

# The Legacy Learning Trust

## Acklam Grange School



## Behaviour Policy

Status & Review Cycle	Term	Year
Last Review Date/Policy Adopted	Autumn Term	2023-2024
Next Review Date	Autumn Term	2024-2025
Lead	Mr Hassack	

This school is an academy within The Legacy Learning Trust.



## Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions .....	4
4. Bullying .....	5
5. Roles and responsibilities .....	6
6. Student code of conduct .....	7
7. Rewards and sanctions.....	11
8. Behaviour management .....	16
9. Student Property .....	18
10. Student transition .....	19
11. Training.....	19
12. Monitoring arrangements .....	19

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

∴ This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude or effort
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying or child on child abuse (COCA)
- Refusal to follow a reasonable request from a staff member
- Aggressive, intimidatory or threatening behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting and physical assault
- Smoking including use of e-cigarettes or 'vapes', shisha pens for the purposes of 'vaping'
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives, weapons or other articles which could be used to cause harm, injury or damage to persons or property
  - Alcohol, cigarettes, 'vapes' or e-cigarettes
  - Illegal drugs or drug paraphernalia
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)
- Behaviour in the community, including on the way to and from school, and on local buses, which may bring the name of the school into disrepute.
- Any inappropriate use of mobile devices including the setting up or use of any social media accounts for the purpose of harming or insulting staff, students or members of the community or any actions online which may be deemed to bring the name of the school into disrepute.

Any instances of serious misbehaviour will lead to a sanction and could, in the most serious cases, lead to permanent exclusion of the student.

#### 4. Child on Child Abuse (COCA)

Children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- **Bullying** which is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against;

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- **Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **Sexual violence**, such as rape, assault by penetration and sexual assault
- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- **Upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- **Sexting** (also known as youth produced sexual imagery)
- **Initiation/Hazing** type violence and rituals.

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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying and safeguarding and child protection policies which can be found on the school website via <http://www.acklamgrange.org.uk/acklam-grange/school-information/school-policies>

The school's anti-bullying policy includes details on

- How students, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school supports students who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and local councillors (formerly governors) in preventing and handling bullying

## **5. Roles and responsibilities**

### **5.1 The Local Council**

The Acklam Grange School Local Council is responsible for reviewing and approving the written statement of behaviour principles and is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for reviewing and delivering this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents via Classcharts and CPOMS as appropriate

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents and in promoting a positive learning ethos via SLT walks.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly.

## 6. Student code of conduct

From September 2018 all staff and students are expected to follow the three school rules (known as the 3 Rs) which broadly cover the spirit of how we expect staff and students to conduct themselves and role model positive behaviour at Acklam Grange School. These are



We believe that by expecting staff and students to follow these three rules they will develop

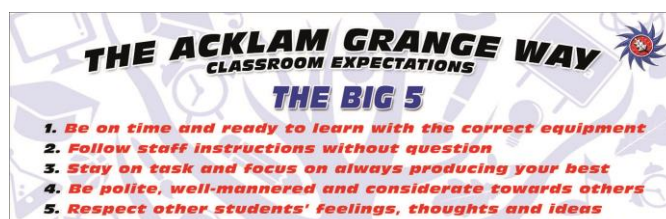
- Self confidence
- Self discipline
- Into responsible children who will grow into responsible adults
- A more respectful school community

Staff will use the 'language of respect' at appropriate opportunities to reinforce one of our five core PRIDE values; Respect.

### 6.1 Expected behaviour from all students

Form Tutors and teachers should constantly and consistently emphasise the importance of high standards of behaviour and should ensure that the students are familiar with the following:-

- 6.1.1 Entry into School** – Students must enter by the student entrance at the Lodore Grove entrance in full school uniform and on time (in school before 0830 in preparation for 8.35am registration)
- 6.1.2 Registration** - Students should enter their form room on time, quietly, with jackets placed on the backs of chairs and bags stored appropriately.
- 6.1.3 In corridors** - Students should walk quietly, following the one-way system where appropriate, in an orderly manner. Bags should be kept away from the walls. Doors should be held open for others with courtesy and respect encouraged at all times. This will be supported by staff operating a meet and greet policy to support calm transitions between lessons.
- 6.1.4 Outside a classroom** - Students must not enter a classroom until a member of staff requests they do so. They should line up single file and wait to be invited into the classroom.
- 6.1.5 Inside a classroom** – The AGS Big 5 Classroom Expectations must be adhered to.



- 6.1.6 Leaving a classroom** – Students will be asked to stand behind chairs quietly and then prompted to leave in an orderly manner requested by the member of staff, e.g. one row at a time, etc. They should collect bags and jackets in a sensible fashion and proceed to their next lesson in full uniform wearing their blazer.
- 6.1.7 Break time** – We expect all students to uphold the highest standards of behaviour during break time. A 2-minute warning bell will sound before the end of break time encouraging students to move promptly and quietly to their next lesson.
- 6.1.8 Care for the School** - Students must not mark the walls or desks etc. They should put litter in the bins provided. Students should place left over food or rubbish into the bins aiming to help keep dining hall clean and tidy whilst demonstrating the Respect the Community and Respect Others ethos.
- 6.1.9 Eating** - Eating and drinking is not allowed anywhere in school other than the dining hall and outdoor bistro areas. Students can drink water which is freely available in school. Chewing gum and fizzy drinks are not allowed in school at any time and students will have them confiscated and receive a 30 minute lunchtime detention if they are found to have them in their possession.
- 6.1.10 Equipment, Pen (Black and Green), pencil, ruler, rubber, scientific calculator, SMART Card, planner, reading book and pencil case** - Students should bring their personal equipment to each lesson. Great care should be taken with school books and other equipment. Students should also bring a school bag of at least A4 size. Basic equipment should be kept in a pencil case.
- 6.1.11 Lunchtimes** – We expect all students to uphold the highest standards of behaviour during lunchtime. Identification passes will be issued to students who have permission to leave the site at lunchtimes. A 2-minute warning bell will sound before the end of lunch to prompt students' movement towards their next lesson.
- 6.1.12 Good manners** – Students are expected to behave in a reasonable, caring, considerate and courteous manner at all times. They should always talk to each other and to staff in a polite manner, demonstrating the AGS Pride values of Perseverance, Respect, Initiative, Direction and Expression.
- 6.1.13 Toilets** - Students are encouraged to visit toilets at break, lunch and changeover times rather than during lessons. In lessons the pass system must be used. Only one student at a time will be allowed out of lesson.
- 6.1.14 Litter** – We expect all students to respect our school community by depositing litter in the numerous bins which are provided in all classrooms, toilet areas and in designated areas of the yard.
- 6.1.15 School Teams/School Trips** – Any student who is to represent the school either in a sports team (including AGS Sports Academy), a club or on a trip are regarded as ambassadors for the school. For that reason we expect the highest standards of behaviour and effort from those students at all times. Students not showing exemplary behaviour and effort may have their places on teams/AGS Sports Academy/activities/trips revoked. This will be at the discretion of the Headteacher. The school is not obliged to refund any deposits lost on trips as a result of poor behaviour or effort.



**6.1.16 Local Community** – All students represent the school when they are wearing the school uniform. For this reason we expect all students to be mindful of this and treat members of the public with the utmost respect including on local buses, in shops, and on the way to and from school. Students can expect to receive a sanction if they are found at any time:

- To be bringing the name or reputation of the school into disrepute
- Be involved in something which could have repercussions for the orderly running of the school
- To pose a threat to another student, staff member or member of the public

Acklam Grange School takes the behaviour and conduct of the students in the community very seriously and asks all members of the Acklam Grange Family to maintain the highest levels of conduct, displaying our core value of Respect at all times. Any breach of the Behaviour Policy in the community may result in a sanction, and in the most serious cases, could result in permanent exclusion from the school.

Acklam Grange School reserves the right to share information with the police and other local agencies in the identification and support of young people involved in anti-social behaviour and criminality outside of school at any time. This will be done in accordance with the schools Data Protection Policy.

**6.1.17 Social Media** – Students are reminded that in accordance with the Acceptable Use Policy, any breaches of the school behaviour policy on social media or other online platforms could be defined as serious misbehaviour and may result in an appropriate sanction which, in the most serious cases, may result in a permanent exclusion from the school.

**6.1.18 Mobile Phones** – Acklam Grange School permits the sensible use of mobile phones. See Section 9 on Student Property for more guidance.

## 6.2 "Uniform and appearance"

Acklam Grange School is justifiably proud of its image within the community and our reputation for maintaining high standards of uniform has been hard earned. Form tutors have a particularly important role in maintaining high standards of uniform. Form tutors must check the standard of uniform in their tutor families on a day to day basis.

### School Uniform

Bright red (**not burgundy**) Year 7-10 Navy Blue – Year 11 long sleeved v-necked sweater with school logo (**Only v-necked sweaters from school supplier with school logo are acceptable – no cardigans**)

Acklam Grange School Black Blazer

Plain black 'formal style' trousers

**(No jeans, jeans style, cords, cargo type, flared, jeggings, tight fitted, baggy or zips)**

Plain black knee length skirt – If a skirt is worn, legs should be covered with plain black tights of at least 40 denier

White collared shirt or blouse

School tie

Plain black (Polishable) leather shoes, low heeled (**no trainers, plimsolls, no markings**)

Plain black socks, plain black tights or plain natural tights

Apron for Technology

Sikh boys can wear plain black turbans or head scarves

Sikh boys can wear their kara (wrist bracelets) these must be hidden from view and must be covered during PE for health and safety reasons.

Muslim or Sikh girls can wear plain black shoulder length head scarves

School Bag at least A4 size

### Physical Education Kit

Plain red polo shirt with school logo (no advertising)

Training shoes (no plimsolls)

Plain navy blue shorts

Football boots

Plain red football socks

Towel

Red sweatshirt with school logo (no advertising)

Shin pads

Plain navy blue tracksuit bottoms (no advertising)

Gum shields

## **6.3 Personal Appearance**

### **6.3.1 Hairstyles**

The school sets very high standards for the appearance of its students. As part of this, we have clear expectations on the style of hair that is deemed appropriate for the school environment.

Students are expected to have:-

- Moderate hairstyles, avoiding extremes such as shaved patterns/shaved eyebrows.
- Hair of a natural colour or highlighting or that is seen as the norm within our society.

Final decisions on whether a haircut is extreme or appropriate will be at the discretion of the Headteacher.

### **6.3.2 Make-up**

Make-up is not permitted on students in school. It is not deemed appropriate or necessary for students to wear make-up in the school environment. As make-up is not permitted, year offices are provided with make-up wipes to remove make-up.

### **6.3.3 Nail Varnish and Nail Extensions**

If a student comes to school wearing nail varnish, they will be asked by their Form tutor or the Year Office to remove it immediately with nail polish remover.

If a student comes to school with nail extensions they will be removed from lessons to minimise risk until the extensions are removed or cut down.

As with all cases on non-compliant uniform, hairstyles, make up or nails, students may be temporarily withdrawn from mainstream lessons if a reasonable agreement to resolve the situation cannot be found.

**Advice on jewellery can be found in Section 9 on Student Property**

## **7. Rewards and sanctions**

### **7.1 Rewards**

Positive behaviour will be rewarded and celebrated with parents to support the positive values of the curriculum. This may be with:

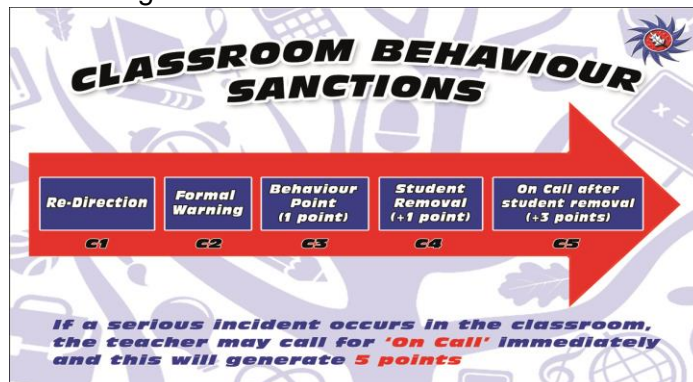
- **AGS Pride** - Develops pride that students show in their work, school and community together with the essential characteristics that you need in order to be successful in life. Students will be rewarded with Pride points via Class charts for the following:
  - Perseverance
  - Respect
  - Initiative
  - Direction
  - Expression

- **Pride Points** – Pride is our digital rewards platform allowing teachers to award students electronic points called “Pride Points”, redeemable on a wide selection of rewards from the school.
- **Attendance and Punctuality Awards** - are presented termly to students with outstanding attendance and punctuality.
- **Restaurant, Cinema and Football Tickets** - are awarded to students on a weekly basis through Year Leaders on a rota system for outstanding effort and achievement.
- **Letters of Praise** - are awarded to students whose achievements have been particularly impressive and will be written by a Senior Member of Staff on recommendation from a Faculty Leader or Year Leaders.
- **Celebration of Achievement Evening** - the major awards ceremony of the academic year where students of all ages receive trophies, certificates and other awards for their achievements during the year.
- **Class Charts** – Pride points are tracked and issued through this system encouraging attainment and development through academic and sporting success. We encourage all parents/carers to track their child via the Classcharts App which provides real time updates on student behaviour points, both positive and negative.
- **PSA Parent Feedback** – Pastoral Support Assistants maintain contact with parents to discuss positive attainment and achievement.
- **Social Media** – Social media outlets update parents and the local community with successful educational, residential and vocational progress within the school community.
- **Hot Chocolate with the Headteacher** – Staff can nominate students who they feel merit particular praise for Hot Chocolate with the Head. This occurs every Friday and photographs are circulated on school social media sites to celebrate.

## 7.2 Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Teachers use the following set of classroom sanctions to maintain classroom discipline.



### **Lunchtime Detentions:**

Each day during there are daily lunchtime detentions which take place in the Performance Hall. These detentions occur when a student has collected 3 behaviour points during that particular week. PSAs collect the students 10 minutes before the end of the lesson before lunch, taking students down to the dining hall to collect some lunch. The students will then complete a 30 minute detention in the Performance Hall.

### **Internal Reflection:**

The Headteacher, Deputy Headteachers, Lead Assistant Headteacher (Behaviour) and Behaviour Manager have the sole power to refer students to Reflect. Please see Section 7.2.1 for further details on this.

### **Suspensions (formerly Fixed Term Exclusion) from school:**

There is a separate policy for exclusions and how they are administered at Acklam Grange School, this can be found on the school website. Suspensions are always a last resort and will occur for instances of serious misbehaviour.

The Headteacher, has the sole power to suspend students from school. In his absence, the responsibility passes to the Deputy Head Teacher who is responsible for whole school behaviour. Staff will be expected to provide work for students who are excluded from school.

### **Permanent Exclusion:**

The decision to permanently exclude a student is never taken lightly but will be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school or within the school community.

#### **7.2.1 Reflect**

In some cases sending students home as a result of suspension has no impact on their future behaviour. 'Half Day' and 'Full Day' sanctions have been set up in school within Reflect to provide an alternative to sending students home during periods of suspension.

The main aim of Reflect is to reduce incidents of negative behaviour and to provide students with an improved support and reintegration package. In order to do this effectively Reflect deploys staff implementing day to day policy supported by a behaviour manager who support students during their time in Reflect.

### **Procedures**

#### **a) Admissions/Referrals**

The admissions and referral process has to be tightly controlled to ensure that staff and students alike will gain maximum benefit from Reflect. The only members of staff who can directly refer poor behaviour to Reflect are the Senior Leadership Team or Behaviour Manager guided by the log of an individual's behaviour.

## **b) Parental Involvement**

Parents/Carers of any student who are placed in Reflect for either half or full day will be informed by text, phone call or letter. An essential part of parental involvement will be follow up discussions with Reflect staff together with the Year Office to communicate adequately with parents to give information of student development and progress.

Students who are placed on a 6 week behaviour modification programme will have a key worker who is responsible for communicating with parents to discuss any matters that may arise to assist in shaping students towards the AGS way.

## **c) Daily Routine**

Students who are placed on a full day Reflect timetable arrive at 8.30 am and leave at 3.30pm. A member of the Behaviour Team will submit a student's registration on SIMS once they have entered Reflect, along with recording evidence of the particular incident on the behaviour intervention Sims section.

Personal belongings are required to be stored away and locked until the end of the academic day. Mobile phones must be placed on silent and handed to Reflect staff along with coats and bags which are stored in lockers.

Similarly, those who are placed on a half day Reflect timetable are required to arrive at 8.30am following the above procedure, with an emphasis placed on returning to timetable at (or after) lunchtime. For students who are collected after or during lunch a 2 hour Reflect placement is not adequate, therefore the sanction will continue into the next academic day with students leaving at (or after) lunchtime.

Pastoral Support Assistants liaise with faculties and teaching staff to collect individual work for students placed in Reflect for a half-day or full-day. Where this is not possible staff will set work using online resources such as Oak Academy. A focus on achievement, attainment and development are the key objectives that students must adhere to. As part of the daily routine time will be taken to carry out behaviour modification programmes as and when needed. These will take the form of 1:1 sessions with Reflect staff, with students analysing the reason for their exclusion and looking at corrective strategies.

Toilet breaks will be taken at the discretion of Reflect staff and only during break/lunchtimes. Students should be escorted to and from the toilets where appropriate.

## **d) Reintegration**

As part of the reintegration process pastoral staff will be given a record of the work carried out by the student during their time in Reflect. The staff will work closely with the Year Office to monitor the reintegration and the effectiveness of any targets that have been set. This practice will be closely linked with any 6 week behaviour modification programme with a focus on achieving a successful reintegration back onto a full time academic timetable.

### **7.2.2 Working Off Site to Improve Behaviour**

Acklam Grange School recognises that sending students home who are either being disruptive, abusive or whose behaviour is seriously challenging without excluding them is an illegal exclusion, even if it is done with the agreement of the parents.

If a student is presenting as being extremely challenging, has been excluded in the past and is not responding to usual strategies to modify behaviour, then Acklam Grange School may wish to set up a temporary short term agreement to improve behaviour with parents/carers if there is a perceived risk of serious and repeated reoffending in the near future.

This agreement can only be entered into though

- If the child has been previously excluded and is a risk to themselves and others

And

- Normal de-escalation techniques and sanctions are not proving to be effective

And

- There is an agreed timeframe and frequency of use which cannot be exceeded (e.g. No more than 3 occasions in the next six months)

This agreement must be reviewed when either the timeframe or the frequency of use has been reached, whichever comes first.

If a student's conduct cannot be modified with this support a review of what is felt the most appropriate provision for the child may take place.

### **7.2.3 Discovery**

Acklam Grange School has an off-site provision which targets and supports students in KS3 (Years 7-9). It is a proactive model which is designed to tackle those students who are displaying challenging behaviours and maybe at risk of exclusion.

It has a 12 place capacity provision, managed off-site at the Acklam Green Centre. The aims of the programme are:

- To modify behaviour
- To build resilience and character
- To engage and enthuse students in positive, curriculum relevant learning activities
- To improve parental engagement
- To tackle key social and emotional barriers to learning
- To successfully reintegrate to the mainstream curriculum
- Social Skills/Activities.

As well following English, maths, science, geography, art, RE and PE, the students experience a range of other sessions including behaviour modification, Tae-Kwando and mindfulness. This is supported by visits to the Police, Fire Brigade gaining certificates in first aid, food and hygiene preparation and involvement in community projects.

Students are identified through ARC Forums from Years 7,8 and 9 by looking at how many behaviour points, Reflect referrals (internal) and exclusions they may have had and whether a six week programme to break the cycle may be of benefit. Students are highlighted according to their individual needs and will attend one or more one day courses which run weekly for the duration of the half term.

Students would not ordinarily access Discovery in successive half terms but may access it more than once in an academic year.

### 7.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This is covered in more detail in section 6.1.16

### 7.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, this may be deemed serious misbehaviour. The Headteacher will discipline the student, if deemed appropriate, in accordance with this Behaviour Policy.

Please refer to our Safeguarding & Child Protection Policy here [www.acklamgrange.org.uk/ filecache/727/4a2/19553-safeguarding-and-child-protection-policy-2018-2019.pdf](http://www.acklamgrange.org.uk/filecache/727/4a2/19553-safeguarding-and-child-protection-policy-2018-2019.pdf) for more information on how we respond to allegations of abuse.

The Headteacher will also recognise and consider the duty of care they have of staff accused of misconduct in responding to such allegations.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the The Big 5 Classroom rules
- Develop a positive relationship with students, which will include:
  - Greeting students in the morning/at the start of lessons on the corridor
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour and tackling poor behaviour using the principles of PIP/RIP (Praise in Public/Remand in Private)
  - Use language of de-escalation and employ time outs where appropriate with students
  - Concluding the day positively and starting the next day afresh
  - Using positive reinforcement.

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force (Team Teach techniques) to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:



- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment.

Staff will avoid dealing with an agitated child wherever safely possible to avoid escalating the situation. A deliberate time-out may be required to enable the student to calm down before they are ready to talk.

However, in an emergency the use of physical intervention by other staff can be justified if it is the only way to prevent injury or to prevent an offence being committed. The use of physical intervention should be reasonable, proportionate and necessary.

A register of Team Teach trained staff and staff authorised to use Team Teach Positive Handling techniques is held in the office of the Headteacher.

## **Recording**

Incidents where physical interventions have been used should be reported to the Headteacher, or in his absence the Deputy Headteacher.

A Physical Intervention Form must be completed within 24 hours after the incident signed by the Headteacher and a scanned copy placed on CPOMS with tag so that all records can be monitored.

## **8.3 Confiscation, Searching and Screening**

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to students after discussion with senior leaders and parents, if appropriate. Confectionary and fizzy drinks suspected of being brought onto school premises for the purposes of selling to other students fall within this category and may be disposed of once confiscated. Guidance on mobile phones and jewellery can be found in Section 9.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **8.4 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought via ARC from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. This may be done through ARC Forums. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Student Property**

### **9.1 Valuable Possessions**

Students are discouraged from bringing valuable possessions to school, however in rare circumstances such items can be given to staff, or the Year Office for safe keeping. Items must be stored in a safe place within the Year Office and collected by students at the end of day. It is the responsibility of students to do this. The school accepts no responsibility for loss or damage to such items.

### **9.2 Mobile Phones**

Students who bring mobile phones to school, do so at their own risk. The school will not be held responsible for loss or damage to such devices. If students bring in their own mobile phone, these are not to be kept in Blazers, top pockets or in trouser pockets. Phones must be kept in a school bag on silent or turned off during lesson time and lesson changeover. The use of mobile phones is only permitted at break time and lunch time, unless directed by the teacher to enhance learning in the classroom.

Issues regarding the misuse of mobile phones at school can lead to either:

- 1) Phone sent to the Year Office and then collected at the end of day by student / phone call home for the first infringement
- 2) Phone confiscated until parents come to school and collect it.
- 3) Lunchtime detention.
- 4) Referral to Reflect.

### **9.3 Jewellery**

Jewellery must not be worn in school. This includes rings, earrings, ear studs, tongue piercing bars, nose piercings, bracelets and necklaces. Students may wear a watch and Sikh students may wear a Kara bracelet. Students who wish to have their ears pierced are advised to do so at the beginning of the summer holiday; this allows 6 weeks healing time.

Issues regarding students wearing inappropriate jewellery at school can lead to either:

- 1) Jewellery sent to the Year Office and then collected at the end of day by student/phone call home for the first infringement
- 2) Jewellery confiscated until parents come to school and collect it.
- 3) Lunchtime detention.
- 4) Referral to Reflect.

## **10. Student transition**

Acklam Grange School has an extensive Transition Programme to support the needs of students transitioning both from Year 6 into Year 7 and other systems such as ARC Forums and Pathway Reviews for transitions during Year 7 to Year 11.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **11. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint (for authorised staff only), as part of their induction process and as part of the ongoing professional development programme.

Acklam Grange School are committed to ensuring Behaviour management forms part of continuing professional development This may be through AGS Inspire sessions or as bespoke training/advice should the need arise.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and The Local Council every year. At each review, the policy will be delivered by the Headteacher.