Kesgrave High School

Behaviour Management Policy

This policy reviewed **triennially**

Policy Approval

Where	Chair	When
Enabling Excellence	David Bevan	17 October 2023

Chair of Governors	Sue White
Headteacher	Julia Upton

Policy History

Issue No.	Author	Date written	Approved by governors	Comments
1	L Warfield/J Upton	September 2021	13 October 2021	Clearer tariff of sanctions and rewards, linked to protocols introduced in 2019
2	L Warfield/J Upton	September 2023	17 October 2023	Update to introduction in line with new policy approach. Change of terminology to suspension

Contents

About this policy

As part of the government expectation on schools to ensure students safety and wellbeing, schools should be clear about the expected behaviours of students. As set out in the DfE guidance Behaviour in Schools, September 2022 we believe that:

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers.

Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.

Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, this guidance outlines different responses to behaviour that schools can use, including sanctions and pastoral approaches.

This policy aims to set out the school's role in relation to the management of behaviour this includes positive and proactive rewards, as well as the approach to and level of sanctions.

Who is this intended audience of this policy?

This policy is aimed at students, parents and carers, staff and wider stakeholders, including external agencies who engage with the school to support students' good conduct.

Glossary of key terms used in the policy

LLD   Low level disruption
MM   Managed Move (temporary trial at another school)
SLT   Senior Leadership Team
SMT   Senior Management Team
SPSF   Suffolk Pastoral Support Framework
SSo   Student support officer (member of pastoral team at Kesgrave High School)

Kesgrave High School Context

Without doubt, the most effective contributions to good behaviour management are those of lively and effective teaching with clear evidence of results; the voluntary and enthusiastic involvement of pupils in extra-curricular activities and the broader life of the school; and by staff developing with pupils caring and understanding relationships.

Teachers are, of course, especially responsible for behaviour management within and around their classrooms, but all staff are equally expected to play a full part at all times anywhere in the school. A form teacher should be actively interested in the standards and reputation of their form wherever it goes and a teacher on supervisory duties undertakes special responsibilities at certain times according to the school's arrangements and also according to law.

The approach to behaviour management at Kesgrave High School is centered around the "3 Bs". At every opportunity students should strive to:

<div align="center">

Be Positive

Be Respectful

Be Your Best

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Most teachers manage and deal with most cases of minor indiscipline without undue difficulty. Methods used are to some extent a reflection of a teacher's personality but most teachers properly insist on work being done and completed to a reasonable standard – relative to the student's abilities – as a basis for behaviour management in the classroom.

1 Communicating Intent

1.1 Policy Statement

1.1.1 Kesgrave High School ensures that parents/carers and students are fully informed of the behaviour policy and behaviour framework by communicating it through the school website, school rules, school prospectus, newsletters and other normally used channels, including the homework diary and year group assemblies.

1.1.2 The school ensures that all staff are made aware of the policy and its implementation and how to access it on the school website.

1.1.3 The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

1.1.4 The school encourages students to take responsibility for their own learning and behaviour.

1.1.5 The school encourages students to take responsibility for developing a positive behaviour culture within the school.

1.1.6 The school provides opportunities for students' positive involvement in the life of the school and community.

1.1.7 The school's curriculum is appropriate to the needs of the students.

1.1.8 The school's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

1.1.9 The school ensures that parents / carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

1.1.10 The school encourages parental involvement and support for the behaviour policy.

1.1.11 The school liaises with a range of bodies as appropriate, including health services, police, voluntary sector and religious bodies, Children and Young People Services.

1.1.12 The school will implement and monitor its rewards, behaviour and sanctions policy with due regard to the implications arising from all other relevant legislation.

1.2 Acceptable and Unacceptable Behaviour

1.2.1 The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students, teachers and other school staff within and outside of the school, and with visitors or other persons within and outside of the school premises.

1.3 Recognition and Awards

1.3.1 The school will promote good and improved behaviour by students through a system of recognition and reward. These range from verbal and written praise regularly used with students, to the more celebratory presentation of awards, certificates and prizes.

1.3.2 The following list is not intended to be exhaustive:

- verbal praise;
- praise through marking written and other work;
- praise and encouragement through written reports;
- praise given to individuals identified in data checks;
- KHS Award
- KS3 positive referrals – for exceptional achievement/effort/behaviour;
- KS4 Golden Tickets – for exceptional achievement/effort/behaviour;
- phone calls home;
- certificates;
- praise and encouragement through the rewarding of individuals by giving them positions of responsibility;
- letters and postcards of praise;
- achievement assemblies (appropriate awards);
- awards evenings (KS3 and KS4);
- pupil of the term awards;
- social events;
- leavers assembly, and
- prom.

1.3.3 Achievement Thresholds are documented in Annex 1.

1.4 Behaviour and Sanctions Approach

1.4.1 The school has identified examples of unacceptable behaviour as that which includes persistent **low-level disruption (LLD):**

- Calling out without permission;
- Being late to lesson or slow to start and following instructions (e.g. filling water bottles);
- Showing a lack of respect to each other and staff;
- Not bringing the right equipment;
- Chatting when expected to be working or listening to the teacher;
- Using mobile devices;
- Wasting time, through teachers having to deal with inappropriate uniform;
- Packing up well before the lesson, and
- Homework offences.

1.4.2 More serious types of behaviour are name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, online conduct, bullying and harassment, including racist, sexist and homophobic abuse.

1.4.3 The school communicates the standards of acceptable and unacceptable student behaviour to students and parents/carers through the school rules, behaviour framework, school prospectus, school assemblies, student handbook, posters around the school site, parent/carer and student newsletters and letters to parents/carers when necessary.

1.4.4 The school will implement a range of strategies to deal with inappropriate behaviour by students. These range from verbal reprimand through detention to suspension . The context for all punishment is that every attempt is made to understand particular misdemeanours in relation to the whole experience and circumstance of each individual.

We promote consistency of action and use the '4 Ws':

- What happened or what did you do?
- Why was your behaviour inappropriate?
- What is your explanation?
- What can you do to put things right and how can I help you?

For this reason, contact with parents/carers is regular and crucial.

1.4.5 The school promotes consistency of response by using a staged approach. This framework gives examples of behaviour and responses at each stage. It is not intended that in all circumstances there will be a ladder of progression, or that it is an exhaustive list of behaviours, however it provides a very clear sense of how negative behaviour will be managed. Consequences and the Response Framework are detailed in Annex 2.

1.4.6 Behaviour points will be monitored across our community by key members of the pastoral and administration team. Taking swift and immediate action when negative behaviour begins to present as an issue is essential if together we want to slow this downward trend. Working together; school, student and parent/carer is the best course of action and gives the student the best possible chance to turn the situation around, with our support.

1.4.7 Active or positive communication between staff is essential if any of the procedures are to work. The role of the form teacher is very important and staff are requested to freely discuss problems with them and with Heads of Department, Learning Co-ordinators, SSO's, Learning Support, SMT and SLT.

1.4.8 Senior staff are always willing to support and help colleagues and can best do this when they have full information; they have to be fair, and investigations may reveal a more complex situation: good communication helps us support each other professionally, as well as enabling us to support the children in our care.

1.4.9 Sometimes behavioural problems in school result from a deeper problem at home and may be taken into account when making decisions. Getting it right all the time is not easy. Talking about discipline problems with colleagues and learning from experience will always help clarify routes of action. A well-ordered school is a product of team work.

1.4.10 To tackle Low Level disruption (LLD) in the classroom, all staff will follow the School's **Three Strike Protocol**;

    1   Teachers will give a **one clear verbal warning** and make a note of the student.

    2   If the LLD teachers will **remove the student from the classroom for 5 minutes** to "think and reset".

    3   If upon return further instances of LLD occur, **the student will be extracted from the lesson by a member of the Leadership team**. The student will be isolated for the remainder of the lesson and an "on the day 45 minute detention" issued.

1.4.11 As well as the Three Strike Protocol used by teachers tackling LLD, a selection of other behaviour strategies used could include:

- verbal reprimand;
- request to re-do poor work;
- deprivation of free time at either break and/or lunchtime;
- use of data to identify underachievement;
- use of report to comment on underachievement;
- use of SIMS to report negative behaviour – bringing poor behaviour to the attention of Tutors, (Student Support Officers) SSO's and Learning Co-ordinators etc;
- detentions, forms of withdrawing privileges and restorative justice;
- letters to parents/carers;
- report booklet (Pastoral and/or Subject)
- time out card;
- meeting with parents/carers;
- referral to external agencies;
- internal isolation (Pastoral)
- removal from lesson(s) (Subject) for a period of time and isolated in an alternative group e.g. the back of an 'A' Level lesson;
- managed move;
- alternative education provision;
- bespoke timetable;
- work experience placement;
- fixed term suspension , or
- permanent exclusion.

1.4.12 The school will review the support available to individual students who may be at risk of disaffection, suspension or permanent exclusion, including:

- curriculum and curriculum resources;
- teaching strategies;
- use of report booklets;
  - o Subject Report
  - o Positive and self-referral Reports
  - o Form tutor Reports
  - o Learning Co-ordinator/Student Support Officer (SSO) Reports
  - o Senior Management/Leadership Team Reports
  - o CTL (Commitment to Learning) trackers
- student support;
- mentoring;
- learning guides;
- learning support;
- Pupil Passports and Education, Health and Care Plan (EHCP);
- external agency intervention;
- Educational Welfare Officer for absence related issues, or
- Suffolk Pastoral Support Framework (SPSF).

More information on Exclusions in detailed in Annex 3.

1.4.13 All staff are expected to follow the Behaviour Management Policy when dealing with negative behaviour. In dealing with individuals, it is the school's policy to involve teachers, tutors, SSOs and Learning Co-ordinators and parents/carers. Communication is the backbone of a healthy Behaviour Management policy.

1.5 Specific Sanctions

1.5.1 Pastoral Report Booklet Procedures

A student on report will be issued with a white or purple report booklet (see ☐). This booklet has space for agreed targets to be written in the front. The pupil carries the booklet and gives it to the form tutor at morning registration and the subject teacher at the beginning of every lesson and collects it at the end of the lesson.

The subject teacher will indicate whether the **"3B targets"** have been achieved by ticking or crossing the appropriate box. There is also a space for any further comment to be made if required.

A parent/carer is required to sign the booklet at the end of each day. This report is issued specific to the student's needs for a set number of weeks depending upon the nature of the concerns.

1.5.2 Subject Report Booklet Procedures

A student on a subject report will be issued with a blue report booklet (see ☐). This will be used over an agreed/set number of lessons, depending upon the need. This booklet has space for agreed targets to be written in the front. The student presents the booklet to the given subject teacher at the beginning of every lesson and collects it at the end of the lesson.

The subject teacher will indicate whether the target(s) have been achieved by ticking or crossing the appropriate box. There is also a space for any further comment to be made if required.

A parent/carer is required to sign the booklet after each lesson. The report is issued specific to the student's needs for a set number of lessons depending upon the nature of the concerns.

1.5.3 Commitment to Learning (CTL) Tracker

A pupil on a CTL Tracker will be issued an A5 card which has space for a CTL to be recorded after each lesson for a period of a week or longer if appropriate. The pupil carries this with them and gives it to the form tutor at morning registration and the subject teacher at the beginning of every lesson and collects it at the end of the lesson.

The Learning Co-ordinator/SSO and parent/carer are then required to sign the tracker at the end of each day. The tracker is issued specific to the student's needs.

1.5.4   Detention Procedure

Detentions may be given for breaking any of the school rules already mentioned, for inadequate work, or for misbehaviour. Detentions may take place at breaktime, lunchtime or after school.

Detentions may take place within a department, in the Year Group Zone or Centralised Detention venies. Detentions are supervised by staff. Students behaving in a way that warrants any type of detention needing to be issued, will have an entry recorded on their SIMS file; this will appear on the student's Firefly account, so parents/carers are aware.

- Break and Lunchtime detentions

    Prior notice is not necessary. However, it is good practice to communicate this with parents/carers and record on SIMS/Firefly.

- After School Detentions

    Prior notice is not necessary. However, it is good practice to communicate this with parents/carers and record on SIMS/Firefly. If a pupil is issued with an after school detention it will not exceed one hour and will finish by 4.30pm.

    Where after school detentions are issued, the school expects parents to support these detentions and to make alternative arrangements for transport where necessary.

Failure to attend detention will result in a further sanction being issued the following day. Failure to attend thereafter will result in referral to the Leadership Team. Defiance could lead to a student being isolated for a period of time or a fixed term exclusion.

1.6   Confrontational Situations

1.6.1   These can prove difficult to handle, are highly stressful for all parties and are usually counterproductive. They are, therefore, best avoided. However, classroom environments can be unpredictable.

1.6.2   As the teacher is always the stronger party (in terms of authority and status) it is they who can control and therefore afford to offer an 'escape route' to the student. A challenge to the authority of the teacher is always better dealt with calmly. Similarly, serious matters of indiscipline are often better dealt with later and at length, not at the moment of stress or in anger. A show of anger can be a useful tool, but real anger can cloud judgement.

1.6.3   The formal systems to establish or reinforce discipline can only be successful with small numbers of students at a time. It is essential, therefore, to deal with problems at the earliest stage and not allow difficulties to spread.

1.6.4   Senior staff should only be involved at an appropriate level, via the On Patrol rota; and students need to be made aware of the relative increase in seriousness on the introduction of each new procedure or further reference for indiscipline.

1.6.5   If a situation escalates and behaviour becomes more challenging or high risk, physical restraint may be necessary if all other strategies have failed – see Annex 4 for further clarification.

1.7 Early Intervention

1.7.1 The school will undertake reviews of the educational needs of students, as appropriate. Details of reviews undertaken will be included within each student's file.

1.7.2 The school will involve external agencies where it is appropriate to do so, for the purposes of student education and guidance.

1.7.3 The school will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

1.7.4 Parents/carers will be contacted promptly by the school to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

1.8 Investigating cases

1.8.1 The school will investigate, as appropriate, reported incidents of student misbehaviour. This will always include statements from students and staff.

2 Developing Capacity

2.1 Clear Roles and Responsibilities

2.1.1 The school ensures that all staff job descriptions include appropriate reference to the school's behaviour management policy.

2.1.2 The Governing Body is advised of the implications of the policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

2.2 Referral to External Agencies

2.2.1 The school will undertake reviews of students' needs prior to identifying suitable educational plans, strategies and alternative education for students.

2.2.2 The school undertakes regular monitoring and review of its internal and external arrangements for student referral and support.

2.2.3 The school has established a record of the main points of referral outside the school (including student counselling, education welfare officers, educational psychologists, voluntary sector, school nurses, health authority / trust, Children and Young People Services, police).

2.2.4 The school maintains appropriate records on the use of referrals, using the relevant referral forms.

2.2.5 The school ensures that the class teacher/form tutor is informed in full of the outcome of any referral.

2.3 Resources

2.3.1 The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

(i) staffing issues;

(ii) record keeping, including SIMS, and

(iii) curriculum review and alternative provision.

2.3.2 The school has secured access to appropriate specialist child and family support services (where available), including:

- the County Inclusive Support service (CISS);
- Pupil Referral Unit;
- Education Welfare service;
- Education Psychology service;
- Referral to In Year Fair Access Panel (IYFAP)
- GP and Health Services (including mental health);
- Careers service;
- Youth Workers;
- Youth Offending Team;
- Drug Counselling Agencies;
- Mentors;
- 4YP;
- Educational Intervention services;
- Common Assessment Framework (CAF);
- Mentoring services;
- Counselling services, and
- Children and Young People services.

2.3.3 The school utilises the Suffolk Pastoral Support Framework (SPSF) for students at risk and recognises the need for mentoring and counselling.

3   Reviewing Effectiveness

3.1   Record Keeping

3.1.1   The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

3.1.2   The school maintains accurate records of behaviour incidents.

3.1.3   The school has advised all staff of the need for punctiliousness, accuracy and completeness in the recording of rewards, behaviour and sanctions and has advised staff of the correct procedures for recording statements.

3.1.4   The school has systems in place to log incidents and monitor trends as appropriate.

3.1.5   The school deploys appropriate clerical staff to undertake routine administration and record keeping.

3.2   Monitoring and Evaluation

3.2.1   The school monitors behaviour incidents in order to identify issues and trends.

3.2.2   The school makes effective use of ICT database facilities to support the implementation of its procedures.

3.2.3   The school monitors incidents of disruptive behaviour.

3.2.4   The school has identified named persons to undertake assessments and review of the needs of pupils whose behaviour is disruptive.

3.2.5   The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

3.2.6   The school evaluates its policy against key improvement objectives which include:
   (i)   individual measures:
   - rewards;
   - improvement of individual behaviour, and
   - academic progress.
   (ii)   class / department / whole-school measures:
   - general behaviour patterns;
   - balance in the use of rewards and sanctions;
   - curriculum access and academic progress;
   - equal opportunities;
   - effectiveness of the policy in encouraging positive behaviours.

3.2.7   The school ensures that opportunity is provided for the discussion of behaviour issues with all parents / carers as part of the annual parents' meeting.

3.2.8   The school shares information on good practice through regular CPD, items on the agenda at Pastoral meetings, Forum meetings, Year team meetings as well as departmental meetings.

3.2.9   Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

Annex 1 – Achievement Thresholds

Achievements will be celebrated termly across our community and captured on the students' school report. We feel that talking about, celebrating and acknowledging these totals plays an important part in raising self-esteem, aspiration and the wellbeing of young people.

- Net points 250+ = standardised letter home
- Net points 500+ = postcard home (hand delivered via the form tutor)
- Net points 750+ = hot chocolate with Heads of Year (cross key stage where appropriate)
- Net points 1000+ = informal celebration event with parent/carer

Other ways we celebrate success and hard work include;

- Subject Departments take individual action with students where achievement is noted to be outstanding.
- ACHIEVEMENT ASSEMBLY nominations are now captured on Firefly and are worth 10 points.
- House certificates are awarded at the end of year.

Annex 2 – Consequences and Response Framework

- 1 lesson extraction per day = 45 minute detention after school
- 2 lesson extractions per day = one day isolation until 4pm
- Multiple extractions across the week = one day isolation + Friday night detention with SLT
- Continued extractions across the half term = parents invited in to meet with a member of the Leadership Team and Head of Year.
- No improvement in behaviour leading to extractions across the half term = Meeting with a member of SMT

Response Framework

Stage	Behaviour	Response
1	Low level disruption	KHS Three Step Protocol
2	Continuing problems that do not respond to Stage 1 interventions	Parent/Carer informed via telephone conversation
3	Further disruption of increasing seriousness, e.g. poor attitude, rude, unresponsive	Head of Department or Head of Year involvement. Parent/Carer meeting to follow.
4	Serious or continued misbehaviour, e.g. intimidation, bullying, vandalism, racism, defiance of staff	Parent/carer informed and involved where necessary. Explore possibility of setting up SPSF. Involvement of outside agencies in some cases. Further sanctions applied which may include internal isolation or Fixed Term Exclusion.
5	Serious violation of school rules, e.g. verbal abuse or gesture towards staff, violence, substance abuse, no response to Stage 4 interventions	Fixed Term exclusion Communication with Parents/Carers; Student to have re-integration Meeting with Head or Deputy and parents/carers before return to school. Where appropriate Head of Year or member of the Leadership Team to set up SPSF. Involvement of outside agencies in some cases. Discuss Managed Move. Opportunity, following the decision, to talk with a member of the Senior Leadership Team.
6	Continued persistent serious violation of school rules or an event serious enough to warrant it.	Permanent exclusion. In the event of an external exclusion the Trust Exclusion Policy will be adhered to.

The response from stage 1-5 will use this framework as a guideline to inform a consistent, fair and proportionate response. At stages 5 and 6 at Kesgrave High School the response is always discussed by at least two members of SLT, one of whom will be the Headteacher or Deputy Headteacher.

Annex 3 – Use of Suspension and Permanent Exclusion

Suspension and Permanent Exclusion

As a member of East Anglian Schools Trust, in the event of a suspension or permanent exclusion the Trust Exclusion Policy will be adhered to. As stated in this policy:

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to suspend or permanently exclude a student will be taken only:

- *In response to serious or persistent breaches of the Trust school's behaviour policy, and*

- *If allowing the student to remain in school would seriously harm the education or welfare of others*

- *Before deciding whether to suspend a student, either permanently or for a fixed period, the headteacher will:*

- *Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or permanent exclusion were provoked*

- *Allow the student to give their version of events*

- *Consider if the student has special educational needs (SEN)*

Fixed Term Suspensions

In the case of suspensions, the Headteacher may suspend a student for up to 45 days in any one school year. For suspensions in excess of 5 days, students must be given access to education and an arrangement exists between Kesgrave High School and Farlingaye High School for this provision.

This will normally be used only as a last resort when a range of other strategies has been exhausted. They may be used for offences including:

- Bullying;
- Fighting;
- Refusal to obey instructions;
- Obscene language or gesture to staff, students or visitors;
- Repeated smoking or vaping;
- Involvement in drug/alcohol related incident;
- Sexual/racial/homophobic/biphobic/transphobic harassment;
- Continual refusal to accept school's code of conduct;
- Regular or serious abuse of school's ICT system;
- Cheating in external exams;
- Demanding money with menaces;
- Deliberate vandalism of school property;
- Stealing;
- Being in possession of an offensive weapon;
- Damage/vandalism to school of other's personal property, or

- Any other offence the Headteacher deems serious enough.

Permanent Exclusion

Dependent on the circumstances, the decision to permanently exclude may be made for a first or one-off offence. This might include:

- Serious actual or threatened violence against another student or member of the school community;
- Sexual abuse, assault or misconduct;
- Supplying and/or in possession of an illegal drug;
- Carrying an offensive weapon;
- An excessive abuse of the school's external examination system;
- Arson;
- Prejudice-related attack;
- Serious bullying, or
- Any other offence the Headteacher deems serious enough.

Lunchtime suspension

Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. A lunchtime suspension is treated in the same way as any other fixed-period suspension.

Reintegration

A reintegration meeting following the expiry of a suspension will be arranged by the school prior to a student returning from a period of suspension and in the case of any student who has been suspended from another school. The meeting will establish expectations, targets and where appropriate a risk assessment of the student will be actioned. Identification of the resources needed to provide the necessary support to the student will be made.

Setting work

The Headteacher will recommend a Suffolk Pastoral Support Framework (SPSF) for all students on roll who are suspended for a period of time exceeding 5 consecutive school days and will set out:

- how the student's education will continue during the period of suspension;
- how the time might be used to address the student's problems; and
- what educational arrangements will best help with the student's reintegration into the school at the end of the suspension. The school will usually be expected to meet some of the costs for this, but the exact arrangements may need to be agreed with the Trust Board or Local Authority.

In the case of a permanently excluded student, the Headteacher will plan for the student's continued education pending the Discipline Panel meeting to consider the exclusion. If an appeal panel decides not to allow direct reinstatement, the student's name will be deleted from the school roll.

Informing parents/carers

The Headteacher will inform the parent/carer of the period of the suspension (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Panel.

Where a parent/carer refuses to comply with the terms of an exclusion, the school may notify the Children and Young People Services and the police if, in the Headteacher's view, the student or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Annex 4 – The Use of Restraint

Positive Handling

There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. The school has full regard to the relevant DfES guidance.

Restraint is an action of last resort and is not a substitute for behaviour management strategies. The emphasis of such strategies should be on managing incidents and behaviour through non-physical, non-threatening aggression-free strategies.

Strategies may include:

- deploying de-escalation techniques and communicating calmly with the student;
- using non-threatening verbal and body language;
- ensuring the student can see a way out of the situation;
- using distraction;
- withdrawal techniques, e.g. going to quiet area, removing the student from bystanders or removing others, including students;
- giving clear directions / show what behaviour is expected;
- recognising and responding to early warning of change;
- establishing a signal or visual sign to act as a gentle prompt or reminder, or
- support being offered by a member of staff with whom the student has a positive relationship

Physical intervention should only be considered in order to control situations involving imminent danger to students or to others. Where de-escalation of a situation has not been possible and restraint is deemed necessary the minimum of physical force should be used, for the minimum of time, ensuring the least restrictive intervention necessary to make the situation safer.

- Schools do not require parental consent to use force on a student, and
- The school does not have a 'no contact' policy.

Physical Contact with Students

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary are:

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

What is 'Reasonable Force'?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use Reasonable Force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

Section 550A (Education Act 1996) allows teachers, and other persons who are authorised by the Headteacher to have control or charge of students to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the student's own property);
- engaging in any behaviour prejudicial to maintaining the good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Staff Training

Members of the Leadership Team and Pastoral Team have received additional training to enable them to carry out their responsibilities.

When can Reasonable Force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can:

- to remove disruptive students from the classroom where they have refused to follow an instruction to do so;

- to prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- to restrain a student at risk of harming themselves through physical outbursts.

Force will not be used as a punishment – it is unlawful to do so.

When using reasonable force the school has a legal duty to make reasonable adjustments for children with special educational needs and disability (SEND).

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- student's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the student or member of staff; and
- the child's age.

Reporting and Recording

A detailed, contemporaneous written report should be made in respect of any incidents where force is used by the member of staff concerned.

An Incident Report Form must be completed as soon as is reasonably practicable in respect of any incident and brought to the attention of the Headteacher or a senior member of staff.

Additionally, the school's internal recording and reporting procedure (SIMS) should be followed where appropriate.

What happens if a pupil complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that their allegations are true – it is not for the member of staff to show that they acted reasonably.

Power to search students without consent

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- vapes, lighters, tobacco and cigarette papers;
- fireworks;
- pornographic images, and
- malicious, abusive or threatening communication
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.