

CONTENTS

1. Introduction
2. Purpose of the policy
3. Equality impact statement
4. Training
5. Monitoring, evaluation and review
6. Interrelationships with other school policies
7. The rights and responsibilities of the school, students and parents
8. 10 key aspects of school practice which will support the behaviour policy
9. The school's power to discipline
10. Standards and expectations
11. Behaviour Expectations
12. Use of disciplinary sanctions
13. Disciplinary penalties
14. Guidance on detentions, confiscations and misbehaviour outside school
15. Misbehaviour outside school premises
16. Guidance on the implementation of behaviour management system
17. Evening whole school detention system
18. Serious and/or repeated misbehaviour
19. Gold awards
20. Behaviours policy guidance on the use of reasonable force
21. FAQs
22. Associated resources
23. Dealing with allegations of abuse against teachers and other staff
24. *Appendix 1 – Expectations for the environment*
25. Classroom Behaviour
26. Behaviour Management System

1. INTRODUCTION

The core values of our school embrace a culture of respect, fairness, social and moral responsibility, diversity and inclusion. For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring environment in the school with a strong focus on learning to prepare students for their future success beyond Lathom. The school seeks to establish a clear and effective working policy on Behaviour Management and anti-bullying which, when followed, will ensure that our students act as great ambassadors for Lathom and the community of Skelmersdale and feel safe. The policy aims to reduce and remove behavioural and social barriers to learning for all students. We firmly believe that effective planning, recognisable short-term goals for students and absolute consistency from all members of staff sets the groundwork for effective behaviour.

2. PURPOSE OF THE POLICY

To ensure the whole school community is consulted about the principles of the school Behaviour Policy.

To establish and communicate clear measures to ensure good order, respect for all and discipline.

To ensure the school Behaviour Policy does not discriminate against any student on, for example, grounds of race, gender, disability, sexual orientation or gender identity, and that it promotes excellent relations between different communities.

To ensure teacher's roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.

To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.

To support, praise and, as appropriate, reward students' good behaviour and contribution to a positive learning community.

To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.

To make alternative provision from day six for Fixed Period excluded students and, where appropriate, arrange reintegration interviews for parents at the end of a fixed period exclusion (at home or off site provision).

To take all reasonable measures to protect the safety and wellbeing of staff and students including preventing all forms of bullying and dealing with exemplary effectiveness with reports and complaints about bullying.

To ensure that all staff model good behaviour at all times and never denigrate students or colleagues.

To promote positive behaviour through active development of students' social, emotional and behavioural skills.

To keep parents informed of their son/daughter's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them through the Student and Families Intervention Team in meeting their parental responsibilities.

To work with other agencies to promote community cohesion and safety.

3. EQUALITY IMPACT STATEMENT

The Governing Body will ensure that this policy does not discriminate, directly or indirectly. It will do this through regular monitoring and evaluation of Lathom policies. On review it will assess and consult relevant stakeholders on the likely impact of the policies on the promotion of equality on grounds of race, gender, disability, sexual orientation, pregnancies or maternity and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

4. TRAINING

The Governing Body and Senior Leadership Team will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

5. MONITORING, EVALUATION AND REVIEW

The school will review this policy annually and assess its implementation and effectiveness.

6. INTERRELATIONSHIP WITH OTHER SCHOOL POLICIES

In order for the behaviour policy to be effective a clear relationship with other school policies has been established, namely:

- SEN Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- E-Safety Policy
- School Uniform Policy
- Equal Opportunities Policy
- Staff Professional Conduct Policy
- Managing allegations of abuse made against other children

7. THE RIGHTS AND RESPONSIBILITIES OF THE SCHOOL, STUDENTS AND PARENTS IN ENSURING AN ORDERLY CLIMATE FOR LEARNING AND A SAFE AND HAPPY ENVIRONMENT BASED ON MUTUAL RESPECT

SCHOOL	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school’s statutory power to discipline students and that students and parents will need to respect this. • To enforce a school Behaviours for Learning (BEHAVIOUR) Policy – including rules and disciplinary measures. • To expect students to respect the rights of other students and adults in the school. • To protect students and adults from individuals who threaten to disrupt the safety and calm of the school. • Not to tolerate violence, threatening behaviour or abuse by students and parents. If a parent does not conduct herself/himself appropriately, the school will ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be prosecuted. • To take firm action against students who harass or denigrate teachers or other school staff, on or off the premises by engaging external support services. • To contribute to the development of the school BEHAVIOUR Policy, with all students involved in the consultative process. • To be taught in environments that are safe, conducive to learning, free from disruption with engaging teaching. • To expect that other students will not bring inappropriate and unlawful items into school. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Headteacher / Governors, if you believe the school has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To ensure the school community is consulted about the principles of the Behaviours for Learning (BEHAVIOUR) Policy. • To establish and communicate clearly measures to ensure good behaviour, respect and discipline. • To ensure that the school’s BEHAVIOUR policy does not discriminate against any student on the grounds of SEN, race, disability or sexual orientation and that it promotes good relationships between different communities. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies • To support, praise and reward students’ good behaviour. • To apply sanctions fairly, consistently, appropriately and reasonably – taking account of SEN, disability and the needs of vulnerable students. • To make alternative provision from day six of a fixed period exclusion (at home or off site provision) and where appropriate arrange a reintegration interview for parents at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and wellbeing of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To promote positive behaviour through active development of student’s social, emotional and behavioural skills and a positive rewards system. • To keep parents/carers informed of their son/daughters’ behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate manner. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate and unlawful items into school. • To show respect to school staff, fellow students, school property and the environment. • Never to denigrate, harm or bully other students or staff. To cooperate with and abide by any arrangements put in place to support your behaviour such as an appropriate school report, Pastoral Support Programme (PSP), Behaviour Contract.

PARENTS/CARERS**Rights**

- To contribute to the development of the school Behaviour Policy.
- To be kept informed about their son/daughter's progress, including issues relating to their behaviour.
- To have any complaint they make about their son/daughter being bullied taken seriously and investigated / resolved as necessary.
- To appeal to the Headteacher, Governing Body, LEA (and beyond that to the Secretary of State) if they believe the school has exercised its disciplinary authority unreasonably.
- To appeal against a decision to exclude their son/daughter, first to the governing body and then - in the case of a permanent exclusion - to an independent appeal panel.

Responsibilities

- To respect and openly support the school's Behaviour Policy and the disciplinary authority of school staff.
- To ensure that their son/daughter follows reasonable instructions by school staff and adheres to school rules.
- To send their son/daughter to school each day, punctually, in full school uniform, fed, rested, fully equipped and ready to learn.
- To ensure school staff are informed of any SEN related or other personal factors which may result in their son/daughter displaying behaviour outside the norm.
- To be prepared to work with the school to support their son/daughter's positive behaviour.
- To attend a meeting with the Headteacher and other staff, if requested, to discuss their son/daughter's behaviour at the very earliest opportunity.
- To adhere to the terms of any Contract relating to their son/daughter's behaviour.
- If their son/daughter is excluded from school, to ensure, that she is not found in a public place during school hours in the first five days of a fixed period exclusion, and if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

GOVERNORS

Rights

- The Governing Body will review the Behaviour policy as part of the policy review cycle.
- The Governing Body will consult with the Headteacher, staff, parents/carers and students on changes to the Behaviour Policy at the formative stage. The consultation will be arranged in such a manner as appears appropriate to the Governing Body and will consider their responses when decisions on any changes are made.
- The Governing Body will ensure that the school complies with equality legislation and promotes the wellbeing of students.
- The Governing Body will decide an appropriate timescale for reviewing the principles and updating the Behaviour policy.
- The Governing Body will nominate members to form a panel to work with SLT to deal with students whose behaviour is causing concern.
- The Governing Body will fully support the school in implementing its disciplinary powers.

Responsibilities

- The Governing Body has a legal duty and responsibility as regards establishing the principles underlying the school Behaviour policy.
- The Governing Body must make the final decisions about the statement of principles in determining measures to promote good behaviour.
- The Governing Body must have regard to the health and welfare of staff, and the duty of care which they have for this.
- The Governing Body will consider the results of the consultation exercise at a meeting of the full Governing Body and the feedback will duly be recorded.
- The Governing Body will receive and monitor data on the school's disciplinary penalties imposed.

8. 10 KEY ASPECTS OF SCHOOL PRACTICE WHICH WILL SUPPORT THE BEHAVIOUR POLICY

- A consistent approach to behaviour management, rewards and sanctions
- High quality learning and teaching
- Behaviour strategies and the teaching of good behaviour
- A carefully considered Tutor Time Programme.
- Strong and effective school leadership
- Staff development and support
- Student and Family support systems
- Liaison with parents/carers and other agencies
- Managing student transition
- Organisation and facilities

9. THE SCHOOL'S POWER TO DISCIPLINE

- The school has a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct
- All teachers and other staff in charge of students have the power to discipline
- The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers
- The school can hold detentions out of the school's normal hours, weekends (with some exceptions) and on non-teaching days without parental consent
- The school can confiscate items (including retention/disposal) where reasonable and appropriate
- The school has a statutory power to discipline students for misbehaviour outside of school premises
- Separate legal provision inserted into the Education Act 1996 makes it lawful for named school staff to search suspected students for knives or other weapons without consent

10. STANDARDS AND EXPECTATIONS

The school sets high standards in terms of learning outcomes and standards of behaviour. These are:

- To arrive to school promptly every day
- To be fully equipped for all lessons at all times
- To wear full school uniform at all times as specified by the Governing Body and communicated to parents/carers
- To show respect for self, other students, all staff, visitors and any other adults associated with the school
- To respond positively and politely to instructions from any member of staff
- To work to the best of ability at all times
- To respect the property of the school and others at all times
- To refrain from bringing into school any illegal substance, offensive weapon or bladed article
- To uphold these expectations when in the local and wider community

Non-compliance with these expectations will bring disciplinary sanctions.

11. BEHAVIOUR EXPECTATIONS

Our whole school behaviour management system is in place to reduce disruption in the classroom and on corridors in order to improve the quality of learning and teaching and to create a safe and happy environment for all students, staff and any other person associated with the school:

- All members of the school community have a right to feel safe
- Teachers have a right to teach
- Students have a right to learn

Objectives of Behaviour Management System

- To support the quality of learning
- To reward students for good behaviour
- To ensure a consistent approach to discipline throughout the school which is clearly understood by staff, students and parents
- To help students learn that their behaviour has consequences.
- To teach students how to behave appropriately, both in and outside school.
- To reduce behaviour that has a negative effect on learning.
- To develop personal responsibility for acceptable behaviour.

Comprehensive details of Behaviour Management System are included at the end of this document.

12. USE OF DISCIPLINARY SANCTIONS

School staff have a statutory power to impose sanctions.

Sanctions must be reasonable and proportionate to the circumstances.

Sanctions will take account of the student's age, and special educational needs, disability and religious requirements affecting the student.

13. DISCIPLINARY PENALTIES HAVE THREE MAIN PURPOSES, NAMELY TO:

- Impress on the student that what he/she has done is unacceptable
- Deter the student from repeating that behaviour
- Signal to other students that the behaviour is unacceptable and deter them from doing this

Penalties will be imposed for:

- Failure to follow a school rule
- Failure to follow an instruction given by a member of staff (or other adult given authority to discipline students by the Headteacher when in charge of a group of students)
- Any reason that causes the student's behaviour to fall below the standard which could reasonably be expected of him/her

14. GUIDANCE ON DETENTIONS, CONFISCATION AND MISBEHAVIOUR OUTSIDE SCHOOL DETENTIONS

The school deploys whole school detention after normal school hours in line with the Behaviour Management system.

Key Points

School staff have a statutory power to put students, aged under 18, in detention during the day, after normal school sessions and on some weekends and non-teaching days without parental permission.

Parent/carers will be informed through School Synergy when students are to be held on a non-negotiable same day after school detention. It is the responsibility of parents/carers to ensure that up-to-date contact details have been provided and that contact is made with school if they have either an issue with a mobile device or lack of network coverage, which may mean that the message cannot be received.

Confiscation (including retention and disposal of inappropriate items)

Key Points

- School staff will confiscate a student's property in order to maintain an environment conducive to learning, safeguarding the rights of others to be educated
- Confiscation, retention and disposal of property will be reasonable and appropriate to the particular incident

Criteria for confiscation

- An item which poses a threat to others
- An item which poses a threat to good order for learning
- An item which is against school uniform regulations/rules
- An item which is against school expectations/rules
- An item which poses a health or safety threat
- An item which is counter to the ethos of the school
- An item which is illegal for a student to have

N.B.

A separate legal provision in the violent Crime Reduction Act 2006, inserted in the Education Act of 1996 make it lawful for named staff to search suspected students for knives or other weapons without consent.

15. MISBEHAVIOUR OUTSIDE SCHOOL PREMISES

Key Points

The school has a statutory power to regulate the behaviour of students when off the school premises and not supervised by staff to such extent as is reasonable.

This includes behaviour on activities arranged by the school, including work experience placements, educational visits and sporting events, behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

Objectives:

- To maintain good order on transport
- To secure behaviour which does not threaten the health or safety of students, staff or member of the public
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school
- To provide protection to individual staff from harmful conduct by students of the school when not on the school site

16. GUIDANCE ON THE IMPLEMENTATION OF BEHAVIOUR MANAGEMENT SYSTEM

All members of the school community have a right to feel safe. Teachers have a right to teach. Students have a right to learn.

Our whole school behaviour management system is to establish a positive attitude towards learning in Lathom classrooms, and a respectful attitude to each other and all those who work in the school.

What are the objectives:

- To ensure a consistent approach to discipline throughout the school which is clearly understood by staff, students and parents
- To reward students for good behaviour
- To help students learn that their behaviour has consequences
- To teach students how to behave appropriately, both in and outside school
- To reduce behaviour that has a negative effect on learning
- To develop personal responsibility for acceptable behaviour

How can we make it work:

- Students need to be aware that they make a clear choice when deciding how to behave, positive behaviour will lead to rewards, negative behaviour will lead to sanction.
- Students must be aware that actions bring consequences
- We want to celebrate and reward positive behaviour. We want to create a positive atmosphere where the emphasis is on rewards, but where students, staff and parents/carers are clear about the consequences of any behaviour that disrupts learning
- Expectations regarding behaviour will be clearly displayed throughout the school

17. EVENING WHOLE SCHOOL DETENTION SYSTEM

- All detentions for failure to comply with the expectations of the behaviour management system will be held on the same day. The only exception to this is when the behaviour leading to the sanction occurs too late in the day for parents/carers to be informed.

18. SERIOUS AND/OR REPEATED MISBEHAVIOUR

Where there is a serious breach of the school rules or misbehaviour is repeated, further sanctions will be employed as follows:

- Exclusion from lesson – with HOY or SLT
- Extended after school sanction/detention

- Exclusion Room – 10 to 4 provision
- Seclusion to a school in West Lancashire for a fixed term period
- Fixed Term Exclusion
- Managed Transfer to a school in West Lancashire
- Respite placement at a local PRU
- Permanent Exclusion

A report system is used to support and recognise improved behaviour. Students may be placed on report cards to the following staff:

- Tutor
- Assistant Head of Year
- Head of Year
- SLT Year Link
- Deputy Headteacher
- Headteacher

19. REWARDS

All staff should realise the importance of using the reward system properly in order to encourage excellent attendance, consistent hard work in subjects, good citizenship, participation in extra-curricular activities and good behaviour.

Staff can issue Year Points for a range of achievements, for example:

- Student of the lesson
- Responsible behaviour
- Concerns for the safety of others
- Demonstrating the school values
- Displaying British values
- Excellent homework
- Excellent effort
- Excellent class work
- Excellent achievement
- Excellent attendance and punctuality
- Excellent behaviour
- Raising money for charity
- Taking a position of responsibility
- Involvement in community activities

Frequent reward trips are organised to recognise students meeting the school's expectations in terms of Attitude to Learning and engagement with school behaviour management system.

Attendance and Punctuality

Students will receive recognition in a range of ways. Rewards are given at individual and Tutor Group level with initiatives devised to support student attendance and ensure punctuality.

All Tutors should:

- Monitor the attendance and punctuality of identified students
- Liaise with parents/carers regarding the attendance and punctuality of identified students
- Encourage 100% attendance
- Encourage 100% punctuality to school and to lessons

Head of Year and Assistant Head of Year should:

- Monitor the attendance and punctuality of identified students
- Liaise with parents/carers regarding the attendance and punctuality of identified students

- Encourage 100% attendance
- Encourage 100% punctuality to school and to lessons

We expect Heads of Year to:

- Monitor the use of Year Points and rewards through Synergy
- Encourage 100% attendance
- Encourage 100% punctuality
- Monitor 100% attendance certificates and recognition of students with improving attendance
- Present certificates in assemblies
- Ensure that all Year staff are working effectively to support attendance improvement with the identified students they are responsible for

We expect Curriculum and Subject Leaders to:

- Support the Year system in monitoring student attendance
- Encourage 100% attendance
- Encourage 100% punctuality to school and to lessons

20. BEHAVIOUR POLICY GUIDANCE ON THE USE OF REASONABLE FORCE

About this Guidance

- This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of Headteachers and Governing Bodies in respect of this power.
- This advice replaces “The use of force to control and restrain pupils – Guidance for schools in England”.

Who Is This Advice For?

This advice is aimed at governing bodies, Headteachers and school staff in all schools.

Key Points

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

What is Reasonable Force?

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

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

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who Can Use Reasonable Force?

All members of school staff have a legal power to use reasonable force.

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

When Can Reasonable Force Be Used:

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

¹*Section 93, Education and Inspections Act 2006*

Schools Can Use Reasonable Force To:

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

Schools Cannot:

- Use force as a punishment – **it is always unlawful to use force as a punishment**

Power To Search Students Without Consent

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

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

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

Separate guidance is available on the power to search without consent

Communicating the School's Approach to the Use of Force:

- Every school is required by law to have a Behaviour Policy and to make this policy known to staff, parents and students. The Governing Body should notify the Headteacher that it expects the school Behaviour Policy to include the power to use reasonable force.
- There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the Behaviour Policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate students found fighting or that if a student refused to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled students and students with SEN.
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a 'No Contact' Policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student, or prevent them taking action needed to prevent a student causing harm.
- By taking steps to ensure that staff, students and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using Force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on students and young people. The techniques in question are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket hold' which involves holding a person's arm across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose

²*Physical Control in Care Medical Panel - 2008*

Staff training:

- Schools need to take their own decisions about staff training. The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Telling Parents When Force Has Been Used On Their Child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.³

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

- The students' behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the student or member of staff
- The students' age

³*Physical Control in Care Medical Panel – 2008*

What Happens if a Student Complains When Force is Used on Them:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated

- Where a member of staff has acted within the law – that is they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teacher and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person’s being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What About Other Physical Contact With Students:

- It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary
- Examples of where touching a student might be proper or necessary:
 - Holding the hand of the student at the front/back of the line when going to assembly or when walking together around the school
 - When comforting a distressed student
 - When a student is being congratulated or praised
 - To demonstrate how to use a musical instrument
 - To demonstrate exercises or techniques during PE lessons or sports coaching
 - To give first aid

21. FREQUENTLY ASKED QUESTIONS

I’m worried that if I use a force a student or parent could make a complaint against me. Am I protected?

Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

How do I know whether using a physical intervention is ‘reasonable’?

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their Senior Leadership Team when they have used force.

What about school trips?

The power may be used where the member of staff is lawfully in charge of the students, and this includes while on school trips.

Can force be used on pupils with SEN or disabilities?

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned.

I’m a female teacher with a Year 10 class - there’s no way I’d want to restrain or try to control my students. Am I expected to do so?

There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that

duty.

Are there any circumstances in which a teacher can use physical force to punish a student?

No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

22. ASSOCIATED RESOURCES

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

Link to Searching Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Link to Dealing with allegations of abuse against teachers and other staff – guidance for Local Authorities, Headteachers, school staff, governing bodies and proprietors of independent schools

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Ministry of Justice advice on self-defence (when published) and Home Office PACE codes

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pacecodes/?view=Standard&pubID=810826>

Legislative links

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

23. DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

Allegations of abuse against staff and other adults working in the school.

General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. The Governors have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious. In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance.

Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include: detention, fixed term or permanent exclusion (at home or off site provision). Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

24. EXPECTATIONS FOR THE ENVIRONMENT, INCLUDING GUIDANCE REGARDING CHEWING GUM, EATING AND DRINKING

All staff should realise the importance of a quality environment to enhance and stimulate learning within their classroom and teaching area.

We expect all staff to:

- give appropriate messages about a quality environment at all times;
- to challenge inappropriate care of the environment at all times;
- to develop and maintain the environment in school to the highest standards;
- check the classroom at the beginning and end of a session for any damage;
- report any difficulties, damage or incidents of graffiti immediately to the Facilities manager;
- take appropriate action to deal with unacceptable student behaviour through Curriculum or Subject Leaders, Tutors, The Year Team;
- ensure that display is regularly changed and updated;
- ensure that display supports and demonstrates learning.

Students should not:

- drop litter;
- damage or deface any school equipment, furniture or books;
- leave furniture or equipment in an untidy manner;
- damage display.

Everyone should:

- leave all classrooms and work areas as secure and tidy as possible to assist the site staff/cleaners
- ensure chairs/stools are put on tables at the end of the day
- contribute to the development of the environment
- ensure ICT equipment is switched off at the end of the day
- ensure all windows are closed at the end of the day

Curriculum and Subject Leaders/Heads of Year should:

- monitor teaching rooms or Tutor bases as appropriate to their post and rectify or report any damage

SLT will:

- monitor the whole quality environment and discuss any issues directly with staff or students concerned;
- make a commitment to restoring and developing a quality environment.

All staff should be aware of the 'no chewing gum in school' rule. This applies to both students and staff. Chewing gum is not allowed. All staff must ask any student caught chewing gum to put it in the nearest bin.

ALL STAFF should be aware of the damage to the environment – in particular to:

- Carpets
- Chairs
- Walls
- Tables
- Clothes
- Display
- Lockers

It is essential that **all staff** apply this rule with consistency.

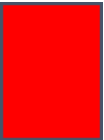


We expect all staff to:

- deal with any student caught chewing and make them dispose of it in the bin.
- reinforce this rule in class and Tutor time.

Eating/Drinking

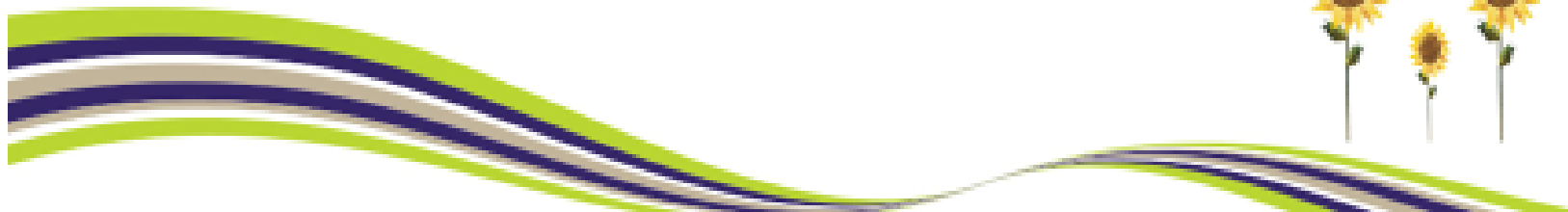
WATER ONLY is allowed in lessons, with staff permission, but there must be no eating at any time on corridors or in classrooms.

CLASSROOM BEHAVIOUR

STAGE	WHAT DOES THAT MEAN?	WHY?
EXCLUSION 	<p>EXCLUSION from failed REMOVE or lesson for a fixed period with HOY or SLT Home informed Recorded on student's behaviour record SAME DAY DETENTION – EXCLUSION ROOM Apology made to appropriate staff</p>	<p>Very serious incident of unacceptable behaviour Poor behaviour in REMOVE Failure to complete work in REMOVE Refusal to go to REMOVE</p>
REMOVE 	<p>REMOVE to another classroom directed by class teacher with work to complete Home informed Recorded on student's behaviour record SAME DAY DETENTION Apology made to appropriate staff</p>	<p>Serious incident of unacceptable behaviour Repeated poor behaviour which disrupts learning such as:</p> <ul style="list-style-type: none"> - talking when asked not to - failing to follow instructions - rudeness/poor manners
<p>THINK! DO YOU NEED TO CROSS THE RED LINE?</p>		
FINAL WARNING 	<p>Final warning – tick name on the board Recorded on School Synergy</p>	<p>Final warning for unacceptable behaviour which disrupts learning or arguing with staff</p>
FIRST WARNING	<p>First warning - name on the board Recorded on School Synergy</p>	<p>First warning for unacceptable behaviour which disrupts learning such as:</p> <ul style="list-style-type: none"> - arguing with staff - not listening well - failing to follow instructions - rudeness/poor manners - unexplained lateness to lesson

PROUD@LATHOM PROUD@LATHOM

1. Always have full and correct uniform
2. Always be polite and respectful
3. Always have the correct equipment
4. Always behave sensibly on the corridors and around school
5. Never use abusive language



Behaviour Management System

- Swearing
- Poor behaviour on the corridors including running, shouting, screeching, jumping on one another, squirting water, bottle flipping etc.
- Refusal to follow instructions
- Uniform violations
- Equipment violations
- Lateness to lesson without an acceptable reason
- Out of lesson without an acceptable reason
- Chewing
- Having Lucozade/fizzy drinks

