

## BRAUNTON ACADEMY

### BEHAVIOUR FOR LEARNING AND RELATIONSHIPS POLICY

**Good standards of teaching, clear and high expectations of students and effective interpersonal relationships create an infrastructure for good behaviour at Braunton Academy.**

**In order to gain the respect of the students and maintain positive working relationships, staff are expected to be respectful, good humoured, fair, consistent and hard working. In doing this, they provide students with role models for successful behaviour. The school ensures respect is a two-way affair and, in giving respect, it is expected that adults will receive respect from students.**

**Braunton's Behaviour for Learning and Relationships policy includes a clearly defined behaviour management system** which has the support of parents/carers, students and staff. **It is publicised through our Home/School Agreement (Student Planner P7) on school noticeboards, and on the Academy website with regular reminders during Registration and Assemblies.** Sanctions and rewards are applied in a consistent way and supported by regular staff training. There is a supportive culture within the school which allows staff to raise concerns with senior leaders without fear of being stigmatised.

Managing behaviour forms a key part of the Academy's In-service teacher training and support programmes. It is recognised that good behaviour is promoted by:

- Creating and developing positive relationships with students
- thoughtful planning of lessons, appropriate lesson content and use of a variety of teaching techniques
- opportunities for enjoyment
- "hands-on" activities and curriculum differentiation which promote a sense of achievement for both students and staff

**Discipline is not just the responsibility of the Academy** - parents/carers also play a key role, both in promoting good behaviour and in supporting the Academy, should the need arise, for their children's misbehaviour. **Relationships with parents/carers are strong.**

**Alternative arrangements** are made when poor behaviour is linked with **additional learning needs**. In such cases, the SENCO will ensure that appropriate assessment and early intervention leads to an effective plan being developed, alongside the resources required for its implementation.

Braunton Academy operates a 'menu' of sanctions for challenging behaviour, it is effectively addressed through a multi-faceted approach, incorporating positive engagement with parents/carers and assistance from external agencies as appropriate. Decisions about disciplinary penalties are always made on the basis of fair and transparent principles, unhindered by 'political' interference.

- All staff have received training in using a 'common language' and students have been informed of this language through assemblies and tutor-time. The 'two warnings' system allows all stakeholders complete transparency and gives consistency across the school.
- If a student has been given two warnings using our 'common language' and they persist in disrupting the lesson, they will be sent to another member of staff, in order for effective teaching and learning to continue for the rest of the class.
- Three removals in one week will usually result in a senior staff detention held in the Drama hall 3.05 – 4.05 pm on a Friday. More than three removals will usually result in a day spent in 'Reflect'.

All the above used alongside and in conjunction with:

- Rewards and incentives, both intrinsic and extrinsic
- Liaison with parents/carers
- Disruptive Student Intervention programme (DSI)
- Suspension
- Supported Schooling (SS)
- Petroc placement, if appropriate and possible
- 'Managed Move' to another local secondary school
- Expulsion

At the same time, strategies for promoting positive behaviour are firmly in place and established (e.g. letters/postcards sent home, the Merit Award system, trips out of the Academy) and any sign of troublesome behaviour is identified at an early stage so that remedial action can be taken before any disruptive behaviour is allowed to escalate.

**In-House 'Agency' Provision** - The needs of students who show challenging behaviour must be balanced against the needs of the wider school community. In this regard, Braunton Academy has established a system to address the causes of such behaviour and not simply deal with the symptoms.

- **Student Support Mentors** offer a hugely successful programme of 'removing barriers to learning' for the students. The supportive work of the Mentors is extremely varied and demanding, engaging a high skill level from the staff in 'sign-posting' and providing emotional well-being and mental health support.

**It is important to note that a large number of suspensions have been avoided because the school's pastoral systems and policies are formed to recognise trigger points and enable students at risk of being suspended to be identified early enough for intervention strategies to be put in place.**

It may be argued that suspensions are relatively ineffective in acting as a deterrent, punishment, or means of rehabilitation and, indeed, this may be the case for a small minority of students; however, it must also be recognised that **suspensions are highly effective for the vast majority of students, parent/carers and teachers in terms of making our school feel safer for both staff and children, and in supporting the belief that it is both unfair and unsafe to allow the repeated disruptive behaviour of a minority to interfere with the learning, happiness and well-being of the majority.**

For this reason, the sanction of suspension remains an option in the school when all other attempts to bring about the necessary improvement to a child's behaviour have failed. The school recognises that it is important for those who are suspended or in Reflect, for whatever reason, to have suitable places where they can continue their education, receive the support they need and then make a successful return (reintegration) to normal schooling.

We fully recognise that **improvements in attainment, attendance and behaviour are inter-related**, so students who are placed in any of our provisions are given alternative access to a high quality education and the opportunity to address the issues underlying their behaviour, whilst we safeguard the rights of other students to complete their education without disruption.

“Behaviour is linked to motivation, achievement and hence to standards”  
(Lund 1996)

## **Academy Values and Beliefs**

### **Values**

- Respect
- Community spirit
- Honesty
- Integrity
- Equality and Fairness
- Trust

### **Beliefs**

- We believe that everyone has a right to enjoy learning in a safe and secure environment
- We believe that with rights come responsibilities
- We believe that all students can achieve and be successful
- We believe in independent lifelong-learning

### **Principles**

All members of the school community, both students and staff have the right to:

- Work and learn in an environment that is calm and orderly, free from disruption
- Feel safe
- Have their voice heard and their concerns listened to
- Be treated with fairness and respect

# Responsibilities and Procedures

## Morning Registration

### Students will:

- Arrive in time for registration
- Be wearing their school uniform correctly
- Be co-operative with their tutor and other students in preparing for the day ahead

### Tutors will:

- Meet and greet students
- Ensure that tutor group are settled and prepared for the day ahead
- Take the register electronically, or where there are network issues, ensure a paper register is taken and returned to the Attendance Officer before the start of period 1
- Monitor punctuality
- Give out messages
- Monitor uniform and check that it is being worn appropriately at all times
- Check students on report – applying sanctions as appropriate or referring to HOY
- Liaise with the Attendance Officer/Head of Year in following up on absence and lateness
- Allow students the opportunity to speak with each other and with the tutor at times identified by the tutor

## Lessons

It is the prime responsibility of all staff to ensure that an effective learning environment is created and maintained. This applies to all teaching and learning environments, including Learning Support and all sports facilities. **The key to excellent B4L is appropriate differentiation so that all students are actively engaged and suitably challenged academically**

### Heads of Department will:

- Support class teachers to plan and deliver a stimulating curriculum that is appropriately differentiated
- Support the class teacher in applying appropriate sanctions where misbehaviour in lessons continues
- Implement, monitor, evaluate and review the Behaviour for Learning policy to contribute to the achievement of an excellent climate for learning.
- Evaluate, analyse and review data relevant to students' progress within the department

### Teachers will:

- Ensure that they are fully prepared and on time for lessons
- Meet and greet students upon entry to the classroom.
- Plan and provide challenging, differentiated, interesting and relevant lessons to minimise poor behaviour and maximise learner effectiveness
- Treat all students fairly and with dignity
- Use positive praise and rewards to raise self-esteem and encourage positive behaviours for learning
- Consistently implement the Academy's uniform regulations
- Use the agreed 'common language' to deliver first and second warnings if necessary
- Take a register at the start of each lesson

- Use rewards and sanctions appropriately
- Take appropriate and relevant action before referring elsewhere
- Create a safe and stimulating working and learning environment, setting high expectations for behaviour and learning
- Use positive and inclusive language, providing opportunities for students to discuss aspects of their learning
- Provide a range of opportunities to develop students personal learning and thinking skills
- Set extended learning tasks in line with Department and Academy policy

### **SLT/Heads of Year will:**

Provide support to other teaching staff. If a member of staff requires support for an EMERGENCY situation, the following should happen:

- a) An email should be sent to main reception
- b) Main reception will contact a member of the leadership team
- c) SLT will attend the room, remove student(s) to Reflect for the day
- d) Parents/carers will be informed of this via email
- e) A discussion between SLT will take place regarding further sanctions if appropriate

### **Examples of Emergencies:**

- **Fighting in class**
- **Complete refusal to leave classroom after two warnings**
- **Other serious disruption to the lesson, which the teacher is unable to contain/manage alone**

Appendix A – **Behaviour Incident Form**

Appendix B – **Charlie Taylor's checklist for staff**

Appendix C– **INTERVENTION STRATEGY FOR STUDENTS PRESENTING AS PERSISTENTLY DISRUPTIVE**

Appendix D- **Guidelines for Physical Restraint in school**

### **Outside of the Classroom**

It is the responsibility of all adults to ensure that the Academy's Behaviour for Learning and Relationships Policy is consistently applied. This responsibility applies before and after school, between lessons and during break and lunchtime

Students and staff must ensure that they positively represent the school at all times in the wider community.

The agreed protocols for following up incidents should be followed.

## **Break and Lunch Times**

### **Staff on duty will:**

- Arrive at timetabled duties on time and provide an active, positive presence
- Remain on duty for the entire time of their duty
- Help move students to lessons at the end of break/lunch
- Report incidents or concerns to Student Reception or HOY using Behaviour Incident forms

### **Students will:**

- Move promptly to lessons when the warning bell rings
- Remain in their allocated areas
- Only use classroom bases where agreed and staffed
- In wet weather use allocated areas

## **Before and After School**

For reasons of personal safety, it is very important that all students adhere to the following:

- Be careful crossing roads. Follow the Highway Code and use pedestrian crossings and lights where possible
- Go straight home at the end of the day unless participating in extended school activities or clubs
- Leave the school site promptly at the end of the day. If waiting to meet friends/siblings, this should be in the top playground for Barton Road exits and in the areas outside the Maths/English blocks for other exits to prevent crowding outside the school exits.
- If waiting for buses wait in the appropriate waiting bay behind the white lines where present
- Cyclists should be dismounted within the school, ensure that bikes are locked, and exercise caution when leaving
- Skateboards and scooters are not allowed in school

## **Consistent Intervention.**

Everyone benefits when our expectations are clearly and consistently enforced.

### **Prohibited Item in school**

- Verbal warning if appropriate
- Staff confiscate item, students/parents/carers can collect them at the end of the day/week from Reception
- Where the confiscation is challenged staff should deal with the situation professionally.  
To avoid escalation of confrontation, staff may refer the incident to the Head of Year who may lengthen the confiscation and apply other sanctions as appropriate.
- Second time - Item is confiscated and parents/carers are called by HOY or Tutor

### **If a student arrives who is not in uniform**

- Student sent to Student Reception to borrow uniform **OR**
- HOY asks Student Reception to contact parents/carers so that the student can be sent home to put their uniform right before returning immediately if appropriate/possible
- A temporary uniform pass may be issued by HOY if the explanatory letter from parents/carers merits extenuating circumstances

### **Late for Registration**

- Late recorded on SIMS, verbal warning given
- Lunch detention given for each late after the first warning, in a one week period
- Referred to HOY
- Home contact by Attendance Officer [letter/phone/email]
- Persistent lateness will be addressed by HOY/Attendance Officer/AVP

### **Late for Lessons**

- Late recorded on SIMS, verbal warning given
- Department detention given (if appropriate)
- Referred to HOD
- Offenders across subjects picked up by Attendance Officer/Head of Year
- Truancy referred to Attendance Officer, who will issue sanctions as outlined in the Attendance Policy, liaise with HOY and contact home

### **Not Equipped for Lessons**

- Discussion with student to ascertain reasons why, support may be required
- Verbal warning
- Department detention
- Standard letter sent home for persistent problems
- HOD contact parents/carers

### **Homework not Completed**

- Subject teacher investigates and responds with appropriate sanctions
- Refer to Head of Department
- Tutors monitor when across departments – from intervention data
- Refer to Head of Year

### **Smoking**

- Refer to HOY
- One day in Reflect as appropriate and parents/carers informed if caught smoking or with smokers
- Repeated incidents may result in suspension and parents being called in to school

### **Mobile Phones**

- All students are aware that mobile phones should be switched off and in bags whilst in school. If a student is seen using a mobile phone, the member of staff will politely and respectfully request that the student hand it over, where it will be placed in a named envelope and taken to main reception for collection by parent(s). If HOY/SLT consider it appropriate, the student may be given their phone back at the end of the day. Parents are emailed regarding the confiscation of mobiles and the member of staff should log it on Class Charts.

## **Class Charts**

We use an online system called Class Charts to log all Behaviour incidents (positive and negative), create seating plans, add homework and issue any detentions. This system enables students to personally monitor many aspects of their life at the Academy, visually seeing the progress and being able to interact with this online through an App. Parents can also download an App, which allows them to track behaviours, Class work expectations and homework. Every student and parent are provided with their own user account.

Senior Leaders and Middle Leaders will use data reports generated from Class Charts to track behaviour allowing for targeted interventions and relevant recognition for positive behaviours.

The information provided within Class Charts is regularly used in meetings with parents/carers and it is strongly recommended that parents/carers download the app in order that we may work more closely in providing support for our students.

## Consequences/Sanctions

Where students choose not to follow the agreed codes and expectations, sanctions will be administered. Staff should always use their professional judgement in applying sanctions using their skill to ensure that incidents are dealt with calmly and professionally.

To support consistency across the school, in lessons, sanctions should be applied as agreed, using common language

- Staff reminders about appropriate behaviour
- First warning 'This is your first warning'
- Second warning 'This is your second warning'
- Continued disruption – student asked to leave to another room, using the 'Buddy System'

The Head of Department will decide on the appropriate departmental sanction considering the circumstances. Repeat offenders should involve liaising with the Heads of Year about appropriate intervention strategies.

Refusal to be removed from the classroom will result in a Senior Member of staff being called (as per process described earlier in this Policy)

This will involve the student being placed in Reflect for the rest of that day, and may result in involving the suspension process.

When applying a sanction, staff will focus on the behaviour and not the individual. Staff will also give a clear reason why the sanction has been given. If a detention has been given, staff will make students aware that they have been given a detention. There should be no need for confrontation. **Behaviour which hinders or prevents other students from learning will not be tolerated.**

It is essential that students are allowed to start each lesson with a "clean slate." This will restore the working relationship between each student and place the emphasis back onto rewarding positive behaviour. Any negative behaviour from the previous lesson should have been dealt with at that time and should not be allowed to affect the next lesson. However this does not mean that any strategy put in place to improve behaviour can be ignored. For example, if a student has been placed on report due to their behaviour, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as is required. The increasing use of restorative practices across the school will result in stronger and more positive relationships.

Behaviour Incident form (**See Appendix A**) used by TA's or staff on lunch/break duty

A restorative meeting may be appropriate and can be requested by either the staff member or student.

## Detentions

Departmental Detentions are administered by departmental staff. Departments may administer lunch or after school detentions. They will be scheduled by departments.

### The purpose of detention is to:

- allow students to catch up with missed work where appropriate
- give students time to reflect on the consequence of their actions
- act as a deterrent as a consequence to not following the schools behaviour for learning code

### Lunch detentions

- can be given on the day of a misdemeanour
- should be recorded on Class Charts
- must last no longer than twenty minutes
- parents may not be informed for one off infringements
- parents/carers will be informed for repeat offences or where the sanction is a number of lunch detentions

### Pastoral lunch detention

- administered by Heads of Year
- can be used by tutors for lateness and other tutor issues
- can be used by break duty staff for infringements at break where appropriate
- cannot be used for departmental infringements

### After school detentions

- can be given on the same day [subject to safeguarding issues] or with notice
- should last no longer than forty-five minutes
- may be given where a student has missed a lunchtime detention
- parents/carers will be informed via Class Charts or phone call
- students must be given appropriate work or be given an opportunity to work
- must be recorded on Class Charts

### Senior Staff detention

- administered by Senior Leadership Team
- should last for one hour (or two on rare occasions)
- can be requested by Heads of Department/Year for not attending departmental or pastoral detentions
- parents/carers must be informed by letter/email

Students missing detentions should be moved onto the next detention level.

Students missing Senior Staff detention will spend a day in Reflect.

## **Reflect**

- Given by SLT/HOY
- Involves working in Reflect or, if appropriate, due to ALN, in The Study, under supervision for the whole day or part thereof. For KS4 students, attendance in some key lessons may be permitted.
- Parents/carers informed via email
- Students will work on Maths/English/Science primarily
- Students may work on other subjects if appropriate, especially at KS4
- If a whole day in Reflect, this includes morning break and lunch and finishes at 3.25pm
- must be recorded on SIMS (JN)
- escorts needed to and from the canteen, lunchtime detention and lessons (if attending)
- work must be set by departments for lessons missed
- paperwork from HOY/AVP to JN
- email to all staff informing them of a student spending time in Reflect (JN)

## **Suspension**

- given by SLT in discussion with HOY
- Suspension paperwork – form completed by RJH/FB to AH to process
- same day phone call to parent by SLT
- students are off site supervised by parents/carers
- must be recorded on SIMS
- Includes a reintegration meeting with parents/carers before readmission
- work must be set by departments for lessons missed.
- incidents involving staff must have a restorative session before readmission into class, where appropriate
- If the decision to suspend is a permanent exclusion the Academy follows the most up to date version of the DFE guidelines 'School suspensions and permanent exclusions'

## **Rewards**

We recognise that students are more likely to engage fully with their education if they can see the purpose of this education and understand the intrinsic rewards of it. However, alongside this, it is important to recognise achievement with extrinsic rewards and as such, visually celebrating success is important to us. The way students receive such recognition is outlined below. These badges are worn on the uniform.

### **Ongoing throughout the school year: Merits**

These badges are awarded for merits received from teachers in the classroom.

Bronze merit badge -	40 merits
Silver merit badge -	75 merits
Gold merit badge -	125 merits
Platinum merit badge -	175 merits

### **After every MTA: Scholar Awards**

Bronze Star -	top 20 in year for effort
Silver Star -	top 20 in year for effort for the second time in a year
Gold Star -	top 20 in year for effort for the third time in a year.

## Attendance

- Excellent attendance is rewarded termly at assemblies. Trophies are awarded at the end of year assembly
- The House with the best weekly attendance enjoys 'first into the canteen' privileges

## Departments

- Celebration evenings are held to celebrate the end of KS3 and KS 4
- Achievement lunches are calendared and held regularly throughout the year, by year group
- Departments issue postcards, letters and a 'Student of the Month'

**There is an ongoing House Championship each year and students will have the opportunity to gain points for their House in the following ways:**

## House Points

- House Competitions – there will be a varied series of House competitions and events throughout the year from all areas of school life. This will ensure that everyone has the opportunity to represent their House in something that they enjoy. Students will gain a House Point for entering, and the following points will be awarded for **1<sup>st</sup> place (10), 2<sup>nd</sup> place (5), and 3<sup>rd</sup> place (3)**.
- Positive Behaviour - Heads of Year will award House Points in the form of tokens to students who demonstrate positive behaviour around the school. Students will drop these into the coloured House Boxes situated in Student Reception.
- Other staff will award House Points for positive behaviour using the ClassCharts system.
- Best attendance – the House that tops the attendance data each week will gain 10 points for their House.

These points will accumulate and be recorded on the House Championship display board in the Isaac Hall foyer.

There will be opportunities within each House for students to take on extra responsibility and apply to become House Captains, who will help organise the competitions and events.



The House Championship calendar will culminate with the Annual Sports Day and a House Championship Cup awarded to the House that has accrued the most points over the whole year at the final assembly.

A 'House Championship' day occurs near the end of the Summer Term whereby the students in the winning house overall for the year are able to wear non-uniform and have P5 & P6 on the Athletics track taking part in a range of fun activities.

## Appendix A: Braunton Academy - Behaviour Incident Form

Staff referring:					Date:			Time:		
Period:	Before school	Reg/ Assembly	P1	P2	Break	P3	P4	Lunch	P5	P6
Where:	Class	Corridor	Isaac Hall	PE	Playground	Tweedies'		Off Site	Other:	
Subject:				TA in class?	Yes	No	Cover Lesson?	Yes	No	
Student name/s: 1) 2) 3)					Year/Tutor Group:					
Behaviour/s causing concern: (please circle)										
<b>PLEASE USE THE REVERSE OF THIS FORM TO RECORD THE INCIDENT IN YOUR OWN WORDS. Thank you.</b>										
Accident	Bully/victim of bullying			Damage to property			Dangerous behaviour			
Defiance	Disruptive behaviour			Equipment			Mobile phone transgression			
Inciting poor behaviour	Illicit substances			Insolence/ Rude			Refusal to work			
Off-site	Persistent homework failure			Persistent lateness to lessons			Physical aggression to peer			
Physical aggression to staff	Racist incident/ victim			Refusal to follow request			Sexist/ sexualized behaviour			
Smoking	Repeatedly talking out of turn			Theft			Truancy			
Uniform/ appearance	Verbal abuse to peer			Verbal abuse to staff			Other			
Class teacher/Tutor: actions taken:										
After school detention	Breaktime detention			Discussed with student/ warned			Fixed period exclusion			
Internal isolation	Internal Exclusion			SLT Detention			Lunchtime isolation			
Lunchtime detention	On Report -Attendance			On Report – Behaviour			On Report- SLT			
On Report – lunchtime	Parents/ Carers informed			Parent/ Carer meeting			Referred to BASS			
Referred to HoD	Referred to HoY			Referred to SLT			Supportive Schooling			
HoD seen	Action taken:									
<b>All Behaviour Incident Forms must be handed to the Head of Year</b>										
Status:	Resolved			Unresolved			Further intervention required			
Further action taken (if necessary). Please state the action you have taken and any requests for further support:										
HoY seen	Action taken:									
Signed Off and entered on SIMS by:										



## Appendix B: Getting the Simple Things Right – Charlie Taylor’s Behaviour Checklist

### Behaviour checklist for teachers

	What needs to be done
<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>• Know the names and roles of any adults in class</li> <li>• Meet and greet students when they come into the classroom</li> <li>• Display rules in class, and ensure that students and staff know what they are</li> <li>• Have a system in place to follow through with all sanctions</li> <li>• Display the tariff of rewards in class</li> <li>• Have a visual timetable on the wall</li> <li>• Follow the school behaviour policy</li> </ul>	<p><b>KDG provides TA list</b></p> <p><b>RJH provides BfL code, 5Bs</b></p> <p><b>Departmental to Pastoral</b></p>
<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Know the names of students</li> <li>• Have a seating plan</li> <li>• Have a plan for students likely to misbehave</li> <li>• Understand students’ additional learning need</li> <li>• Understand strategies for disadvantaged students</li> </ul>	<p><b>Print photo class lists off SIMS</b></p> <p><b>Access IEP Student Profile + PP Student Profiles</b></p> <p><b>Access ALN IEP Student Profile + ALN Register</b></p>
<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Ensure that all resources are prepared in advance</li> <li>• Praise the behaviour you want to see more of.</li> <li>• Praise students doing the right thing more than criticising those who are doing the wrong thing (parallel praise)</li> <li>• Differentiate</li> <li>• Stay calm</li> <li>• Have clear routines for transitions and stopping the class</li> <li>• Teach students the class routines</li> </ul>	
<p><b>Parents/carers</b></p> <ul style="list-style-type: none"> <li>• Give feedback to parents/carers about their child’s behaviour – let them know about the good days as well as the bad ones.</li> </ul>	

## Appendix C: Year 11 Persistently Off-Task Behaviour Student Procedures

FB

RJH

JCR

AJP

KDG

JF

The above listed students are reported as being persistently off-task in a number of GCSE classes. This behaviour is not to be accepted.

All on the list have been advised/reminded of the school's behaviour and learning expectations; should they fail to respond to requests for appropriate 'Engagement in Learning' in the classroom, **they must be removed and sent to Student Reception from where they will be directed to their respective Senior Leadership Team member.**

Please follow the usual procedures for disciplining these students, noting the particular arrangements for them in bold:

Students who continue to disrupt the learning and teaching process or fail to settle to their studies, should be led through the following stepped procedure:

- Remind them of the rules, quietly
- Point out what will happen if they continue to break the rules
- **If you feel that their behaviour continues to be unacceptable and they should not remain in your classroom, send them to Student Reception with a note in their Planner.**
- Send both a Behaviour Incident Form and the student's work asap to the member of SLT

The "consequences" for these students will be:

1.	Removal from one lesson in a week	- Lunchtime Isolation
2.	Removal from two lessons in a week	- Lunchtime Isolation and Parent/Carers contacted
3.	Repeated removal from lessons - 3 in a week	- 1 days isolation
4.	Continued repeated removal from lessons	- 1 day Supportive Schooling

cc Teaching staff  
Learning Supervisors  
HOY  
SLT

## **GUIDELINES FOR PHYSICAL RESTRAINT IN SCHOOL**

The 2006 Education and Inspections Act permits the use of reasonable force to restrain a student in the event of extreme behaviour. This policy has been written with reference to the July 2013 "Use of Reasonable force" document which is a non-statutory guidance document published by the DFE.

Restraint occurs when a member of staff uses physical force intentionally to restrict a child's movement against his or her will.

Physical contact with students may occur under other circumstances such as providing physical prompts, giving support in PE and supplying reassurance. The term restraint does not extend to these situations. Staff should not be inhibited in providing such contact when it is professional and appropriate to do so. The school's restraint policy is developed in relation to the school's policy on managing behaviour.

Reasonable force may be used in the following circumstances:

- in self-defence where risk of injury is imminent;
- where there is a developing risk of injury or significant damage to property;
- where good order and discipline are compromised;
- when the activity occurs on the school premises or during an authorised activity off the premises.

### **Aims**

- At Braunton Academy, physical restraint will only be used in extreme circumstances.
- Any force used should always be the minimum necessary to achieve the desired result and to prevent a student from:
  - injuring themselves or others;
  - committing a criminal offence;
  - causing damage to property;

### **When may students be restrained?**

- Where possible staff should try to de-escalate the situation first. A physical intervention should only be used when other methods to manage the situation are inappropriate.
- Examples of situations which may require physical restraint are when a student is:
  - attacking a member of staff or another student
  - fighting with another student

- engaged in or is on the verge of committing deliberate damage or vandalism to property
  - causing or at risk of causing injury or damage by accident, rough play or by misuse of dangerous materials or objects
  - running in school in a way in which he/she might cause injury to themselves or others
  - absconds from a class or tries to leave the school
  - behaving in a way that is seriously disrupting a lesson
- In cases when the school is aware that a pupil is likely to behave in a way that may require physical restraint, plans will be made which address:
    - possible strategies for de-escalating the problem (exit card etc)
    - ways of managing the student e.g. strategies, holds to be used
    - informing parents about specific action to be adopted
    - briefing staff to ensure they are clear about strategies
    - ensuring additional support can be summoned if appropriate

### **Who may restrain pupils?**

- Physical Restraint may be carried out by all members of the school staff.

*However should any individual lack the confidence or the desire to take such action, a senior member of staff may be called.*

- These arrangements apply at all times the school has responsibility for students and extend to times when students are at after-school clubs or are off-site on educational trips. The policy does not apply to situations after children have been dismissed and left the school premises or have been collected by parents and are in their care.
- Everyone has the right to defend themselves against an attack provided they do not use a disproportionate amount of force to do so. In an emergency, e.g. if a student was at immediate risk of injury by someone else, any member of staff is able to intervene.

### **How may pupils be restrained?**

- A calm approach to a situation should be adopted:
  - Prior to intervention the adult should, if possible, summon assistance from colleagues (Senior Management) e.g. when dealing with more than one student, or if they believe that they may be at risk of injury.
  - If a member of staff does not feel confident to intervene they should continue to attempt to defuse the situation orally and to prevent the situation from escalating until help arrives.
  - Staff should remove other students who may be at risk.

- Attempts should be made to communicate with the student calmly throughout the incident.
- It should be made clear that physical restraint will stop as soon as it ceases to be necessary.

- Physical intervention may take several forms:

- Physically moving to get between students
- Standing in the way of a student
- Holding, pushing, pulling
- Leading a pupil away by the hand or gentle pressure on the back  
(In more extreme cases more restrictive holds may be used)

- No restraint may be used which may be considered to be indecent or which may be expected to cause injury to the child.

- Force which could cause injury includes:

- holding around the neck
- any hold that might restrict breathing
- kicking, slapping or punching
- forcing limbs against joints
- tripping
- holding by the hair
- holding the student face down on the ground

Force like this should never be used. No force can ever be used as a punishment.

### **What to do after an incident of restraint**

- All incidents when restraint is used should be recorded as soon as possible (within 24 hours) and the Headteacher notified.

- name(s) of student(s) involved
- location of incident
- the reason force was necessary
- description of the incident
- steps taken to diffuse the situation
- degree of force used and for how long
- student(s) response and outcome of the incident
- details of any injury suffered by anyone and damage to property
- statements from any witnesses should also be included

- Any staff injuries sustained will be recorded separately on an Accident Report Form in accordance with Health and Safety procedures.

- Students who have been restrained will be entitled to record their views when they have calmed down and will be given assistance to do so if necessary.

- Parents will always be informed of any incident with their child involving the use of physical restraint and will be given an opportunity to discuss the incident. (How and when parents are informed is the decision of the SLT/HOY.)
- Students or staff who are involved in a difficult incident will have access to support as required:
  - Debriefing
  - Restorative meeting
  - Discussion with Assistant Headteacher (Student Support and Guidance)
  - Time with a mentor
  - Childline

## **Braunton Academy's Response to Peer on Peer Sexual Harassment and Sexual Violence**

1) For the purpose of this Policy, when referring to **sexual violence** we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

2) For the purpose of this Policy, when referring to **sexual harassment** we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of the Academy. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff at the Academy are advised to maintain an attitude of '**it could happen here**'.

Braunton Academy recognise that it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Along with providing support to children who are victims of sexual violence or sexual harassment, Braunton Academy will provide the alleged perpetrator(s) with education, safeguarding support as appropriate and implement any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing. Taking disciplinary action and providing appropriate support, will occur at the same time if necessary.

Any reports of abuse involving children with SEND will require close liaison with the DSL and the SENCO.

Braunton Academy will liaise with the police where a crime might have been committed. Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that this should be referred on to the police.

Options available to Braunton Academy when deciding how best to manage a report of sexual harassment.

- Manage internally
- Early Help Assessment
- Referral to Children's Social Care/MASH
- The Police

Braunton Academy will always endeavour to manage reports of this nature in liaison with parents/carers and with the student(s) involved in order that all feel supported and listened to throughout the process.