



Cranbourne

Behaviour Policy

Introduction

1. At Cranbourne, we endeavour to be “Excellent in Everything”. Our behaviour policy supports this aim by ensuring kind, considerate behaviour and positive relationships between all members of the school community; all students then have access to an excellent educational experience throughout the school day.

2. Rationale

2.1 This policy is a working document designed to enable the whole school community to understand our vision and aims of our approach to behaviour, as well as explaining the organisation and management of student behaviour at Cranbourne.

2.2 This document is the result of consultation with students, staff, parents and the Governing Body and reflects the current practice at Cranbourne; its implementation is the responsibility of the staff at the school.

2.3 In order for the school to be excellent, behaviour, in class and outside of lessons must enable a safe and secure environment. We believe that all should behave in a considerate and humane way and treat others fairly, making amends when poor behaviour challenges positive relationships.

3. Governor’s Statement of Principles

3.1 The Governing Body have compiled this policy with regard to the appropriate sections of the 2006 Education and Inspection Act, which states that all schools are required to have a set of governing principles, which guide the Headteacher when determining measures to promote good behaviour and underpin the behaviour policy.

3.2. These principles have been formed following consultation with staff, parents and students.

3.3 The Governors acknowledge their duties under the 2010 Equalities Act, which seeks to eliminate all forms of discrimination, harassment and bullying and promotes the welfare of all members of the school community.

3.4 This policy takes account of the needs of vulnerable students and complies with all guidance and statutory requirements regarding equal treatment and unfair discrimination.

3.5 The Governing Body believes that in order for all students to achieve their full potential, excellent behaviour in all aspects of school life is necessary. It seeks to create an excellent and inclusive atmosphere by:

3.5.1 Promoting self-discipline and respect for self and others.

3.5.2 Ensuring all students are happy at school and fully able to participate in all opportunities.

3.5.3 Ensure that students complete assigned work and achieve their best.

3.5.4 Encourage students to take responsibility for their own actions, both in and out of school, and to consider how their behaviour impacts upon others.

3.5.5 Ensuring consistency in response to both positive and negative behaviours.

3.5.6 Promoting early intervention.

3.5.7 Working closely with parents and carers, so that we have a shared approach to implementing the school's policy and encouraging good behaviour.

3.6 The Governors consider that rewards encourage good behaviour and sanctions demonstrate that poor behaviour is unacceptable, expressing the disapproval of the school community. Both should be applied reasonably and proportionately.

3.7 The Governing Body recognise that the application of rewards and sanctions should take account of the individual situation and the student. The Headteacher is expected to use discretion in the application of rewards and sanctions. In situations where accounts of student behaviour differ, the Governing Body accept that the standard of proof used will be the balance of probabilities.

3.8 The statement of principles will be reviewed annually at a meeting of the Governing Body.

3.9 The Headteacher will communicate the behaviour policy to students, parents and staff at least once a year and place it in the home-school agreement.

4. Standards of Behaviour.

4.1 Our mission of “Excellence in Everything” requires all adults and students in the school community to take responsibility for all aspects of school life: this includes modelling excellent behaviour at all times.

4.2 As adults we:

4.2.1 Create a positive and caring ethos, with realistic expectations.

4.2.2 Promote honesty, consideration, kindness and an appreciation of the needs of others.

4.2.3 Ensure equal treatment of all regardless of race, religion, gender, sexuality, abilities or personal appearance.

4.2.4 Provide a safe and effective learning environment.

4.3 Students are expected to:

4.3.1 Come to school ready to learn, dressed in published school uniform and properly equipped.

4.3.2 Observe the “**code of conduct**” and the “**non -negotiable**” **basic classroom rules**

4.3.3 Treat others with respect and care and listen to their opinions.

4.3.4 Take personal responsibility for their actions.

4.3.5 Follow the school rules about mobile phones, electronic devices and areas which are out of bounds.

4.3.6 Move around the school in a careful and considerate way.

4.3.7 Look after their own property and that belonging to others and the school.

4.3.8 Observe the rules set down for students travelling to and from school (If coming to school on the bus, follow the rules set down in the bus contract).

5. Responsibilities - Everyone in the school has a part to play in maintaining high personal standards of behaviour:

5.1 The Governing Body

5.1.1 The Governing Body will compile the behaviour policy in consultation with the school community and keep the policy under review.

5.1.2 The Governing Body ensure that this policy is non-discriminatory and that it is clearly communicated to all.

5.1.3 The Governing Body support the school in maintaining high standards of behaviour.

5.2 The Headteacher and SLT

5.2.1 The Headteacher and SLT are responsible for the strategic planning of all aspects of this policy, the monitoring of impact and the evaluation of the pastoral provision.

5.2.2 The Headteacher and SLT ensure staff are clear about the behaviour policy and receive effective CPL on positive behaviour management strategies

5.2.3 The Headteacher and SLT will ensure that the school community is consulted with and is clear on the school behaviour policy.

5.2.4 The Headteacher and SLT ensure the school's behaviour policy is consistently and fairly applied and is non-discriminatory.

5.2.5 SLT line managers of departments and pastoral teams are responsible for ensuring the Head of Department, Pastoral Leads and their team are maintaining excellent behaviour for learning in their subject area.

5.2.6 The Headteacher and SLT ensure that the school does not tolerate violence, threatening behaviour or abuse by students or parents on or off the school site; such behaviour from parents may result in a ban from school premises and/or prosecution.

5.2.7 The Headteacher and SLT ensure staff model good behaviour and never denigrate others.

5.2.8 The Headteacher and SLT co-operate with all external agencies and other schools to enable good behaviour and attendance, making arrangements for alternative provision, where appropriate and promoting community cohesion.

5.2.9 The Headteacher and SLT take all reasonable action to prevent harassment and bullying and deal effectively with all reports of this.

5.3 Heads of Department

5.3.1 Heads of Department have responsibility for maintaining an excellent working ethos in their department, with the whole team contributing to this.

5.3.2 Heads of Department have responsibility for supporting their classroom staff in consistently applying sanctions e.g. Green Room, Short Detentions, One Hour Detentions, Departmental Reports.

5.3.3 Heads of Department have responsibility to ensure that teaching is appropriate and stimulating, encouraging excellent behaviour for learning.

5.4 The Pastoral Leads

5.4.1 Pastoral Leads ensure that their tutor team supports students, staff and parents in making sure that all necessary rewards, interventions and sanctions are applied fairly and consistently to encourage excellent behaviour.

5.4.2 Pastoral Leads deal with a persistent poor behaviour in number of ways, including an "On Report" system and referral to bespoke support and intervention programmes.

5.4.3 Pastoral Leads ensure we offer varied support, tailored to the individual. The tutors are always available to support students with any issues they may encounter and the tutors often know their tutees well and can offer support and guidance. For more complicated issues, the Progress Manager / Head of House can meet with a student and offer support and guidance. There are a number of strategies that might be employed including:

Regular discussions one-to-one.

Meeting with parents to discuss how to help the student.

Referral to LSU or Dyslexia Unit to screen for learning needs.

Referral for additional emotional support e.g. ELSA, Involvement of outside agencies for additional support, such as EIS.

5.4.4 Pastoral Leads are responsible for ensuring good attendance and behaviour in their Year Group.

5.5 Teaching and Support Staff

5.5.1 Teaching and support staff are responsible for contributing to the development of the school behaviour policy.

5.5.2 Teaching and support staff are responsible for the fair and consistent application of the policy.

5.5.3 Teaching and support staff are responsible for maintaining a high quality learning environment and ethos of excellent behaviour in and outside of the classroom so that all students are physically and emotionally safe.

5.5.4 Teaching and support staff have responsibility for delivering a stimulating curriculum at the appropriate level, so that all students can participate in the lesson.

5.5.5 Teaching and support staff have the responsibility to act as good role models and ensure that they take appropriate action to tackle discrimination and harassment, as well as applying the policy in a non-discriminatory way.

5.5.6 Teaching and support staff should ensure that parents are kept informed of their child's behaviour and promote shared responsibility for ensuring students behave well.

5.5.7 Teaching and support staff should engage with students' attempts to make amends for poor behaviour and allow students to repair damaged relationships.

5.6 Students

5.6.1 Students must follow the "**Code of Conduct**" and lesson "**Non – Negotiables**".

5.6.2 Students must speak respectfully to staff and other students and be willing to make amends for poor behaviour.

5.6.3 Students must not disrupt the learning of others in class.

5.6.4 Students must ensure that they do act in a kind and considerate way; never bullying or harassing other students. Racist, sexist and homophobic language and behaviour will not be tolerated.

5.7 Parents and Carers

5.7.1 Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child in and out of school.

5.7.2 Parents and carers should respect the school behaviour policy and the authority of staff.

5.7.3 Parents and carers should ensure that their child attends school, arrives on time in correct uniform, with equipment.

5.7.4 Parents and carers should expect their child to be safe and well cared for in school.

5.7.5 Parents and carers should communicate with the school if their child is absent, late or has problems outside school, which may affect their learning.

5.7.6 Parents and carers should encourage their child to follow school rules and support sanctions applied for unacceptable behaviour.

5.7.7 Parents and carers can expect to have any complaint they make about their child being bullied taken seriously by the school.

5.7.8 Parents and carers are expected to attend meetings with school staff, when requested, to discuss their child's behaviour.

5.7.9 Parents and carers can expect to be kept informed about their child's progress, effort levels and behaviour.

6 Rewards and Sanctions

- 6.1 We believe that students respond best to praise and reward. As a school we celebrate the success of our students. Our rewards system is based on regular praise: House Points collected in each lesson for good behaviour for learning; certificates, prizes and invitations to rewards trips; letters home from the Headteacher for students recorded in the "Book of Excellence", as well as termly prize giving events. In addition, inter house competitions reward participation and commitment.
- 6.2 Students are awarded House Points in every lesson, placed in their planner, if they have met the classroom non negotiables. Students may receive additional House Points for other contributions to school life, or exceptional work.
- 6.3 House Points are totalled each week by tutors and students are awarded school prizes when attaining a certain number of House Points. There is a termly reward trip for the top achievers (students go on one trip each).
- 6.4 Ethos Awards are nominated by teachers and student council termly and are presented at Whole School Assembly.
- 6.5 There is an additional rewards evening twice a year to recognise exceptional achievement in subject areas.
- 6.6 Year 11 leavers are presented with Year trophies for high performance in GCSE examination.
- 6.7 House cups will be presented at the end of the year.
- 6.8 We also recognise the need for a range of sanctions to reinforce our expectations when students do not follow our code of conduct and non -negotiables. These range from conversations with the teacher and short detentions after class to one hour or two hour detentions and ultimately, exclusion from school. Any sanction is applied fairly and with the student understanding the reason for its imposition.

Date of issue: June 2018

Appendix 1 - Code of Conduct and Non- Negotiables

At Cranbourne we have high expectations of each other's behaviour on or off the premises. This helps us to work together. This code of conduct shows what we expect of each other.

Come to school ready to learn, dressed appropriately and properly equipped.

Arrive on time for school and for lessons.

Wear the correct uniform neatly and no make-up, jewellery (no retainers), nail varnish or false nails. There are no exceptions.

Only waterproof and windproof coats should only be worn; no hoodies, army jackets, denim, cardigans or items other than prescribed uniform may be worn to school; trainers are to be worn in PE only.

Prepare for lessons and bring all you need for them. Essential equipment is pen, pencil, ruler, calculator, rubber, pencil sharpener.

Do not go in areas which are out of bounds.

Behave politely and respectfully when travelling to and from school and also after school in public.

Observe the “non -negotiable” basic classroom rules (practical lessons may have adapted rules)

1. Enter your classroom sensibly, on time, sit in seating plan order
2. Place equipment and open planner on the desk
3. Complete the “Do Now” task
4. Always try your best and be enthusiastic about the task given.

5. At the end of the lesson tidy up and leave the classroom sensibly.

(Do not expect to leave the classroom during the lesson unless by arrangement with a member of staff.)

Positive Relationships

1. Treat others with kindness, respect and care; listen to their opinions.
2. Speak and act towards others in a way that will not offend.
3. Listen to others' opinions- everyone is an individual.
4. Treat others as you would like to be treated.
5. Respect the feelings and property of residents when travelling to and from school.

Take personal responsibility for your actions.

Deal with conflicts without shouting or violence.

Tell the truth - own up if you do something wrong and apologise.

Keep promises.

Follow the school rules about mobile phones and electronic devices.

No taking of photos or videos in school, unless by permission of staff.

Mobile phones must be switched off and in bags during the school day and detentions. The exception to this is when a member of staff requests their use.

Always get permission from a member of staff before contacting home.

Move around the school in a careful and considerate way

Be calm around the school grounds and keep to paths.

Go to lessons promptly.

Open doors for others.

Use only designated areas outside of lesson time (no sitting in corridors).

Look after our own property and that belonging to the school and others.

Respect and take care of other peoples' work on display.

Return anything that you borrow.

Hand anything you find to reception.

Put all rubbish in a bin and recycle wherever possible.

Only eat in the dining room or outside the buildings.

We are committed to being a safe and healthy school where anything unlawful is also unacceptable.

Appendix 2- Guidance for Staff on the Application of Sanctions

Classroom discipline is the responsibility of the classroom teacher. There is no hard and fast formula for creating the ideal environment but well -structured lessons, delivered with good humour and pace, at a level the students understand, help to create an atmosphere where learning takes precedence over boredom and disruption. This includes PDL. The classroom non-negotiables are there to help create consistency and routine, which help students to settle to work productively. Apply them consistently.

We believe that students respond best to praise and reward. Classroom staff must ensure that they give House Points to all students who show good behaviour for learning as itemised in the planner. Timely and regular feedback to students on their work encourages excellence.

Sanction	Level of Behaviour	Authority
Verbal Reprimand	Low	All
Move Seats	Low	
Short 10 Minute Detention	Low	
30 Minute Detention	Persistent Low	
Green Room	Persistent Low/ High	
Middle Leader Detention	Persistent Low/ High	Middle Leaders
Internal Exclusion	High/Severe	Middle Leaders/ SLT
SLT Detention (2 Hours)	High/Severe	
Reciprocal Behaviour Support	Severe	SLT
Fixed Term Exclusion	Severe	Head
Permanent Exclusion	Severe	Head/ GB

Notes:

Detentions

After school detentions are the most serious sanctions before inclusion, or exclusion. The Education Act 2011 empowers schools to detain students after school, on the same day, without the consent of parents. We will always try to inform parents by text or phone call, or via the student planner.

Middle Leader Detentions.

These detentions take place after school and are scheduled and overseen by the Head of Department, Head of House or Progress Manager.

SLT Detentions

These are two hour detentions, held on a Friday after school and are a result of severe behaviour incidents.

Inclusion

In the case of continual breaches of the Behaviour Policy, a student may be placed in the classroom of a middle leader for a whole or part day, or placed with SLT or Heads of House/ PM. Parents will then come into school to discuss their child's behaviour.

Reciprocal Behaviour Support

In the case of continued serious breaches of the school's behaviour policy, a student may be placed for five days in another local secondary school. This allows for a period of reflection and discussion of the appropriate provision for the student going forward. This sanction is at the direction of the Headteacher. Parents must make sure that the student attends respite, otherwise the school will not authorise the absence and may issue a fixed penalty notice.

Exclusion. Serious breaches of discipline may result in fixed term exclusions and, ultimately, permanent exclusion.

Internal and External Inclusion and Exclusions will be followed by a period on report. Where severe incidents have taken place, we may discuss with parents a risk assessment and period of monitoring.

Appendix 3 – Exclusions

At Cranbourne, exclusions are used as an ultimate sanction when all other avenues have been thoroughly explored. It is acknowledged that initial exclusions can have a positive effect upon the student concerned but that further and longer exclusions are usually to benefit or safeguard the quality of education provided to the rest of the school.

When students are excluded for more than two days, school work will be arranged to do at home and be marked until their return to school. A letter will be sent to parents explaining the arrangements for setting and marking this work. Arrangements for re-admitting students after exclusion will include receipt of work completed during exclusion.

We view the “Re-integration” meeting with parent(s) as a very important part of any exclusion from school, and a legal requirement. It is an opportunity for parents and the school to discuss the issues that led up to the exclusion and consider how alternative behaviour in the future might avoid the need for further exclusions. Therefore, parents are always asked to attend a “Re-integration” meeting before re-admittance to school.

If parents/guardians wish to appeal an exclusion, then they will need to write a formal letter addressed to the Headteacher, outlining the reason for the appeal, and making clear what actions they would like to see as outcomes. All appeals against exclusion must be received by the school within two weeks of the exclusion start date.

Re-integration meeting:

Whenever a student is excluded, at the Re-integration meeting, both the parent and the student will sign again the re-integration plan and the code of conduct, to reaffirm a commitment to the school rules and values.

Serious one-off incidents or persistent disruptive behaviour may lead to permanent exclusion.

Appendix 4 Students Travelling to and from School

Students must behave themselves as they travel to and from school. We expect all students to adhere to the following while commuting to school:

Their uniform is worn correctly.

They behave courteously to members of the public.

They are polite and show respect for their fellow students.

They do as they are asked by staff.

They behave in an exemplary manner on the school bus and public transport.

Students are considered to be part of the school during their commute to and from school and whenever they are wearing the school uniform or are identifiable as belonging to Cranbourne. Students who are identifiable as Cranbourne students are also covered by this policy. Staff regularly patrol the surrounding area before and after school to ensure that behaviour follows the high expectations of Cranbourne School. Students are subject to the same sanctions for misbehaviour while travelling to and from school and/or while wearing the school uniform. When a student brings the school into disrepute, even outside of school, they may be sanctioned and/or excluded.

Appendix 4 Bus Contract

General Rules

- Remember – be polite and courteous at all times. You are representing yourself, your family and Cranbourne. Do not let them down! Bad language will not be tolerated.
- Unacceptable behaviour will not be tolerated and action will be taken if you do not follow these guidelines. **This includes inappropriate behaviour in the community e.g. smoking, rowdy behaviour, swearing.**
- In serious cases, or following the issuing of warnings, the school reserves the right to suspend or cancel your opportunity to use the bus from site to site. Your parent or guardian will then be responsible for transporting you to school.

Waiting for the Bus

- Always arrive in good time and make sure you have your pass with you. On the Fort Hill Site this is at the front of school in the morning and at Cranbourne this is in the canteen in the afternoon.
- In the morning, please wait sensibly on the pavement.
- In the afternoon, staff will direct you to the bus when it arrives. You will follow the instructions in an orderly manner at all times.
- You must show the pass to the driver each time you get on the bus. If you can't produce a pass, you may not be allowed to travel. Your parents or guardians will have to make other transport arrangements at their own expense until a pass can be produced.

Remember: NO PASS may mean NO TRAVEL!

- Don't go near the bus until it has stopped.
- Do not push to get on the bus.

On the Bus

- Find a seat quickly without pushing. The bus has seat belts fitted; wear them for your own safety.
- You must listen to the driver/staff and do as he or she says. The driver's job is to drive the bus safely, not to supervise young people on the vehicle. You must not distract the driver by shouting or causing a disturbance.
- Do not move about the bus except when it has stopped at its destination.
- You must not fool around or be disruptive when you are on the bus; this is dangerous and could distract the driver. If you need to say something important to the driver/staff wait until it is safe to do so.
- Report any incident or accident to the driver/staff only when the bus has stopped.
- You must not eat, or drink on the transport. You must take any litter off the bus with you.

- Do not damage or leave graffiti on the vehicle, spit, or interfere with emergency doors, safety belt fastenings or window fittings. Your parents will be charged for any damage which you cause. The buses are fitted with CCTV.
- Keep the gangway and emergency doors clear so that other people can leave the bus safely, if necessary.
- If there is an accident or breakdown, stay calm and quiet and follow the driver's/staff instructions.
- You must give the driver/staff your name if you are asked for it.

Getting off the Bus

- At your destination you must not try to get off the bus until it has stopped.
- You must make sure that you have all your belongings, such as bags, coats and litter, as you leave the vehicle. If you have forgotten something, you or the school should contact the company that operates the service.
- You must not try to get back on the bus after you have got off it in case it moves off suddenly.
- You must not cross the road close behind or in front of a bus or any other vehicle. You must be able to see clearly both ways. Where possible, use a pedestrian crossing.
- When arriving at Cranbourne in the mornings you **must remain on site**, the canteen is available for you to find somewhere warm and you can purchase food.

Appendix 5 Screening, Searching, Confiscation

This guidance is taken from the Searching, Screening and Confiscation Advise for Headteachers, School Staff and Governing Bodies- January 2018.

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.

Searching

School staff can search a student for any item if the student agrees.

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searching With Consent - Schools' Common Law Powers to Search

School staff can search students with their consent for any item.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school can apply an appropriate disciplinary penalty.

Searching Without Consent - What the Law Says

We can search without consent if you have reasonable grounds for suspecting that a student is in possession of a prohibited item, this includes:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

You must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Appendix 6 Use of Reasonable Force

Cranbourne fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

These guidelines have been written using advice taken from Use of Reasonable Force, Advice for Headteachers, staff and Governing Body, DfE 2013.

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2014.

For the Purposes of this Guidance:

- Reasonable force is defined as using no more force than is needed in the circumstances.
- Physical restraint is defined as the positive application of force in order to protect/prevent students from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight.
- Injury means 'significant injury'; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others, by reckless behaviour.

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 Head has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.
- 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.

When can Reasonable Force NOT be used?

Reasonable force can never be used as a form of punishment.

Guidelines for the Use of Physical Restraint

Professional judgement should be used in circumstances where the use of physical restraint and reasonable force is needed.

- Staff should not hesitate to act in an emergency provided they follow the guidelines in this policy.
- Staff should always satisfy themselves that the action they take would be considered justifiable to a wider audience of professional colleagues.
- In any application of physical restraint, the minimum reasonable force should be used to calm down the situation.
- Help should be summoned from colleagues; students should never be involved in restraint.

What to do in circumstances when the use of physical restraint and reasonable force is needed

- Approach the student calmly but firmly.
- Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the student that physical contact or restraint will stop as soon as it ceases to be necessary.
- A calm and measured approach is required by staff throughout.

Method of Restraint

The method of restraint employed must use the minimum force for the minimum time and must observe the following:

Restraint must not:

- Involve hurting the student
- Involve deliberately inflicting pain on the student
- Restrict the student's breathing
- Involve contact with sexually sensitive areas
- Involve locking the student in a room

During any incident the person restraining should:

- Offer verbal reassurance to the student
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury
- Cease the restraint if there are any signs of physical distress in the student such as sudden change in colour, difficulty breathing or vomiting

Physical restraint can be:

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

Physical intervention can take several forms and may involve staff:

- Physically interposing between students
- Blocking a student's path
- Holding
- Pushing
- Pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back or in extreme circumstances using more restrictive holds

Recording Incidents

- All serious incidents involving the use of physical restraint must be reported to the **Head or the Deputy Head as soon as possible after the incident.** These must be recorded on the Record of the Use of Physical Restraint.

Telling parents when force has been used on their child

- Staff need to use their professional judgement on whether to inform a parent, depending on the seriousness of the incident. This will need to be recorded in writing as soon as possible after the contact home.

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

- All complaints about the use of force will 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 his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- If an allegation of abuse is made against a member of staff, the procedures set out in the Safeguarding and Child Protection Policy will be followed.

Appendix 7 Levels of Behaviour

Low Level Disruption

- Silly noises
- Late to class
- Lack of equipment
- Moving around the class
- Homework not handed in
- Classwork not completed
- Graffiti in books
- Talking in class whilst the teacher is talking
- Chewing/ eating in class
- Failure to return books to the Library

Persistent Low Level Disruption

- Homework regularly not handed in
- Classwork regularly not completed
- Persistently talking over the teacher
- Misuse of IT
- Damage and/or vandalism

High Level Disruption

- Repeated refusal to follow staff instructions
- Bullying, Homophobia, Racism
- Truancy
- Abusive/ aggressive behaviour
- Smoking/ associating with smokers

Severe Disruption

- Theft
- Sexual misconduct
- Physical assault against a pupil or an adult
- Verbal abusive/ threatening behaviour against a pupil /adult
- Substance alcohol possession or use
- Persistent disruptive behaviour
- Persistent Truancy from lessons

Appendix 8 Rewards

Once students have reached these House Point totals in the expected timeframe they will be awarded with the following:		
200+ House Points	Cranbourne Prize	All Year
500+ House Points	Invited to a Special Event in school time	Autumn Term, Spring Term
1000+ House Points (Cumulative across the whole Academic Year)	1000 Achievers Trip	Summer Term

Additionally, there are three awards presentation evenings over the year.

House Cups and Certificates will be presented at the end of the academic year. The book of excellence invites students to show excellent work to the Headteacher every Friday.