



# Behaviour Policy

## 2022 - 2023

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## 1. Our Values and Principles

1.1 Droylsden Academy is committed to ensuring that all students and staff are able to learn and work hard in an environment which is safe, supportive and which promotes and rewards excellent learning habits. Central to this are our high expectations of behaviour and these, as with all aspects of the school's ethos and culture, are founded upon our values of **Politeness, Hard work and Honesty (PH2)**.

This policy outlines the rewards, sanctions and processes which staff will use to promote and encourage these excellent learning habits, which we call **PRIDE (Presentation, Resilience, Independence, Deadlines, Excellence)** as well as the actions that will be taken to address and eradicate the common types of behaviour which inhibit learning and progress in lessons (particularly lateness, lack of equipment, off task behaviour, answering back and the non-completion of homework) and behaviour which crosses our Red Lines (moral standards which we refuse to compromise) – there is no place in Droylsden Academy for any form of violence, aggression, racism, homophobia sexism or any behaviour which poses a risk to the safety of others. We will take the strongest action possible to prevent and eradicate any such behaviour and will not tolerate rudeness to staff or refusal to comply with reasonable requests and the rules of the school.

1.2 This policy should be read in conjunction with the Department for Education, *'Behaviour and discipline in Schools: Advice for Headteachers and School staff– January 2016'* relating to best practice on managing behaviour in Schools and Droylsden Academy's policies, in particular:

- The Behaviour Tariff
- The Anti-Bullying Policy
- The SEND Policy
- The Safeguarding Policy

## 2. Recognition and Rewards

2.1 Our values are supported by a system of rewards and sanctions that aims to encourage and develop excellent learning habits, abbreviated as PRIDE, and the demonstration of our values:

Politeness:

- Good manners and politeness to all

Hard work:

- **P**resentation
- **R**esilience
- **I**ndependence
- **D**eadlines
- **E**xcellence

Honesty:

- Telling the truth
- Looking to oneself to see what needs to be improved.

2.2 Students who demonstrate the above behaviours and habits and meet our expectations will be recognised and rewarded for this – all staff can award students with PRIDE Points and these are the currency of our rewards system.

2.3 The accumulation of PRIDE Points will lead to further recognition and rewards at the following stages:

- 100 = Bronze Certificate and badge
- 200 = Silver Certificate and badge
- 300 = Gold Certificate and badge
- 400 = Gold Plus certificate, badge and rewards lunch
- 500 = Platinum certificate, badge and rewards lunch with headteacher

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2.4 PRIDE Points will also lead to other one-off rewards and privileges such as:

- Weekly rewards breakfasts
- Special activities at lunchtime
- Opportunity to 'cash in' PRIDE Points for items such as food and stationery
- After school rewards (for example Film Nights)
- Opportunity to attend Reward Trips.

2.5 Years 7, 8, 9 and 10 participate in a comprehensive skills and rewards package based on the development of *Character*, which we categorise as 4 'Pillars':

- Learning - "the acquisition of knowledge or skills through study, experience, or being taught"
- Leadership – "the action of leading a group of people or an organisation, or the ability to do this"
- Service – "an act of helpful activity"
- Participation – "the action of taking part in something"

Students maintain a portfolio to recognise their achievements in relation to each Character Pillar – they review and add to this portfolio each week during Learning Tutorial and are able to be recognised at 3 different levels for each Character Pillar:

- Apprentice
- Graduate
- Master

Once a student evidences that they have met the criteria for such an award, they will be formally presented with a badge recognising their achievement at that level (for example, Learning – Apprentice) which they can wear on their Academy blazer.

Achievements in relation to Character will be further recognised and celebrated at our annual Character Rewards Evenings held in the Summer term.

2.6 In addition to the awarding of PRIDE Points and Character Awards, we will recognise students' achievement and behaviour through:

- Verbal praise by staff
- Written praise in students' exercise books
- Displaying excellent work in the Academy building
- Recognition in our weekly Newsflash, sent to all parents/carers
- Celebration Postcards posted home including for Student of the Week in Faculties
- Celebration assemblies
- Weekly Leadership Celebration meetings with groups of students (featured in the Newsflash)
- Progress Badges for students making strong academic progress
- Attendance Badges for students with 100% attendance
- Awards at our annual awards evenings including those for sporting excellence, performing excellence and academic progress/excellence
- Graduation at the end of each academic year.

### 3. Behaviour and Sanctions

3.1 All students at Droylsden Academy will be subject to the rules of the school - sanctions will be issued where these rules are broken with the aim of deterring students from these behaviours and steering them towards the many positive behaviours for which they will be rewarded.

Students can be sanctioned for:

- Behaviour in lessons
- Behaviour in the Academy building outside of lesson time

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- Behaviour when offsite on educational visits and when outside of school.

3.2 All students have the right to learn, and the sanctions above aim to ensure that they receive this entitlement. Equally, all students have the right to be treated fairly and hence we expect that all staff will:

- reward students for their good behaviour, issuing more PRIDE points than PH Levels
- follow the Droylsden Way in lessons as these routines will make hard work and good behaviour more likely
- be consistent with issuing sanctions, referring to the Behaviour Tariff as necessary to ensure that sanctions are in line with policy;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour;
- use sanctions and rewards to help the student and others to learn from mistakes and recognise how they can improve their behaviour;
- issue corrections and sanctions with polite authority;
- attempt to link the concept of sanctions to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour;
- take account of unique circumstances which, very occasionally, may need a modified approach (taking advice from SLT and the SENCO on such cases)
- identify patterns of persistent poor behaviour in class with individuals and groups of students and request support from Heads of Faculty, Heads of Year or SLT where necessary.

3.3 Students' behaviour data will be reviewed in line with the assessment cycle outlined in the Feedback & Development Cycle – where students have received more than five PH Levels in a specific subject in one assessment cycle, they will not be awarded an Effort Grade higher than C (unless the teacher provided clear evidence that this is unfair).

3.4 It is imperative that students comply with the instructions of all staff and, in exceptional cases where a student has refused to follow the instructions of staff, the Executive Headteacher, Headteacher, Deputy Headteacher or Assistant Headteacher will give the student 30 seconds in which to comply and follow the instruction. Failure to follow this instruction will be treated as a Red Line and will lead to a suspension.

### **3(a) Behaviour in Lessons**

3a.1 Fundamental to being a great learner is excellent classroom behaviour as this allows hard work to take place – students will be rewarded as above when they behave well and are polite, hardworking and honest and where they show PRIDE; they will be sanctioned if they break our classroom rules or fail to uphold these values.

Students are expected to:

- Be on time to school and to all lessons
- Wear the correct school uniform and present themselves appropriately for school
- Carry the necessary equipment for all lessons with them including an appropriate school bag, stationery, journal, exercise books/resources and kit for practical lessons
- Be polite at all times to staff and fellow students
- Sit in the seat directed by the teacher
- Complete all homework in time to meet the deadline
- Accept the authority of adults and never answer back
- Be on task and work hard throughout each lesson
- Be honest to others and to themselves.

3a.2 The severity of the sanction will depend on the nature of the student's behaviour – with off task behaviour and answering back, students will be given a verbal correction prior to a sanction being issued in the aim of

redirecting the student to their learning but sanctions will escalate in their severity where poor behaviour persists and a student fails to correct their behaviour.

The available sanctions are to be used to promote and develop positive behaviour; all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on students to take ownership of their behaviour, the Academy also expects all adults to maintain a professional approach in managing behaviour and in modelling expected behaviours when intervening and interacting with students. Sanctions are more likely to promote positive behaviour if students see them being applied fairly and consistently.

See the Behaviour Tariff for full details of the sanctions which will apply to each type of behaviour.

Where behaviour in lessons is contrary to these expectations, hinders the learning of others and/or opposes our values, sanctions will be issued to correct behaviour and encourage positive choices and learning habits.

For off task behaviour and answering back, the teacher will give a correction prior to issuing a sanction as the aim is to redirect students to their learning without interrupting the lesson – failure to correct the behaviour will lead to a sanction.

### 3a.3 The sanctions to be issued by staff in lessons are:

- LEVEL 1 detention = 30 minutes. 2 or more in a day = 1 hour
- LEVEL 2 detention = 60 minutes. 2 or more in a day = 2 hours; first hour with Year Team; 2<sup>nd</sup> hour, Year Team bring to On Call detention
- On Call (where a student exceeds level 2 and is removed from the lesson by the member of staff On Call) - On Call detention of 2 hours (1<sup>st</sup> hour with Year Team as for Level 2). More than 1 On Call in 1 day will lead to the student being placed in Navigation for the rest of the day. A decision will be made by Head of Year/SLT if further sanctions are needed.
- Red Line Behaviour (swearing; use of discriminatory language including racism, homophobia and sexism; aggression or violence; refusal to comply with instruction of member of staff On Call) = student removed from the lesson by SLT and taken to Navigation. Sanction to be determined by SLT following investigation but is likely to be a Suspension.
- On Call detention is 2 hours on Tuesdays to Fridays
- On Call detention is 1 hour on a Monday and students will also be removed from social time at lunchtime
- Year 11 detentions, due to the later finish, Year 11 will have On Call detentions 1 hour after school and they will also lose their lunchtime. It is not expected that any Year 11 students will receive On Calls. If they do, their curriculum provision will be reviewed.

<b>Classroom Behaviour</b>	<b>Sanctions/Strategies/Behaviour Management Dialogue</b>
<b>Late to Class</b> (after 2 <sup>nd</sup> buzzer has sounded)	Level 1 detention
<b>Missing Equipment or Politeness Card</b>	Level 1 detention
<b>Chewing Gum or Eating</b>	Level 1 detention
<b>Homework Not Completed</b>	Level 1 detention (see section below on homework for details on how repeated non-completion will be managed)
<b>Off Task</b> (talking while the teacher is teaching, talking during a silent task, not working hard on the task set, any behaviour which could distract other students)	1 <sup>st</sup> time – Correction “NAME, you are off task – correct this by...” 2 <sup>nd</sup> time – Level 1 “NAME, you are off task again so you are on now Level 1; now it is time to work hard by...(redirect the student to the task)” 3 <sup>rd</sup> time – Level 2 and move to a different seat in the classroom. “NAME, you are still off task and so now you are on Level 2 – you need to... If you cannot correct your behaviour then you will be removed from this lesson.”

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	4 <sup>th</sup> time – On Call - removal from the lesson and On Call detention.
<b>Answering Back</b> (not speaking politely to the teacher, making any comment when a sanction or correction is issued, questioning or challenging a correction or sanction)	1 <sup>st</sup> time – Correction “Correction – do not answer back.” 2 <sup>nd</sup> time – Level 2 detention* 3 <sup>rd</sup> time – On Call - removal from the lesson and on call detention  *CONTINUING TO ANSWER BACK AFTER A CORRECTION IS SERIOUS AND ESCALATES TO A 1 HOUR LEVEL 2 DETENTION STRAIGHT AWAY
<b>RED LINE BEHAVIOUR</b> Swearing Use of discriminatory language (including racism, homophobia and sexism) Aggression or violence Refusal to comply with instruction of member of staff On Call	Removal from the lesson using the On Call system, placed in Navigation pending a decision which could include SLT detention, an extended time in Navigation or Suspension from school. Parent/carer contacted by telephone on the same day and invited into school where appropriate.

3a.4 If a student feels that a sanction has been issued unfairly then they should see the teacher who issued the sanction, the relevant Head of Faculty, their Head of Year or Year Manager in the first instance **at break, lunch or after school** - students do not have the right to question or comment on a sanction during the lesson – this will be classed as Answering Back. We encourage dialogue between students and staff but time in lessons must be used entirely for dialogue about learning.

3a.5 If a student is removed from their lesson because they have continued to be off task despite reaching Level 2 or have continued to answer back despite being issued with a Level 2 detention then the teacher will contact Student Services and request that the member of staff On Call attends the lesson. This member of staff On Call will remove the student from the lesson and take them to work in another lesson as directed by the Faculty Leader of the area in which this incident has occurred or with another member of staff who will supervise the student for the remainder of the lesson – they will complete a 2 hour On Call detention the following afternoon. A member of staff from the relevant Faculty will contact home after any instance of On Call and the Faculty Leader will organise the reintegration of the student to lessons in that faculty, facilitating mediation between students and staff where necessary. The Faculty Leader will resolve any issues before the next lesson in that subject. If the student’s behaviour crosses a Red Line, including refusal to comply with instructions from the member of staff On Call, then treat as below in 3.6.

3a.6 In instances of Red Line Behaviour, a member of the On Call team will remove the student from the lesson and take them to Navigation until a decision is reached on the sanction for this behaviour which is likely to be a Suspension (see the Behaviour Tariff for full details). A member of staff from the relevant Faculty will contact home after any instance of Red Line Behaviour and the Faculty Leader will organise the reintegration of the student to lessons in that faculty, facilitating mediation between students and staff where necessary.

Please see the Behaviour Tariff for full details on the sanctions issued for all behaviour in the classroom and beyond.

## Homework

3a.7 All homework must be completed to meet the deadline set by the teacher – students must record a summary of the task and its deadline in their journal and the teacher will also record the same details on Google Classroom website which is accessible to all students and their parents/carers. It is the responsibility of the teacher and the Faculty Leader to ensure that the homework set is appropriate to the student’s ability, stage of education and developmental needs.

3a.8 If homework is not completed in time for the deadline then, as stated above, the student will be issued with a Level 1 detention to be completed the following afternoon. If a student fails to meet the deadline of more than 1

homework task due that day then they will receive a Level 1 detention for each piece – Heads of Year and Year Managers will monitor this on a daily basis and make reasonable adjustments as necessary to the duration of detentions.

3a.9 During the detention, the student will be given the opportunity to complete the missing pieces(s) of homework and they must show the completed piece to the member of staff leading the detention upon completion of the allotted detention time. Where possible, the member of staff who issued the Level 1 detention will visit the detention room to provide assistance but this will not always be feasible.

3a.10 If a student fails to complete 10 pieces of homework in 1 half term then they will be put on a Homework Support Sheet requiring them to report to their Learning Tutor each day and they will be required to attend 2 compulsory Homework Support Sessions per week for the remainder of the term – these will be run by Faculty staff. Failure to attend these sessions will lead to further sanctions. Where issues with homework persist over time, students will be invited to further sessions to support them in the completion of homework and this will include, for some, an extended day where they are required to stay until 3:35pm.

### **3(b) Behaviour in the Academy Building Outside of Lesson Time**

3b.1 Students are expected to behave in a polite and civilised manner when they are outside of lessons before and after school and at break and lunchtime. Students are expected to carry their Politeness Card with them at all times and this allows staff to recognise their politeness around the building by signing the card – Learning Tutors check these daily and students will receive PRIDE Points and associated rewards where they gather signatures.

Where students do not behave in a polite and civilised manner around school then staff will sign their card and record the nature of their misbehaviour on the card – 3 such signatures will lead to a Level 1 detention which will be set by the Learning Tutor upon checking the Politeness Card.

Students are expected to partake in a civilised dining experience at lunchtime and this means that they will need to be seated when eating and that they will need to take collective responsibility for ensuring that tables are left clean and tidy, with all waste put in the bin. They will be expected to follow all instructions given by staff at lunchtime and failure to do so will lead to sanctions, including reparation whereby students will be required to carry out cleaning and tidying duties in school.

3b.2 More serious behaviour taking place outside of lessons will be dealt with accordingly and in line with our Behaviour Tariff.

### **3(c) Behaviour on Educational Visits & When Outside of School**

3c.1 Droylsden Academy, as all schools, has a statutory power to regulate the behaviour of students when off the premises such as when students are on Educational Visits – they will be subject to the same rules as they would be in school and the expectations of behaviour are no different.

3c.2 Students must also behave in a civilised and sensible manner at any time they are wearing the Droylsden Academy uniform and when they are travelling to and from school – the school has the statutory power to discipline students for their behaviour at these times and we will sanction students accordingly if necessary, including the use of Suspension if necessary for serious incidents of behaviour. Inappropriate behaviour would include smoking, behaviour which could intimidate members of the public, rudeness to members of the public and disruptive behaviour on public transport - see the Behaviour Tariff for further details on this.

3c.3 Droylsden Academy will not tolerate abuse or intimidation of staff by students when not on the Academy site, and when not under the lawful control or charge of a member of staff of the Academy.

Staff who feel that they have been subject to abuse or intimidation by students outside of the Academy should refer the issue in the first instance to the Headteacher or Deputy Headteacher. The Academy will apply disciplinary

sanctions (and restorative justice procedures) as appropriate at a suitable time when the student is in Academy or makes representations to the police.

### **3(d) Detentions**

3d.1 Detentions will be used as sanctions as outlined above – parental consent is not required for any detentions and students' attendance at detention is compulsory and must take precedence over activities the student might be partaking in at that time either in or outside of school.

3d.2 The school will inform parents/carers by text message (stating the reason the detention was issued and the duration of the detention) on the day before the detention takes place. Students will be reminded of a detention on the morning of the day it is due to take place by their Learning Tutor and Heads of Year will display a list of students due in detention for that day.

3d.3 The relevant Head of Year will make reasonable arrangements with parents/carers while insisting on the detention being completed if:

- a student is a primary carer, a looked after child or vulnerable in other ways;
- the student has an EHCP which indicates another approach is necessary;
- there is a requirement to take medication at specific times;
- there is a need for time and space for religious observance.

3d.4 As noted above, attendance at detention is compulsory and failure to attend detention will lead to further action:

- 1<sup>st</sup> missed detention – the detention is reset for the following afternoon and the student completes Isolated Lunch the next day
- Failure to attend the reset detention – the detention is now lengthened, with 30 minutes added to the initial duration; this must be completed the following afternoon
- Failure to attend the 2<sup>nd</sup> reset detention – the student will be isolated for break and lunch the following day and will be collected that afternoon by a member of staff and taken to the detention room where the detention will be completed - refusal to comply with the member of staff collecting the student for detention or failure to complete this detention will lead to one of the following:
  - Isolation with the Year Team
  - Navigation
  - Suspension.

3d.5 It is our strong belief that all time in school is precious and should be used to benefit students and their learning; hence students will be expected to complete work during detention. The nature of this work will be determined by the stage of the student's education, their current academic progress and the nature of the behaviour which triggered the detention – the staff leading the detention will specify what work the student will need to complete.

3d.6 If a student receives a detention for not completing homework then they will be expected to have completed this homework by the end of the detention.

Students may be asked to complete tasks relating to their behaviour which will encourage them to reflect on their behaviour, its consequences and how better choices could be made in the future.

3d.7 Lunchtime detentions (also known as Isolated Lunch) will be issued as another sanction and these will only be issued by Heads of Year, Year Managers and SLT – students who have reached Stage 1 or above may receive lunchtime detention if they do not meet the conditions of their report.

Students who have missed detention may also receive lunchtime detention as explained above.

If a student is in lunchtime detention they will still be able to eat their lunch (which will be brought to the detention room if they were to purchase food in school) and will have the opportunity to visit the toilet.

### 3(e) The Use of Suspension

3e.1 Where serious incidents of behaviour occur, such as the Red Line Behaviour outlined above, or where behaviour is persistently disruptive, it may be necessary to issue a Suspension for a student. This decision will be made by the Headteacher or a Deputy Headteacher.

On return from Suspension, the student and a parent/carer will meet with a member of SLT and/or the Head of Year and the successful completion of this meeting will be a condition of their re-entry to the school.

3e.2 For serious one-off incidents or where behaviour continues to be persistently disruptive despite extensive support having been put in place, it may be necessary for a student to be permanently excluded. This will always be a last resort and the decision to permanently exclude will be reviewed by Governors to ensure that it is proportionate and lawful.

3e.3 With all Suspensions, we will review the available evidence to ensure that:

- The decision to suspend is lawful (we will refer to the DfE's guidance on suspensions in establishing this)
- The decision is rational - guided by reason and not emotion
- The decision is reasonable - appropriate in the given set of circumstance
- The decision is fair - there is an absence of prejudice or discrimination
- The decision is proportionate - 'the punishment fits the crime'

### 4. Students Experiencing Difficulty with Behaviour

4.1 The aim of the rewards and sanctions outlined in sections 2 and 3 is to ensure that all students are able to work hard and learn – where the behaviour of 1 or more students continually fails to meet our expectations, there is likely to be a significant impact on learning and progress (theirs and that of others) and this cannot be allowed to continue.

There are 3 main ways in which we will aim to prevent and address this:

- Early identification of issues through tracking of behaviour data
- Bespoke support for students, chosen from an extensive menu, who are struggling to meet the school's expectations
- Escalation of sanctions to deter students from continued misbehavior

4.2 Behaviour data will be analysed frequently to ensure early identification of behavioural issues:

- The Horizon Manager in charge of reducing Off Task and Answering Back (the behaviours most likely to routinely impact on learning) will provide a half termly report to SLT with recommended actions to reduce these further in each Year Group and Faculty
- The Navigation Manager in charge of reducing repeat Navigation referrals and repeat Suspensions will analyse all data on Navigation referrals and Suspensions and report to SLT each half term
- Senior Heads of Year will analyse PH2 data weekly to identify any such patterns and this will lead to actions outlined below – they will report to SLT each half term
- The SENCO will analyse PH2 data for all students on the SEND register to identify further support and intervention which is necessary.

4.3 As part of this tracking and analysis, Heads of Year will identify where students are accumulating a concerning number of PH Levels and this will lead to further support and/or sanctions to prevent further escalation of behaviour and to address issues identified. Where students receive 10 or more PH Levels\* in a half term, further sanctions and support follow as below:

*\*Homework points do not count in this calculation – see section 3a.6-9 on homework points accumulation and related sanctions/support.*

No. of PH Levels in 1 Half Term	Stage	Sanctions	Support
10	1 WHITE REPORT	All L1s in this period are escalated to 1 hour; L2s become 1 ½ hours.	Learning Tutor Support Sheet with review after 2 weeks leading to 1 more week if necessary. Letter home to parents to seek their support including reference to action which will follow if 20 breaches are recorded. Strategies from the menu of support to be put in place. (see 4.4)
20 (another 10 within a 2 week period)	2 WHITE REPORT	All L1s in this period are escalated to 1 hour; L2s become 1 ½ hours.	Support Sheet continues as per STAGE 1 but a further letter sent to seek further support from parents/carers. Learning Tutor, Head of Year or Year Manager will meet with the student to identify further strategies from the menu of support to be used in order to prevent escalation to STAGE 3.
30 (another 10 within a 2 week period)	3 GREEN REPORT	All L1s in this period remain at 1 hour; L2s remain at 1 ½ hours.	Student placed on Head of Year Report with review after 2 weeks leading to 1 more week if necessary. Letter to parents/carers inviting them to Parent Panel Meeting in school with Head of Year/Year Manager (and SENCO where appropriate) to discuss concerns, seek their support and select further strategies from the menu of support for the student.
40 (another 10 within a 2 week period)	4 BLUE REPORT	Student completes fixed period of time in Horizon – extended detentions remain.	Re-orientation work completed in Horizon room. Student now on report to member of Senior Head of Year for 2 weeks, with 1 more week if necessary. Parents/carers to attend Senior Head of Year Panel to discuss serious concerns and determine further strategies from the menu of support to be used and identify what can be done at home to support.
50	5 RED REPORT	Student attends a Behaviour Placement at another local school followed by fixed period of time in Navigation.	Student now on report to Assistant Headteacher with review after 2 weeks. Parents to attend Governor Panel in which the student's future at the school will be discussed and an urgent plan of support agreed.
60	6 WHITE REPORT	Student attends a Behaviour Placement at another local school followed by fixed period of time in Navigation or Horizon. Permanent Exclusion will be considered.	Student report to Assistant Headteacher. If unsuccessful after 1 week student attends Behaviour Placement. On return, placed into Horizon or Navigation, to be decided by Deputy Headteacher.

#### 4.4 The Menu of Support Students Experiencing Difficulties with Behaviour:

- Teacher/parent meeting
- Faculty Report
- Bespoke support provided in lessons
- Class change
- Compulsory Homework Support Sessions
- Assessment/referral where evidence suggests possible SEND status
- Support Sheet/Report (see details above and below in relation to Stages 1-4)
- Social group support through On Board Centre
- Peer mentoring\* (using Yr10/11 Prefects)
- Staff Mentoring\* (using Droysden Academy teachers and support staff)

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- External mentoring\* (using trained mentors from beyond the school)
- Behaviour modification programmes provided by the On Board Centre (OBC), Navigation or Horizon Manager
- Small group behaviour programmes (for example for students accumulating PH Levels for Off Task)
- Support from external agencies
- Counselling sessions
- Careers advice and goal setting work

**The following support will be considered where the pattern of misbehaviour extends beyond 1 Half Term and/or where a student is deemed at risk of Permanent Exclusion:**

- Governors Panel
- Reduced school day
- Intensive support in the OCB, Navigation or Horizon provisions
- Behaviour or Respite Placement to another local school or the PRU
- Managed Move (typically 12 weeks – consent from parents/carers needed – consent from student not needed) to another school which could lead to a permanent transfer
- Alternative Provision – where a student remains on roll at the school but off-site provision (for example at a local college) is put in place
- Support from the Pupil Referral Service

### Support Sheet/Reporting System

- 4.5 A student is placed on Report for 2 weeks in the first instance. If a student receives another 10 behaviour points during the 2 weeks, they move to the next stage. If this is not necessary students will be monitored for a further week after being on report.

Stage 1 Report to Learning Tutor	White	tick or cross
Stage 2 Report to Learning Tutor	White	tick or cross
2 targets on Stage 1-2, report directly linked to PH levels – 2+ crosses per day = isolated break/lunch the next day		
Stage 3 Report to HoY/YM	Green	tick or cross + comments
Stage 4 Report to SHoY/HoY/YM	Blue	tick or cross + comments
2+ targets on Stage 3-4, report directly linked to PH levels – isolated lunch/break for any crosses; Navigation for 2 crosses in a day.		
Stage 5 Report to Assistant Headteacher	Red	tick or cross + comments
Stage 6 Report to Assistant Headteacher	Red	tick or cross + comments
2+ targets on stage 5-6, report directly linked to PH levels – isolated lunch/break for any crosses; Navigation for 2 crosses in a day.		

- 4.6 If there are concerns over a student's behaviour in a specific subject then the student may be placed on Faculty Report – they will be given a report outlining specific targets for lessons in this subject and must show this to the Faculty Leader on the day that this lesson has taken place. Failure to complete these targets will lead to further sanctions and the Faculty Leader will communicate with parents/carers to seek their support and update them on the student's progress.

- 4.7 Points calculation for this system returns to 0 at the end of each half term but students on report at the end of a half term/term may carry over to the start of the next and resume until the report period has been successfully completed.

When a report stage is successfully completed, HOY/SLT will decide whether a student needs to return to an earlier Stage or whether they can be taken off report.

- 4.8 If the same or a similar pattern emerges in the next half term, SLT will decide on the next steps for the student which may include the use of strategies from the Menu of Support for students at risk of Permanent Exclusion (see above)

### **Banned Items & Confiscation**

5.1 At Droylsden Academy, as at all schools, adults have the authority to confiscate the following items which will be disposed of unless a parent requests to collect them:

- Chewing gum
- Objects used as missiles
- Fizzy drinks and any kind of energy drink as these are not allowed on site
- Food items brought with the intent to sell
- Share size bags of crisps and/or confectionary

Adults also have the authority to confiscate the following items which will be stored securely and returned to the student after one week – if a parent wishes to collect sooner than this then they will need to make an appointment with a Head of Year or Senior Head of Year:

- Mobile Phones
- Music devices such as an MP3/4 Player
- Watches which connect directly to a mobile phone
- Jewellery
- Incorrect uniform items (*see Uniform Policy*)

Certain items will be returned at the end of the Academy day unless specified elsewhere in this policy or if the confiscation of the item caused a serious breach of the behaviour policy in which case a meeting with parents is deemed necessary. We will not return an item to a student where it is not safe or appropriate for them to possess it – for example, tobacco or e-cigarettes. The Academy will dispose of all smoking/e-cigarette's paraphernalia in school. The Academy reserves the right to pass any banned material or items to the Police.

5.2 As with other sanctions, the sanction of confiscation will be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform, violation, the ethos of the Academy. The following are examples of when items will be confiscated:

- an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other students or staff;
- an item poses a threat to good order for learning: for example, a student uses a personal music player or mobile phone on the premises;
- an item is against Academy uniform rules: for example, a student refuses to take off a baseball cap on entering the building;
- an item poses a health or safety threat: for example, a student wearing ear rings or body piercings may present a safety threat to other students in practical lessons;
- an item which is counter to the ethos of the Academy: for example, material which might cause tension between one community and another;
- an item which is illegal or inappropriate for a child to have: for example, racist or pornographic material.

5.3 Where a student refuses to comply with a reasonable request from a member of staff they will be deemed to be in breach of the behaviour policy and reasonable sanctions will be applied.

### **Powers to Search (*DFE guidance 2014: Searching, screening and confiscation*)**

6.1 The law allows authorised Academy staff to search suspected students and confiscate items without consent for “prohibited items” including knives and weapons, alcohol, illegal drugs, stolen items, pornographic images, fireworks, cigarettes (including e-cigarettes) or other tobacco and cigarette paper, any article that has been or likely to be used to commit an offence, cause personal injury or damage to property.

At Droylsden Academy the following adults are authorised to search for prohibited items without consent, using agreed methods:

- Any member of the Senior Leadership Team
- Any member of Student Services
- Pastoral Leaders (Heads of Year, Year Managers, the Behaviour and Extend Schools Manager)
- 2 adults should be present when a search takes place (preferably a male and female). Parents will be contacted when a search has taken place. A record of the search should be recorded on CPOMS.

No other adult should attempt to carry out a search of a student’s property or clothing for any reason. Suspected students should be referred to the adults named above who then will decide on the most appropriate action to take.

6.2 Any searches will be carried out with professionalism and sensitivity.

6.3 When retaining a confiscated item, adults are expected to:

- write a note in the student’s planner (or inform parents via telephone call) to inform the student’s parent that an item has been confiscated, and ensure the note is countersigned on return and if time permits contact the student’s parents by phone to inform them of the confiscation.
- for items of obvious value or illegal nature, place the item in an appropriate secure storage place - in a safe in Student Services and attempt to contact parents.
- take care to ensure that they are clear which item belongs to which student by clearly labelling the envelope or package with the student’s name and form.

6.4 Selling any item to students on the Academy site contravenes the Academy rules. It frequently leads to bullying issues and puts students in danger. If a member of staff has reasonable cause to suspect that a student is selling such items, he/she should report this to a member of SLT or a Head of Year and should ask him/her to escort the student to Student Services. The items will be confiscated and disposed of – they will not be returned. If the student refuses to comply with this request, it will then be treated as Red Line Behaviour. This type of incident could also lead the school to contacting the police.

### **Mobile Phones and Other Media (such as smart watches, internet sites and chat rooms)**

7.1 Students’ mobile phones must not be visible on the school site at any time – if they are seen or heard for any reason then they will be confiscated and stored securely – parents will be contacted and an SLT detention issued. The student is able to collect the mobile phone 1 week later. If a parent or carer wishes to collect the phone before this time then they will need to book a meeting with a member of SLT or Head of Year who will return it to them at the conclusion of the meeting.

7.2 Technology cannot be exploited by students in order to bully or embarrass fellow students or members of staff. The use of defamatory or intimidating messages/images inside or outside of Academy will not be tolerated and confiscation, disciplinary sanctions/restorative justice procedures will be applied to perpetrators as appropriate. Similarly, the setting up of defamatory groups on Social Networking sites or on mobile phone devices, or contribution to such a group, will be treated as a serious incident and sanctions applied accordingly. *(See also Anti-bullying policy and ICT Acceptable Use Policy).*

7.3 Where evidence comes to light of students making inappropriate use of mobile phones, social media, the internet and other technology outside of school then parents will be informed and we may need to share concerns with other agencies and/or the police.

## **CCTV**

8. CCTV and Academy cameras can be used to record behaviour incidents and to assist in the identification of culprits, it is available to be shown only and not to be taken away. Any viewing of CCTV imaged must be done in a private area or room. These images will only be used for these purposes, will not be shared with anyone other than those delegated to investigate the incidents, and will be deleted from the CCTV once their purpose has been served.

## **POWER TO USE REASONABLE FORCE**

9. Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school. The Headteacher and authorised Academy staff (SLT/Pastoral Leaders KS3/KS4) may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Any incident requiring 'reasonable force' will be recorded and held by the Student Services.

## **TAKING ACCOUNT OF INDIVIDUAL STUDENTS' NEEDS (*SEND, vulnerability, race, religion, culture and all protected groups under the Equality Act 2010*)**

10. At Droylsden Academy we are keen to ensure that we do not discriminate – through application of the behaviour policy - against students whose apparent inappropriate behaviour may be a function of their SEND, disability, racial and/or cultural background or protected group status. There will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions. (*See also Policy on Special Educational Needs.*) If behaviour leading to repeated sanctions is related to a diagnosed learning need, the school will implement strategies and make reasonable adjustments with the aim of allowing the student to meet our expectations. Training will be provided to staff where necessary to better equip them to meet such students' needs and staff who are On Call will be provided with a list of any such students so that they are aware of any adjustments to be made. If, after these reasonable adjustments have been made, a student's behaviour still fails to improve then they can be subject to serious sanctions including the use of Permanent Exclusion.

If the behaviour of a student gives cause to suspect that he/she is suffering, or likely to suffer, significant harm, this should be reported to the designated staff for child protection, using the approved referral forms. (*See Safeguarding Policy.*)

## **ROLE OF RESPONSIBLE ADULT**

A responsible adult from school will accompany students, at all times, to any Police meetings on site if parents/carers are not available.

## **Droylsden Academy – Behaviour Tariff 2022/23**

<b>Classroom Behaviour</b>	<b>Sanctions/Strategies/Behaviour Management Dialogue</b>
<b>Late to Class</b> (after 2 <sup>nd</sup> buzzer has sounded)	Level 1 detention
<b>Missing Equipment</b>	Level 1 detention
<b>Chewing Gum or Eating</b>	Level 1 detention

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<b>Homework Not Completed</b>	Level 1 detention (see section below on homework for details on how repeated non-completion will be managed)
<b>Off Task</b> (talking while the teacher is teaching, talking during a silent task, not working hard on the task set, any behaviour which could distract other students)	1 <sup>st</sup> time – Correction “NAME, you are off task – correct this by...” 2 <sup>nd</sup> time – Level 1 “NAME, you are off task again so you are on now Level 1; now it is time to work hard by... (redirect the student to the task)” 3 <sup>rd</sup> time – Level 2 and move to a different seat in the classroom. “NAME, you are still off task and so now you are on Level 2 – you need to... If you cannot correct your behaviour then you will be removed from this lesson.” 4 <sup>th</sup> time – On Call - removal from the lesson and On Call detention.
<b>Answering Back</b> (not speaking politely to the teacher, making any comment when a sanction or correction is issued, questioning or challenging a correction or sanction)	1 <sup>st</sup> time – Correction “Correction – do not answer back.” 2 <sup>nd</sup> time – Level 2 detention* 3 <sup>rd</sup> time – On Call - removal from the lesson and On Call detention  *CONTINUING TO ANSWER BACK AFTER A CORRECTION IS SERIOUS AND ESCALATES TO A 1 HOUR LEVEL 2 DETENTION STRAIGHT AWAY
<b>RED LINE BEHAVIOUR</b> Swearing Use of discriminatory language (including racism, homophobia and sexism) Aggression or violence Refusal to comply with instruction of member of staff On Call	RED LINE RESPONSE – removal from the lesson by SLT, placed in Navigation pending a decision which could include SLT detention, an extended time in Navigation or Suspended from school. Parent/carer contacted by telephone on the same day and invited into school where appropriate. Failing Navigation by not following our high expectations will lead to parent supervising on site or suspension.

Type of Behaviour		Sanctions
Uniform	Uniform issue(s) that can be immediately rectified - for example wearing coat, tucking shirt in, adjusting length of tie, skirt etc.  Incorrect uniform that cannot be immediately rectified. e.g. wearing trainers or other non-regulation footwear, no blazer, no tie	Correction – if addressed immediately then no further action. Lack of response or repeat offence, HOY informed and Level 1 detention issued. Refusal to Comply leads to Red Line response.  Learning Tutor alerts On-Call. Parents contacted to ask them to bring in the item(s) or permission to send student home to collect.  If parent is not available /not authorising student to go home, we will then issue a temporary replacement, for which some kind of deposit must be left to ensure this item is returned to us at the end of the day. If student refuses to wear Academy item(s) he / she will be referred to Navigation or time with Year Team.
Hair Styles	No extreme hair styles – e.g. no shaved lines, no inappropriate hair	Correction - hair bands removed if inappropriate. If hair has lines shaved in, then home contacted to remove them, isolated with Year Team/Navigation until compliant.

	colours. Hair bands/head scarves must be charcoal grey with nothing extra attached e.g. bows	If hair is coloured inappropriately, then isolated with Year Team or in Navigation for that day; contact home and then the student must dye to an appropriate colour for the next Academy day. If not corrected appropriately, then Navigation until rectified.
Jewellery	No jewellery to be worn ( <i>except watches – no watches which link to a phone are permitted</i> )	1 <sup>st</sup> offence - item(s) confiscated and stored at Student Services, item returned after 1 week – Level 1 detention issued.  Refusal to comply – treat as Red Line.
Make up	Make up and nail varnish MUST NOT be visible in the Academy. No false nails or eyelashes permitted.	Must be removed immediately with Learning Tutor alerts Year Team/On-Call. Treat refusal to comply as Red Line. Repeat offence – parents contacted and Level 1 detention issued.
Mobile Phones, iPods, iWatches, earphones, etc.	Mobile phones MUST NOT be used by students on the Academy premises.  (If any student brings a mobile to Droylsden Academy, then it MUST be in their Academy bag at all times and switched off ALL DAY).	If seen or heard, mobile will be confiscated and handed in to Student Services where it will be stored in a labelled envelope and locked away for one week. Parents can arrange to collect before this time but must meet with SLT or HOY. Mobile phone(s) to be passed to staff on first request without disagreement from the student. Student(s) must go to the Student Services at the end of the Academy day to collect their phone after one week (if parent has not already collected) Treat refusal to comply as Red Line. If students need to contact home in an 'emergency', then they can use a phone at Student Services.
Equipment	Students must arrive to Learning Tutorial and every lesson with their journal and basic equipment of a blue, black & green pen, pencil, ruler politeness card and exercise book.  Planners and equipment should be on the desk at the start of <u>EVERY</u> lesson and Registration.	If no Planner, student issued with a paper planner at the side entry door. A 30 minute detention will be issued. There will be equipment on sale each morning during Learning Tutorial – failure to be properly equipped after this will result in Level 1 detention. If no politeness card – level 2 issued

Food/chewing gum	Students must not chew or eat in class; they must only eat in designated spaces outside of lessons and chewing gum is not permitted anywhere in the building.	Eating at a time or place (inside or outside of lessons) which breaches the rules will lead to an instant Level 1 (no correction) and this is the same for chewing gum. Large unhealthy snacks e.g. share size bags of crisps, sweets, fizzy or sports drinks are not permitted and will be disposed of.
Smoking – in or out of the building including e-cigarettes, vape-sticks or pens.		Decision will be made by the Headteacher/SLT on action to be taken which could include: <ol style="list-style-type: none"> <li>1. Referral to Navigation</li> <li>2. Referral to Police Panel</li> <li>3. Suspension</li> </ol> Permanent exclusion could also be used due to the serious nature of this issue and particularly if the safety of others has been put at risk.  All e-cigarettes, vape sticks, pens and smoking paraphernalia will be disposed of by the Academy in all circumstances.  At any point a referral can be made to the Academy nurse.
Drugs/Alcohol/Illicit Substances		Possible sanctions (one or more may apply): <ul style="list-style-type: none"> <li>• Managed Move</li> <li>• Navigation</li> <li>• Suspension (length depending on the nature of the offence)</li> <li>• Behaviour Placement</li> <li>• Police Panel/Report to the Police as a crime</li> <li>• Referral to Branching Out or other external agencies</li> <li>• Permanent Exclusion (for possession/use of illegal drugs on the school premises or the sale of illegal drugs on site)</li> </ul>
Misuse of Fire Alarm 1 <sup>st</sup> offence 2 <sup>nd</sup> offence		Suspension. Referral to GM Fire and Safety and/or Police Panel. Extended Suspension  Further misuse of fire alarms and/or behaviour which puts the safety of others at risk could result in Permanent Exclusion.
Community issues 1 <sup>st</sup> offence  2 <sup>nd</sup> and subsequent offences		These issues will be dealt with in partnership with local police through Droylsden Academy Police Panels – sanctions could include detention, community payback or an apology, Navigation and Suspension.  Discussion will take place with SLT/Headteacher regarding appropriate sanction in conjunction with Police involvement. Sanction may include Suspension or Permanent Exclusion.
Inappropriate touching of another student		Sanction to be determined by the nature of the offence but likely to be Navigation or Suspension. Report as a crime as necessary.
Bullying		Sanction will depend on the nature of the offence but could include: <ul style="list-style-type: none"> <li>• Reparation</li> <li>• Isolated lunch</li> <li>• Detention</li> <li>• Navigation</li> <li>• Suspension</li> </ul>

	Serious or persistent bullying may lead to Permanent Exclusion
Fighting (including any form of physical aggression whether provoked or unprovoked*) 1 <sup>st</sup> offence 2 <sup>nd</sup> offence 3 <sup>rd</sup> offence  *If deemed to be an assault then report as a crime and treat as 2 <sup>nd</sup> or 3 <sup>rd</sup> offence	Suspension – length to be determined by the nature of the offence, Police Panel, Navigation may be necessary on return to school  Extended Suspension followed by Behaviour Placement and Navigation Extended Suspension - consider whether Managed Move or Permanent Exclusion is necessary
Threatening, aggressive behaviour/inciting violence (including via social media)	This type of behaviour will have varying degrees of severity – sanction to be determined by the nature of offence but could include: Isolated lunch/break Navigation Police Panel Suspension with possible behaviour placement
Selling items (such as confectionery, crisps and drinks) to other students on the Academy site 1 <sup>st</sup> offence  2 <sup>nd</sup> offence  3 <sup>rd</sup> offence	Parental contact, including letter home, isolated at breaks and lunch for 1 week, items confiscated (parents can collect or will be disposed of)  Parental meeting with Head of Year, Navigation plus isolated breaks & lunch for 1 week, items confiscated (parents can collect or will be disposed of)  Suspension, items confiscated (parents can collect or will be disposed of), referral to Police Panel.
Misuse of the internet (including in school use and use out of school including school email system and DART)	Sanction will depend on the nature of the offence but could include: <ul style="list-style-type: none"> <li>• Reparation</li> <li>• Removal of internet access</li> <li>• Detention</li> <li>• Navigation</li> <li>• Suspension</li> </ul>
Lunchtime Behaviour (including collective/individual failure to leave a dining space tidy, disruptive or anti-social behaviour)	Sanction will depend on the nature of the offence but could include: <ul style="list-style-type: none"> <li>• Reparation (including tidying/cleaning the dining space and other community service sanctions)</li> <li>• Isolated lunch</li> <li>• Detention</li> <li>• Navigation</li> <li>• Suspension</li> </ul>
Damage to the Academy Site or Equipment*	Parental contact, including letter home. Academy based community service or reparation such as picking up litter or weeding Academy grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti and/or Restorative Justice session and/or Police Panel referral and/or Navigation/Suspension/ Isolated break and lunch/Behaviour Placement *The Academy will always attempt to recoup losses by invoicing parent(s)/guardian(s).
Verbal abuse of staff	<b>Any direct swearing at staff or use of discriminatory language to staff will lead to Suspension.</b>

(direct swearing at staff or racism, pupil will be excluded)	Where abuse is less severe, the sanction is likely to be Navigation.  Repeated verbal abuse of staff may lead to extended Suspension, Behaviour Placement, Managed Move and ultimately Permanent Exclusion.
Truancy (part of the day) 1 <sup>st</sup> offence  2 <sup>nd</sup> offence  3 <sup>rd</sup> offence	Parental contact, detention to make up time missed, Navigation, Parental meeting with Head of Year/SLT.  Extended Navigation, parental meeting with Head of Year/SLT.  Persistent truancy may lead to a request for parental support on site to ensure student attends lessons.
Truancy (full day) 1 <sup>st</sup> offence 2 <sup>nd</sup> offence 3 <sup>rd</sup> offence	Navigation, parental contact Extended Navigation followed by parental meeting Suspension Persistent truancy may lead to behaviour placement and consideration of Managed Move.
Theft  1 <sup>st</sup> offence 2 <sup>nd</sup> offence 3 <sup>rd</sup> offence	Sanction to be determined by the nature of the offence but likely to be as below – we will report to the Police as a crime where necessary. Navigation, Police Panel referral. Extended Navigation, Parental meeting with SLT & Police Panel Suspension.  Repeated theft could lead to behaviour placement, Managed Move and ultimately Permanent Exclusion.
Refusal to comply with the instructions of the Headteacher, Deputy Headteacher or Assistant Headteacher	Students will be given 30 seconds to comply with the instruction – failure to comply at this point will lead to Suspension.  Persistent refusal to comply with the instructions of senior staff may lead to Permanent Exclusion.

**The Headteacher reserves the right to administer discipline to all students in the Academy based upon the evidence in relation to the incident available at that time, including information about the student's previous record. The Headteacher/Deputy Headteacher reserves the right to refer any incident to the Police where a crime may have been committed.**

## **Appendix 1: Physical Restraint**

### **1. Rationale**

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

### **2. Purpose**

The purpose of this document is to:

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

### **3. Guidelines**

#### **The rights of Staff**

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

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

Force can be used to either control or restrain. 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 and is typically used in more extreme circumstances. Regarding both control and restraint, 'reasonable force' means using no more force than is needed. Staff should always try to avoid acting in a way that might cause injury but it may not always be possible to avoid injury to a student. Our guiding principles at Droylsden Academy are 'reasonable, proportionate and necessary'.

#### **When can reasonable force be used?**

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property in such a way that it could cause serious injury to themselves or others or from causing disorder. The decision on

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whether or not to use reasonable force is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. There is no need for parental consent prior to using reasonable force. In using reasonable force, reasonable adjustments need to be made for disabled students and students with a statement of special educational need.

It is not possible to provide a comprehensive list of all the situations in which it might be appropriate to use reasonable force and they will in practice be rare but some examples of where reasonable force may be necessary to use are to:

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

### **Reporting and Recording**

Any incident involving the use of physical force with students **MUST** be reported to the Headteacher and the Deputy Headteacher responsible for pastoral care as soon as practically possible (or to another senior member of staff in the Deputy's absence).

All incidents must be recorded on the Academy proforma **as soon as possible** with **as much detail as possible including statements from any witnesses** and recorded on SIMS.

The Deputy Headteacher will decide on how best to report the incident to parents/carers.

### **5. Complaints**

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

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

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

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

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

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