
- ensure that everyone understands what they need to do if there is an incident
- investigate any complaint promptly
- work with parents, communities and other agencies to ensure that everyone clearly understands that racial harassment is unacceptable

We strongly encourage parents to support their child in reporting any incident of racism or bullying at the earliest opportunity

## **APPENDIX**

### **Travel Code**

Pupils are requested to follow this code

When:

- a) Leaving school:
  - wear correct school uniform, no jewellery/make up
  - if walking, keep to the paths on the way out of school
  - if cycling, walk with your cycle to the entrance gate and then mount your cycle taking care as you join the road adjacent to the roundabout
  - pupils are not permitted to carry anyone else on their bicycle
  
- b) In the bus queue:
  - show respect to members of the community using the public highway, waiting quietly and behaving sensibly
  - do not go near the bus until it has completely stopped
  - queue up to enter the bus without pushing
  - board the bus in an orderly fashion
  
- c) On the bus:
  - behave sensibly and responsibly showing consideration and respect for other passengers. This means not distracting the driver or moving around unnecessarily, to ensure safety. You are reminded that smoking is not permitted and if you see any bullying you should report it to a member of staff as soon as possible.
  - If pupils misbehave in the queue or on the bus they may lose their right to travel on the bus as well as be liable to disciplinary sanctions

If pupils experience any problems with:

- a) bus drivers, bus passes, payment
- b) lateness of buses
- c) pupils from other schools

Please report the incident to Senior Staff, the Head of Upper/Lower or staff on bus duty.

**The school codes of conduct should be upheld on all school trips, outings, and on the journeys to and from school.**

## **APPENDIX**

### **Use Of Reasonable Force**

#### **Introduction**

The guidance is based upon the advice provided by the DFE in the document 'Use of reasonable force in schools: A summary for head teachers staff and governing bodies (2012)'. It is intended to provide clarification on the use of force to help school staff. It has been written in accordance with the Education Act 1996 and the Education and Inspections Act 2006.

The use of physical intervention should be viewed as the final option when managing pupil behaviour. It is important to ensure that every possible preventative steps have been taken to ensure that physical intervention is used as a last resort.

#### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by staff which involves a degree of physical contact with pupils. Force can be used for two main purposes:

- Controlling pupils
- Restraining pupils

This is dependent on the circumstances of the particular incident and any reasonable adjustment for pupils with identified special educational needs. The level of force used must be no more than is needed and must be reasonable given the situation which has arisen.

#### **UNDER NO CIRCUMSTANCES SHOULD FORCE BE USED AS A PUNISHMENT AS IT IS UNLAWFUL**

The use of reasonable force may be permissible to prevent a pupil from doing, or continuing to do, any of the following:

- Injuring themselves or others
- Causing damage to property
- Refusing to leave a classroom whereby allowing the pupil to remain would risk their safety or lead to a behaviour which disrupts the behaviour of others

All staff have the legal power to use reasonable force (section 93, Education and Inspections Act 2006) where there is an immediate risk a member of staff may have to intervene physically straight away. For example, to split up a fight and prevent a pupil from hitting someone. Staff should be aware that staff in the Junction have been trained in implementing positive handling, for those pupils who have been identified and require a risk assessment. The strategy is included as part of the pen portrait for specific pupils who may require positive handling.

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It is recommended that staff do not attempt to physically prevent a pupil attempting to leave an area or 'bar' across a corridor as this may escalate the situation. The pupil should be followed and then the SMT line manager informed to agree the most appropriate action.

Any incident which has required physical intervention must be reported immediately to the SMT line manager and the incident recorded. The following details must be included:

- Events leading to the incident
- Details of the incident including pupil name/location/lesson/time
- A description of the way in which force was used
- Witnesses at the time of the incident
- Outcomes from the incident