



Behaviour for Learning Policy

September 2021

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1. Aims

The aim of the policy is to ensure that Moorside High School, offers pupils a happy and caring environment in which they all can achieve the highest educational standards. To this end, the policy set out measures, which, in accordance with section 89 of the Education and Inspections Act 2006, aim to:

- Promote good behaviour, self-discipline, and respect.
- Promote a proper regard for authority.
- Prevent bullying.
- Secure an acceptable standard of behaviour of pupils.
- Ensure pupils' complete assigned work.
- Regulate the conduct of pupils.
- Support students preparing for life in Modern Britain.

When children are engaged, challenged, actively involved in lessons, know what they must achieve and are rewarded, they behave at their best. Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects. At Moorside High School, pupils are treated as individuals and the sound relationships between staff and pupils are based on mutual respect and our core values of C.A.R.E - Consideration, Aspiration, Resilience, Equality.

The achievement of high standards is through an emphasis on praise and rewards combined with stimulating and effective Quality of Education.

Moorside High School believes that all teachers should have the right to teach, and pupils have the right to learn without disruption, in a climate of mutual respect. Our core purpose is to ensure every student leaves us ready for their next successful chapter, with students attending college/university or starting a fulfilling career. Moorside High School will not tolerate any pupil who does not allow this to happen.

The school seeks to create a safe, caring, and orderly environment in which pupils can best learn, and demonstrate our core values, they will achieve this by:

- Showing consideration for all. Fostering a sense of belonging, care and enjoyment in learning and school life with Team Moorside. Promoting a sense of responsibility for oneself.
- Aspiring students to be the absolute best in all that they do. Cultivating an ethos, which fosters discipline and mutual respect between pupils, and between staff and pupils.
- Resilience - Encouraging students to work hard and never giving up, seeking help, and helping other. Ensuring early support for pupils where appropriate.
- Valuing diversity and tackling discrimination. Ensuring fairness for all and respect for all types of diversity. Promoting a proper regard for authority and positive relationships based on mutual respect.
- Providing a safe environment for pupils free from disruption, violence, bullying and any form of harassment or unwanted behaviour.
- Encouraging consistency of response to both positive and negative behaviour.
- Encouraging a mutually supportive and positive relationship with parents and carers to encourage a shared approach in the implementation.
- Encouraging staff to seek opportunities to praise all pupils in their care and reward where appropriate.

2. Roles and Responsibilities

The Local Academy Board and Multi Academy Trust is responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated are reviewed frequently. They will ensure that the policy is communicated clearly to all stakeholders, via the website. The Local Academy Board and Multi Academy Trust will support the school in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010.

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Local Academy Board and Multi Academy Trust and will determine an acceptable standard of behaviour of all pupils. The Headteacher is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable pupils, and support for staff when faced with challenging behaviour.

Staff, including teachers, support staff and volunteers, are responsible for following the school's policy and procedures in a fair and consistent way and without discrimination. All staff are expected to model the behaviour expected of pupils and take responsibility for behaviour in any part of the school. With the support of the Headteacher, staff are responsible for providing a positive learning environment that promotes self-discipline. Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school. Staff contributions to the review and development of the behaviour policy and procedures are essential for maximum effectiveness. Staff have a responsibility to ensure that all pupils are listened to and supported, and that their views are considered. Reasonable adjustments must and will be dependent upon an individual's specific learning needs regarding SEND issues and social/emotional issues.

The Local Academy Board, Headteacher and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, and sexuality.

Parents and carers are expected to take responsibility for the behaviour of their children both inside and outside school. The school regards the relationship with parents and carers to be very important and seeks to foster those relationships positively in order to maximise support for their child. Parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour, and to raise with the school any issues arising from the operation of the policy.

Pupils are expected to take responsibility for their own behaviour. The policy, procedures and expectations will be clearly communicated to pupils. Pupils are encouraged to support their peers in behaving well. They have a responsibility to support the school's stance on bullying, prejudice, harassment; sexual behaviour, sexual harassment, disruptive and unsafe behaviour by reporting any witnessed or suspected incidents either verbally or through written communication with key members of staff.

Any pupil who is found to have made malicious accusations against school staff will have a meeting between the parent/carer, the Headteacher, a governor and a member of the academy trust, before a decision is made about the pupil's future at the school.

The Local Academy Board, Headteacher and Staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all pupils to be educated in an engaging learning environment in which they feel safe and supported, and free from discrimination. This means that in accordance with the Equality Act 2010, the application of the behaviour policy and procedures will not be prejudiced in any way, particularly on the grounds of nationality or ethnicity, culture, disability, religion, or sexuality.

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social

roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the consequence if the pupil refuses to apologise in the first instance
- Follow the typical consequence chart for this type of behaviour

Our RSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

3. Procedures

The school's procedures arising from the policy are intended to foster a culture of self-discipline and personal responsibility for behaviour. It is expected that all staff follow procedures fairly and consistently and seek support from others when necessary. Procedures will be reviewed periodically in consultation with staff and pupils. The procedures support the safeguarding of pupils and will be communicated to staff and pupils to ensure clear understanding. Where appropriate, there are various methods of communication within the school by which the principles of the behaviour policy and procedures will be promoted, and by which behaviour will be monitored and addressed.

4. Code of Conduct

Pupils should always:

- Demonstrate our C.A.R.E Values - Consideration, Aspiration, Resilience, Equality.
- Be polite and courteous towards adults and pupils.
- Behave in an orderly and self-controlled way and be able to self-regulate.
- Wear full school uniform and be smart in appearance.
- Respect the school buildings, equipment, and facilities.
- Respect other people (staff, pupils, and visitors) and their belongings.
- Move quietly and sensibly around school.
- Arrive promptly for school and for each lesson.
- Bring the correct equipment to each lesson.
- Respond to a request from a member of staff first time.
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school.

5. Rewards

The school's ethos of encouragement is central to the promotion of positive behaviour for learning. Pupils thrive on positive praise, encouragement and recognition for their hard work and efforts. Staff are encouraged to praise and reward pupils regularly on an informal basis, for example, verbally, a written comment or a telephone call home, or by way of a whole school system. There are also opportunities for pupils to be rewarded on more formal occasions, such as in assemblies, by the Headteacher or at an Awards Evening. Systems for developing rewards are developed through consultation with staff and pupils.

All staff are involved in the rewards process and are encouraged to use these as a way of recognising the positive behaviour for learning reflected by the majority of pupils across the school. Certificates and prizes are presented in year/school assemblies.

They are awarded for:

- Progress and attainment
- Social Responsibility
- Attendance
- Sporting achievements
- Accumulation of positive points
- Departmental rewards
- Engagement in extra-curricular activities

6. Sanctions

We believe that providing engaging and purposeful lessons and extended curricular activities in school that are supported by praise and encouragement help prevent unacceptable behaviour, as set out on page 5 under our rewards section.

We also believe that a strong partnership forged between parents and teachers can overcome most behavioural problems, and we hope that that standards of behaviour in school are exactly those that are expected from parents/carers in their homes. We expect decisions in school to receive full parental support.

There will be clear sanctions in place for those pupils who do not comply with the school's standards of behaviour. The sanctions will be implemented consistently and will be proportionate and fair. Clear explanations for the sanction applied will always be given, together with guidance on how to avoid future sanctions. Responses to behaviour may vary according to the age of the pupil and any other special circumstances that may affect the pupil.

Positive behaviour for learning and a culture of social responsibility and participation is at the heart of the school, however should students not demonstrate Moorside High Schools expectations, this policy is to operate the normal school sanctions including detentions, after school and at lunchtime. Pupils who blatantly disregard the code of behaviour expected of them may be temporarily or permanently excluded from school. In such cases, parents/carers will be kept fully informed and involved. Pupils who persistently defy the code of behaviour are likely to be referred to the Governors' Pupil Disciplinary Committee. Occasions may arise when external agency involvement or temporary transfer to another local school may be the most appropriate course of action.

A serious view is taken of any anti-social behaviour beyond the school gate and sanctions will apply. Pupils are expected to remain on the school premises at all times.

7. Banned items

In the interests of the health and safety of pupils, staff, other members of the school community and visitors to the school, the school asks parents and pupils to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought into school. Pupils suspected of bringing in any item in the banned items under 'Prohibited items' may be searched without consent, including their belongings, by the Headteacher or other staff who are authorised to do so.

8. Prohibited Items

Power to search without consent for “prohibited items” include:

- perceived weapons, knives, including craft knives, pen knives, razors
- guns of any kind, including replicas and BB guns
- alcohol
- illegal drugs and ‘legal highs’
- stolen items
- tobacco and cigarette papers including e-cigarettes and content
- fire lighting equipment or inflammable liquids
- fireworks or explosives of any kind including party poppers and fun snaps
- offensive material such as pornographic, racist or violent images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules that has been identified in the rules as an item which may be searched for.

Weapons and knives, illegal drugs/ ‘legal highs’ and extreme or child pornography must always be handed over to the police. Pupils suspected of bringing in any other banned item, such as those listed below may be searched, by a member of staff, there will always be two members of staff present when carrying out a search.

Other banned items

- Any form of liquid based correction fluid. Note: pupils may use correction tape and correction tape devices
- Laser pens or LED torches
- Fidget Spinners or any concentration aid not provided or authorised by the school
- Chewing gum
- Cans, energy drinks or fizzy drinks
- Helium Balloons
- Any aerosol (other than essential medication) Note: pupils should use non-aerosol deodorants
- Cameras: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of pupils or staff

The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any pupil found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Pupils may be excluded in extreme cases, or when pupils have received previous warnings about banned items.

9. Mobile Phones

It is the school’s policy that mobile phones should always be kept switched off and in bags throughout the school day. If a mobile phone is brought into school, they must not be kept in blazer pockets or on a pupil’s person. If they are seen or found on a pupil’s person and not in a bag, it will be confiscated.

Any confiscated phones will be locked away and then signed for at the end of the school day. If following the first confiscation a student has a mobile phone confiscated a second time, then it will be confiscated until the end of the week (if this is a Friday, then until Monday). After the third confiscation within a half term, pupils will have their mobile phone removed at the start of the day and will be able to collect it at the end of the day. Staff may use their discretion where needed and may search bags or lockers (in line with school policy) considering a concern around a mobile device.

10. Health and Safety

Pupils should:

- Not bring in, use or supply any illegal drug. This is strictly forbidden and use of or supplying illegal substances will typically mean automatic permanent exclusion.
- Not use cigarettes or alcohol on the way to, from and whilst on the school premises.
- Not interfere with any school equipment (including fire alarms).
- Not bring on to the school site any dangerous articles (including knives, fireworks, and any sort of firearm or harmful chemical).
- Not climb on to any school buildings or into private premises near the school.
- Not throw rubbish on the school floor, school grounds, neighbouring gardens, pathways or roads, but should deposit rubbish in the refuse containers placed round the school site.
- Not leave the school site without permission from the Head of Year or a member of the Senior Leadership Team.

11. Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

12. Internal Isolation/Suspension

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

13. External Suspension

A fixed term suspension may be issued for an isolated incident or where a pupil's behaviour has not improved over a period of time, despite support and other sanctions. Pupils typically may also receive a fixed term suspension for a failed internal isolation/suspension. For fixed term suspensions of 6 days or longer, alternative educational provision will be made via the school. This provision may be at another educational establishment or via home tutoring. The decision to exclude will be made by the Headteacher, or person acting with the Headteacher's authority, such as the Deputy Headteacher.

14. Detention

Parental consent is not required for detentions. Detentions form part of the school's sanction system. Most detentions are conducted during school hours, but there may be occasions when pupils are required to attend detention after school. In this case parents/carers will be notified 24 hours before the detention. Staff will consider whether the detention is reasonable on the grounds that it does not compromise the safety of the student or any caring responsibilities s/he may have outside school, or whether suitable travel arrangements can be made (not whether it is inconvenient for the parent/carer).

15. Malicious accusations against staff

We aim to build strong and positive relationships with pupils. However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student which could result in suspension.

16. Staff training

The school is committed to providing appropriate high-quality training for staff on all aspects of behaviour management to ensure successful implementation of the policy. Such as Rewards based Training, Stop, Search & Cease, De-escalation, and Restraint.

17. Interrelationship with other school policies

In order for the behaviour policy to be effective clear links with other school policies, such as Anti-bullying Policy, E-safety and Acceptable Use Policy, Safeguarding and SEND policy have been established.

18. Review

In consultation with staff, the policy and its procedures are regularly reviewed and updated in conjunction with statutory requirements and DfE guidance. The behaviour policy is published to parents annually.

Appendix 1

Behaviour for Learning Objectives

Behaviour for learning is our whole school system for reducing 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 our community have the right to learn – anyone who disrupts the learning of others or behaves in a way which is disrespectful, stops other being safe, healthy or enjoying school can expect to receive a consequence.

Objectives of the behaviour for learning grades

- To support the quality of learning
- To reward students for good behaviour
- To ensure a consistent approach to discipline throughout the school that 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 responsibilities for acceptable behaviour

Students need to be made aware that they make a choice when deciding how to behave; positive behaviour will lead to rewards, negative behaviour will lead to sanctions. All students will receive a 'Behaviour for Learning Grade' in each lesson.

'Students determine the consequences by their choice of action'

Appendix 2

Behaviour for learning descriptors

BFL Grade	Description
1	Outstanding Behaviour – The expectation for all 'Team Moorside' members <ul style="list-style-type: none">• Pupils make every effort to ensure others can learn.• Pupils actively engage in the lesson, often exceeding expectations.• Pupils self-manage their behaviour and actively support their peers.• Pupils are aware of safety and actively manage the safety of others.
2	Good - Minimum Expectation <ul style="list-style-type: none">• Pupils show respect and dignity to staff and pupils.• Pupils follow instructions quickly, without question.• Pupils are polite and show responsibility for their own behaviour.• Time is used productively within the lesson.• Pupils are aware of the health and safety of others.
3	Class Teacher Detention <ul style="list-style-type: none">• Low level disruption.• Minimum behaviour expectations are not met.• Time is wasted as a result of being off task.• Any warnings given are not acted upon.• Pupils lack attention and focus is easily lost.• Pupils are slow to respond to instructions.• Respect towards others is not evident.• Homework is not to the required standard.
4	Whole School Detention <ul style="list-style-type: none">• Student is exited to good neighbour.• Failure to attend class teacher detention
5	Internal Isolation <ul style="list-style-type: none">• Refusal to comply – On Call.

Appendix 3 - Typical consequences

Type of behaviour	Typical Consequences	Notes
In class, low level behaviour issues <i>For example:</i> Lateness to lesson/school, Off Task, Uncooperative, Low-Level disruption	BFL Grade 3. Class Teacher sanction e.g., break time detention/afterschool late detention	Minutes late to be recorded on the register
In class, persistent low-level behaviour issues <i>for example:</i> Behaviour which prevents the teacher from being able to deliver the lesson	BFL Grade 4. Student exited to 'Good Neighbour' Whole school lunchtime detention –40 minutes	Failure to attend detention will result in an afterschool detention, lunch detention will also still be served
Refusal to comply with instruction to be exited or not co-operating fully with staff once classroom is left	BFL Grade 5. Sent to Head of Year, phone call to alert them, on call used, if necessary, isolation for four periods with a whole school lunch time detention – 40 minutes	Pastoral Team inputs the BFL5 on the register
Verbal abuse towards teacher, about a teacher or within earshot	BFL Grade 5. Sent to Head of Year, phone call to alert them, on call used, if necessary, detention/internal/external Suspension	
Low level misbehaviour out of class - corridors/break/lunch. <i>For example –</i> , Dropping litter, over boisterous behaviour, eating on the corridor. Uniform worn inappropriately i.e., rolled skirts, untucked shirts	Whole school standards lunchtime detention –30 Minutes	Staff to contact duty team for support if necessary. Inform Head of Year for next day or same day detention
Racial, Violent or dangerous behaviour	Detention/internal/external Suspension. Each case will be individually investigated.	
Truancy	Afterschool Detention for one off lesson truancy. 60 minutes. Isolation for multiple truancy	
Mobile communication technologies	Phones must be switched off and not visible when on site. Typical consequence- confiscation until the end of the day. Multiple confiscations, parents contacted to collect.	Refusal to hand over a phone - On Call, Isolation for refusal with phone confiscated
Bullying (all forms including cyber)	Consequences will vary from mediation to suspension; each case will be individually investigated.	Pastoral interventions in place to support all students involved
Harmful Sexual Behaviour. Sexual Harassment, Online Sexual abuse, Sexual Violence, Sexualised Language	We will not tolerate this behaviour, we will not demonise anyone, we will support and listen to all pupils involved. The alleged perpetrator will be offered support to change their behaviour. Mediation/Detention/Internal/External suspension.	After all incidents parents involved. Serious incidents, police involvement. Proportionate, considered, supportive, case by case
Non-compliance with expectations in Isolation room	If the school's expectations in the Isolation Room are not met, it is very likely to lead to a fixed term suspension with the time in the Isolation Room served on return to school.	Case by case, repeat the consequence in the isolation room.
Refusal to follow instructions from, or walking away from, a member of SLT	Isolation room/Internal/external fixed term suspension.	
Smoking/possession of Cigarettes/E-Cigarettes or being in the presence of others smoking	5 whole school lunchtime detentions/internal isolation/fixed term internal or external suspension.	Failure to attend will result in the five starting over again
Possession of illegal substances/legal highs	Internal/external suspension/permanent Exclusion. Each case will be individually investigated.	Step out or a managed move may be used
Use of illegal substances on the school premises	Fixed term/Permanent Exclusion. Each case will be individually investigated.	Step out or a managed move may be used
Dealing in illegal substances on the school premises	Fixed term/Permanent Exclusion. Each case will be individually investigated.	Step out or a managed move may be used
Possession of an offensive weapon or bladed article	Fixed term/Permanent Exclusion. Each case will be individually investigated.	Step out or a managed move may be used

This chart is not exhausted, the Headteacher, Deputy Headteacher, have the final decision on the consequence, following all Behaviour for learning Policy 2021

investigations on each individual case.

Appendix 4

Uniform & Appearance

- Official school blazer. Blazers must be worn to and from school and during the school day, at full arm length, sleeves not rolled up. Staff may allow students to remove blazers during lessons, but they must be worn when moving around the school.
- School tie, Crest below knot.
- V-neck blue jumper with red stripe on the V-neck, regulation only, no cardigans. Jumper must be worn untucked.
- White shirt (long or short sleeve) with collar. Shirts must be tucked in and buttoned at the neck with the tie. (Coloured or 'visible' t-shirts are not to be worn underneath, under garments should not be visible)
- Plain black for boys, Navy Blue for girls' formal full-length trousers that hold a crease. Jeans or canvas trousers are not acceptable nor are designs which are exceptionally baggy or tight, or classed as jeggings, skin-tight, or worn very low on the hips or as a 'fashion item'
- Navy blue box pleated skirt. Length no shorter than, 3" above the knee, not to be rolled up.
- Plain black belts can be worn through belt loops of trousers. No large buckles, studs or embellishments
- Tights should be plain Navy blue or black opaque (no patterns) and should be no less than 40 denier. Footless tights or socks worn over tights are not acceptable.
- Socks should be plain white ankle socks if worn with a skirt or black if worn with trousers.
- Plain and polishable full shoes (no extremes including size of heel). No boots, trainers, skate shoes, canvas shoes, logos or open toed shoes. Any shoelaces to be black.
- Dark coloured coats only. Leather or denim jackets are not allowed. No coats, hats, scarves or gloves to be worn in the school buildings. No hooded tops, coloured jackets/ sports jackets allowed. These will be removed and kept until the end of the school day.
- No jewellery apart from a plain wristwatch and small stud earrings – no more than one pair of plain gold/silver studs in the ear lobe.
- Hair should be neat and conventional with no extremes of style, tramlines, beaded additions, extensions, top-knots or colour that draw attention, no haircuts shorter than a grade 2. No unnatural hair colour.
- Discrete Make-up only. No Eye lash extensions. Nails must be short and unadorned. No false nails, gel, extensions, or jewels. Clear nail varnish only may be used. Eyebrows should look natural. Students will be required to remove excessive makeup.
- Students should be clean shaven.
- No visible body piercing or tattooing is allowed.

The intention of the uniform policy is to promote pride and responsibility in our students in preparation for adult life. It should also ensure equal opportunity without extremes of fashion. Correct school uniform must therefore be worn at all times on the school site and when travelling to and from. No hoodies may be worn over or under school blazers, only traditional coats to be worn over the top.

It is the Form Tutor's/Teachers responsibility to check uniform

- every day in registration time
- before an assembly
- Start and end of the lesson
- When on duty and moving around school.

Most uniform issues can be dealt with immediately (e.g. removal of bracelets, skirts rolled up, shirts untucked) and should be resolved straight away, offenders can expect to be placed in a lunchtime standards detention – 30minutes.

Where uniform cannot be corrected immediately (e.g. wrong trousers or inappropriate haircuts) students should be referred to the relevant Head of Year. If possible, they will be given the opportunity to wear spare items of uniform (e.g. shoes or trousers)

The typical consequence for a breach of uniform policy will be a lunchtime standards detention or for a student refusing to correct it will be isolation from lessons and free time.

If there is a medical reason for a student wearing trainers or other non-uniform items, this should be agreed with the Head of Year in the first instance and a uniform card will be issued.

In exceptional circumstances, Heads of Year or student services may issue a note to give a student permission to wear non-uniform items for a short period of time whilst the situation is being resolved.

Please note that a judgement about what is or is not ultimately acceptable as regards appearance, uniform, make-up or haircuts are left to the discretion of the Headteacher (who may delegate the power to a member of the Senior Leadership team)

Students wearing excessive make up/nail varnish will be given wipes to take it off. Students will be required to take piercings out and remove false nails.

Behaviour Policy

Annex A: Use of Reasonable Force

INTRODUCTION

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school.

Force is usually used to either control or restrain. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control, for example, when two students are fighting. 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. (DfE 'Use of reasonable force' guidance, July 2013).

THE USE OF RESTRAINT

In Consilium Academies, the use of force to restrain pupils should only be undertaken as a last resort when a student has lost control and is in danger of hurting themselves or another person. In such a situation, members of staff may need to use non-violent physical intervention. Before intervening physically, a member of staff should, **wherever possible**:

- tell the student to stop what they are doing
- explain what will happen if he or she does not
- continue to communicate with the pupil throughout
- not give the impression that they have lost their temper
- make it clear that physical contact will stop as soon as it ceases to be necessary.

There are times when a member of staff should not intervene in an incident without help, unless it is an emergency. Such times may be when the incident involves a group of pupils or when the adult considers he or she may be at risk of injury. In those circumstances the member of staff should move away other students who may be at risk and summon assistance from a colleague. Until assistance arrives, the member of staff should continue to attempt to calm the situation orally.

WHERE RESTRAINT IS NECESSARY

Staff should always try to deal with a situation through other strategies before using restraint. In all situations, **restraint should only be used when other methods have failed and only where there is a significant risk of injury to the student, other students or anyone else.** Also, it should be undertaken as an act of care and control, not as a punishment.

Where restraint is considered necessary, physical intervention may include a member of staff:

- interposing themselves between students
- blocking a student's path
- holding
- pulling
- pushing
- leading a student by the arm or hand
- shepherding a student away by placing a hand in the centre of the back.

In exceptional circumstances, where there is a real risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. Such circumstances may include the need to prevent a student running onto a busy road, or to prevent a student hitting someone or throwing something.

Staff should not act in a way that might reasonably be expected to cause serious injury, for example by:

- slapping, punching or kicking a student
- holding a student around the neck or in any other way that might restrict the student's ability to breathe
- tripping up a student
- holding a student by the hair or ear
- holding a student face down on the ground.

Members of staff should also avoid touching or holding a student in a way that might be considered indecent. Any use of reasonable force acknowledges the legal duty to make reasonable adjustments for students with disabilities and students with special education needs.

RECORDING AN INCIDENT INVOLVING RESTRAINT

1. There must be a detailed written report of any occasion where restraint is used. It may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful if there is a complaint. The school will keep a record of all such incidents.
2. Immediately following any such incident, the member of staff concerned should inform the Headteacher or a member of the Leadership Team. This should be followed as soon as possible by a written statement. This statement should include:
 - the name(s) of the pupil(s) involved and when and where the incident took place
 - the names of any other member of staff or students who witnessed the incident
 - the reason that restraint was necessary (for example, to prevent injury to the student, another student or a member of staff)
 - how the incident began and progressed, including details of the student's behaviour, what was said by those involved, the steps taken to calm the situation, the degree of force used, how that was applied and for how long
 - the student's response and the outcome of the incident
 - details of any injury suffered by the student, another student, or a member of staff and of any damage to property.
 - The member of staff may wish to seek advice from a member of the Leadership Team when compiling this report. They should also keep a copy of the report.
3. The Headteacher, or Deputy Headteacher, will inform the parent(s) or carer/s of the student(s) involved by the end of the day where possible, either orally or in writing. They may be invited to the school to discuss the incident.