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Hearon Gate Science College is committed to creating an environment and climate in which all students have the right to work purposefully, feel secure, happy and confident and where relationships between staff and students, and between the students themselves, are based on mutual respect and tolerance. Hearon Gate Science College is also committed to ensuring every student reaches their potential and we will embed a culture of aspiration, where every student feels safe and happy to become the best young person they can be.

## **1. POSITIVE BEHAVIOUR MANAGEMENT**

To achieve our aims and expectations and to develop a positive climate for learning, everyone at Hearon Gate Science College should work together in a consistent and positive manner.

We are committed to enabling all students to work purposefully and achieve their potential. To do this we need to teach in an atmosphere that celebrates success and uses sanctions when behaviour hinders the learning process.

A strong ethos of achievement and good behaviour is something that we should all strive to achieve and in order to enable this, we should all work within a clear framework which is open for all to understand and follow.

Every stakeholder has a responsibility to uphold the procedures outlined in this policy.

### **Teachers and governors will:**

- Provide a safe and caring environment for all students
- Contact parents promptly if there are concerns
- Provide a personalised curriculum which will meet the needs of each individual
- Ensure effective and regular information and guidance is given when it is required
- Keep both parents and student regularly informed about progress through reports, parents evenings and tutor communication
- Praise and reward students at every opportunity
- Employ strategies for behaviour management where applicable
- Listen and take into account parental views and concerns on school life.

### **Parents and Carers will:**

- Ensure that my child attends school and is on time every day
- Ensure that my child comes to school equipped and in full uniform
- Listen and take advice from the school, showing an interest in the development and progress of my child
- Attend parent's evenings and meetings related to my child
- Support the school's policies including behaviour and detentions
- Inform and communicate with the school regularly over any concerns, or changes in circumstances that may affect my child
- Inform the school of any absence of my child
- Keep personal tutors informed of any situations which might impact on my child's learning.

## **Students will:**

- Attend school and lessons on time, every day
- Bring all equipment, books and kit required for each day
- Wear full and correct uniform every day
- Be polite, considerate and respect all individual differences within the school and the wider community
- Follow the school's behaviour policy
- Complete all work set in class and at home to the best of my ability
- Report any bullying or anti-social behaviour and act as a role model for younger students
- Respect the school environment and wider community neighbourhood.

The school has a strong disciplinary system which allows learning to be at the centre of every classroom. We expect students to behave and act in a responsible and respectful manner both in our school and within the local community, including travelling to and from school. Alongside our discipline system we have a very strong culture of rewards and achievement. We actively reward students with achievement points, certificates, letters/postcards home and verbal praise.

## **Rewards**

Students who exhibit commitment, work hard and demonstrate progress will be rewarded and praised at every opportunity. Heanor Gate Science College rewards system includes:

- Verbal praise
- Written praise (postcards, letters, certificates etc.)
- Achievement points (A points)
- Tutor group awards
- Attendance awards
- Celebration lunches
- House rewards
- Faculty awards
- Presentation evenings
- Award ceremonies
- Trips and activity days
- Non uniform days

The list is not exhaustive and we will endeavour to find new and innovative ways to reward and award student success wherever we can.

## **Sanctions**

When behaviour is unacceptable and students defy the schools expectations the school will apply the behaviour policy sanctions. The management of those behaviours is paramount to ensuring learning and progress are not affected. Whilst the following list is not exhaustive it is illustrative of the strategies we will use:

- Verbal reprimand
- Break detention

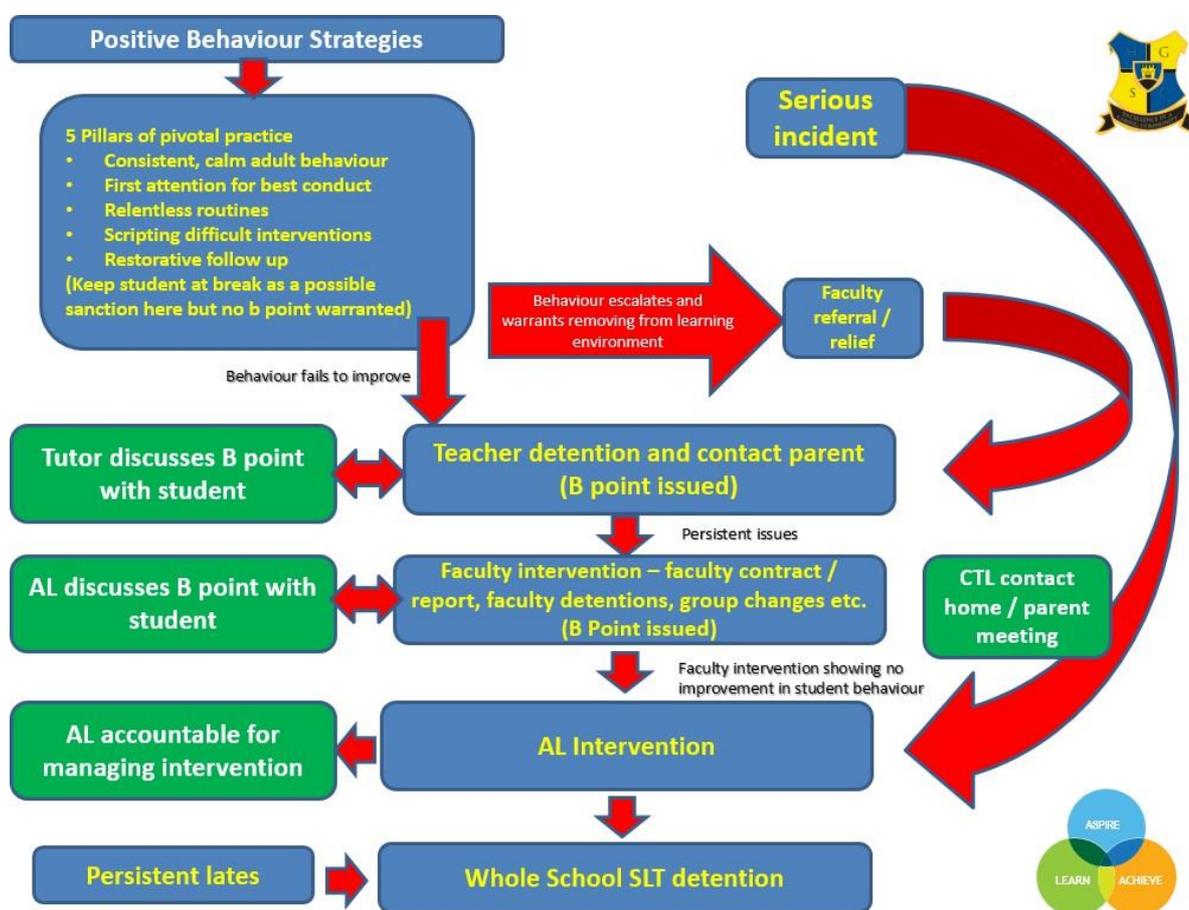
- Moving of group/class
- Restorative practice
- Lunch time detention
- Tutor report
- Faculty report
- Achievement Leader report
- Parental meetings
- Behaviour contracts
- Senior staff on call removal from lessons
- Faculty isolation
- Senior leader report
- Isolation with individual members of staff
- Afterschool detention
- Internal Exclusion
- Outside agency support
- Fixed term Exclusion
- Alternative provision
- Managed move
- Permanent Exclusion

The following list of behaviours are deemed unacceptable and will result in aforementioned sanctions being applied. Again whilst not being an exhaustive list it is illustrative of what is unacceptable. The school will exercise discretion over any behaviour perceived as affecting the safety, happiness and progress of any individual in the school or wider community.

- Failure to wear correct uniform
- Failure to complete classwork / homework
- Use of mobile phone during learning time
- Inappropriate use of a mobile phone
- Disruption to learning
- Lateness to school and or lessons
- Smoking
- Possession of illegal substances of any kind
- Possession of alcohol
- Truancy
- Fighting
- Physical assault
- Verbal bullying
- Bullying
- Vandalism
- Racism in any shape
- Swearing or using inappropriate language
- Anti-social behaviour
- Dangerous behaviour

- Leaving the school site without permission
- Repeated non co-operation with the school's expectations
- Failure to attend or cooperate with any sanctions
- Sexual misbehaviour
- Theft
- Bringing any weapon onto the school premises
- Inappropriate use of the internet on school systems
- Possession of pornographic material

The management of student behaviour is through a tiered response from classroom teacher, Head of Faculty, personal tutor, Achievement Leader, senior leadership staff and ultimately the Principal (as laid out in our schools behaviour pathway).



**Section 91 of the Education and Inspection Act 2006 provides schools with a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. The DFE guidance to schools also states that teachers can discipline students whose conduct falls below the standard that could be reasonably be expected of them.**

**The school reserves the right to search without consent for alcohol, illegal substances, drugs and weapons in line with current DFE guidance. The school also reserves the right to inform and contact the police should it feel there are grounds to do so.**

As of January 2018 the school will operate no notice detentions as laid out by the DFE regulations. Whilst we will always attempt to contact parents, wherever feasible, we reserve the right to carry out those no notice detentions and expect students and parents to adhere to this. We will also confiscate any items that should not be in school as laid out in this behaviour policy. Any item that is confiscated, including mobile phones, will be locked away securely and returned to either the student or parent depending on the circumstance. In some cases the confiscated item may be disposed of or handed to the police depending on the nature of the item.

## 2. PHYSICAL INTERVENTION

In line with the Education Act 1996 (Section 4 – Power to restrain pupils), the Governing body of Heanor Gate Science College requires that all ‘Authorised Staff’ carry out physical intervention only as an exceptional measure in extreme circumstances. Physical intervention will only be used as a last resort when all alternatives have been unsuccessful.

The Act states:

*“A member of the staff of a school may use, in relation to any pupil at the school, such a force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following namely:*

- (a) Committing any offence*
- (b) Causing personal injury to, or damage to the property of, any person (including the pupil himself), or*
- (c) Engaging in any behaviour prejudicial to the maintenance of good order or discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”*

Examples of extreme circumstances are:

- preventing physical assault;
- stopping a distressed child or young person running from the building to cross a busy road;
- protecting young people whose safety and welfare is being challenged.

The only extreme circumstances in which physical intervention is permissible are to prevent a child or young person from doing, or continuing to do, any of the following:

- committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of others;
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school.

Authorised staff should only use physical intervention which is appropriate in the circumstances of the situation.

The Governors at Heanor Gate Science College recognise that physical touch is an essential part of human relationships. In our school, adults may well use touch to prompt, to give reassurance or to provide support in PE. This is not a physical intervention when used in such a way, but must be used sensitively and appropriately, in line with our Child Protection protocols.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury;
- be in the best interests of the child and others;
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships);
- take account of gender issues.

## What is Physical Intervention?

It is helpful to distinguish between:

Definition	Example	
Non-restrictive physical interventions. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish.	For example: <ul style="list-style-type: none"> <li>▪ guiding/shepherding a person from A to B</li> <li>▪ use of a protective helmet to prevent self-injury</li> <li>▪ removal of a cause of distress, such as adjusting temperature, light or background noise</li> </ul>
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none"> <li>▪ isolating a child in a room</li> <li>▪ holding a pupil</li> <li>▪ blocking a person's path</li> <li>▪ interpositioning</li> <li>▪ pushing/pulling</li> <li>▪ use of arm cuffs/splints to prevent self injury</li> </ul>

and between:

Emergency/unplanned interventions	Use of force which occurs in response to unforeseen events.
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of the behaviour of a pupil.

Staff should be aware that they have a duty of care in order to maintain safety. It is acknowledged that the behaviour of children and young people can, on occasions, be dangerous and physical intervention may be required. It must also be noted that not every situation can be anticipated and so the judgement of staff is highly important.

### The use of force

In order to minimise or to avoid the use of physical force to restrain, it is up to the school to:

- create a calm, orderly and supportive climate that minimises the threat of violence. Acceptable behaviours are set out very clearly in the behaviour policy and these are consistently applied;
- ensure effective relationships between staff and students to create a calm and orderly environment;
- make staff aware of the school ethos regarding the use of force as a last resort;
- use early and appropriate intervention with individuals or groups who are recognised as potentially at risk of involvement in violence;
- monitor all incidents where force is required, to identify any trends are identified so that alternative strategies can be put in place;
- wherever possible, a warning will be issued that force may need to take place;
- plan for staff development in behaviour management so staff gain confidence and skills needed to manage conflict and de-escalate situations.

## **Who is allowed to use Physical Interventions?**

“Authorised” staff refers to any member of staff who works at the school, or any person who, with the Principal’s authority, has lawful control or charge of children and young people at the school or during school activities off site. This authorisation may be long or short term.

Authorisation should be fully understood by staff and it should be put in writing.

A risk assessment for planned restrictive physical interventions may preclude staff from being authorised to carry out restrictive physical interventions due to medical issues, physical stature or any other appropriate reason discussed with the Principal.

## **Physical Intervention at Heanor Gate Science College**

As previously stated, physical interventions in the school will only be used in exceptional circumstances.

The school expects that staff will only use force in circumstances where:

- the potential consequences of not intervening were sufficiently serious to justify considering the use of force;
- achieving the desired result of the intervention by other means had either been tried and exhausted, or are low;
- the risks associated with not using force outweigh those of using force.

Staff are expected to use professional judgement.

The two types of physical interventions likely to be required in the school are:

- planned physical interventions;
- unplanned physical interventions.

## **Planned Physical Interventions**

These will take place where it is known that a young person is likely to behave in a way that may require a physical intervention (either from prior knowledge before the pupil attends the school or through a history of incidents at the school).

In these cases the Principal will ensure that:

- an individual plan is in place which takes account of the needs of the pupil and identifies ways of addressing these;
- appropriate support services have been consulted and their advice sought;
- a physical intervention plan and specific risk assessment for the intervention is in place.

The Principal will ensure that for these situations:

- The plan includes any known triggers for the pupils’ behaviour;
- The plan includes all strategies to try to control the behaviour without the need to resort to physical interventions;
- The physical interventions that are to be used if necessary and the points at which they are to be used;
- The Behaviour Support Service have been involved in drawing up the plan;
- The parents/carers, staff and where practical the pupils have been involved in drawing up the plan and that all are clear about the specific actions the school may need to take;

- That any Special Educational Needs (SEN) and/or disability that the pupil may have and the consequences of these on the plan and risk assessment have been fully considered. This will include seeking medical advice where necessary regarding how restraint could affect a pupil with disability or medical condition.

Once the plan has been drawn up and agreed, the Principal will ensure that:

- The plan and risk assessment is effectively communicated to all those authorised to use force in the school who need to be aware of it.
- That all those who may be temporarily authorised to use force (e.g. volunteers on school trips are made aware of the plan and risk assessment as necessary).
- That appropriate training on the plan and the specific restrictive physical interventions is available and that those who require it are made to attend.
- That appropriate resources are available to ensure the plan is effectively implemented.
- That the plan is reviewed on an annual basis or after every intervention (whichever is the soonest) to ensure it is still appropriate.

### **Unplanned Physical Interventions**

These by their very nature are more difficult to deal with and will certainly involve staff making on the spot decisions about whether or not to intervene and indeed the best way to intervene. It is at these times that staff must make immediate professional judgements.

All staff must be aware that the school does not accept and will not tolerate the use of physical restraint to punish or discipline a pupil or to deliberately cause pain.

### **Methods of Restrictive Physical Intervention**

When a restrictive physical intervention is justified, staff will use “reasonable force”. This is the degree of force “warranted by the situation”. It will “be proportionate to the circumstances of the incident and the consequences it is intended to prevent”. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time, and the physical intervention must:

- Not involve hitting the child or young person;
- Not involve “punitive” acts such as deliberately inflicting pain on the child or young person; for example, joint locks or finger holds;
- Not restrict the child or young person’s breathing; for example, throat or neck holds or pressing the child or young person’s face into soft furnishings;
- Avoid genital area, buttocks or breasts of the child or young person;
- Avoid the adult putting undue weight upon the child or young person’s spine or abdominal area;
- Avoid holding near to or pulling joints.

During any incident of physical intervention adults must, as far as possible, seek to:

- Minimise the need for, or length of, any physical intervention.
- Lower the child or young person’s level of anger or distress during the physical intervention by continually offering verbal re-assurance and avoid fear of injury in the child or young person;
- Cause the minimum level of restriction of movement of limbs consistent with the level of risk to safety and welfare. For example, not restricting the movement of the child or young person’s legs when they are on the ground unless flailing legs are likely to be injured; or cause injury to others;
- Take account of the potential for accidental injury during the physical intervention by using a method appropriate for the environment in which it is taking place. For example, on a paved surface the adult should seek to avoid placing the child or young person on the ground;
- Work together as a team, with one member taking the lead, and avoid personal risk;

- Exclude any other child or young person from assisting with the physical intervention;
- Avoid moving the child or young person during the physical intervention. This is only justifiable in situations when remaining in the original location would be more dangerous and the use of minimum force to move the child will prevent further harm.

There is no legal definition of reasonable force. However, it is acknowledged that:

- The use of physical intervention is unlawful if the circumstances do not warrant the use of physical force. Physical intervention cannot be justified to prevent a child or young person from committing a trivial misdemeanour or where a situation could be resolved without physical intervention.
- Physical intervention must be in proportion to the incident and the seriousness of the misbehaviour.

The DCFS guidance provides the following examples of the types of force which staff may use in situations which require physical intervention.

- (a) Passive physical contact resulting from standing between pupils or blocking a pupils' path.
- (b) Active physical contact such as:
  - Leading a pupil by the hand or arm;
  - Ushering a pupil away by placing a hand in the centre of the back;
  - In more extreme circumstances, using appropriate restrictive holds, which may require specific expertise or training.

It is recommended that whenever practicable, other strategies should be used. This may include:

- Using de-escalation techniques;
- Offering time out to the child or young person;
- Issuing verbal warnings to the pupils (consequence system);
- Using the school's 333 emergency system for help;
- Contacting the students key worker (if there is one)

## **Staff Training**

The Principal will ensure that all staff know the procedures for physical intervention, who incidents should be reported to and where and how they should be recorded.

The Principal will ensure that all staff receive appropriate training relating to this policy if required and training in methods of physical intervention for authorised staff. 'Authorised' staff meaning only those who may be required to use planned physical interventions in cases where a student is known to be 'at risk'. This will be organised via the Local Authority Behaviour Support Service, who use PROACT SCIPr as the preferred system for physical restraint.

All new staff appointed to work at the school will be given an explanation of the school's Policy on Physical Intervention and who is authorised to use physical intervention as part of their induction programme.

## **Risk Assessments**

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience.

Restrictive physical intervention will ONLY be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to

intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. For planned interventions where there is a behaviour and intervention plan and specific risk assessment in place, the Principal will make sure all staff are aware of these. It is the responsibility of every member of staff to ensure they act in accordance with these plans and risk assessments.

In emergency or unplanned situations, staff will need to carry out a risk assessment based on the circumstances at the time and their professional judgement.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Physical intervention on a child or young person should calm the situation and not lead to greater injury or an escalation of violence. There are many things to consider and the following are examples of factors which could be taken into account when evaluating the risks involved and in determining the techniques to be employed in any particular situation:

- Any known SEN/care or disabilities;
- Individual needs and appropriate systems for clear communication;
- The age, relative physiques, and known medical conditions of both the adult restrainer and the child or young person;
- The relative genders of staff and child or young person;
- The presence of a second, or other adults, available to assist, supervise, and become involved in the physical intervention;
- The opportunity to secure the presence of a second, or other adults;
- Spectacles, hearing aids, jewellery and clothing worn by the child or young person;
- The location of the incident and the potential for the physical intervention to be carried out safely;
- The potential outcomes of not intervening;
- Whether other techniques not involving force have been used and not worked.

## **If Restrictive Physical Intervention is used**

### **Recording**

It is imperative that accurate and detailed records of physical intervention incidents are made and kept for future reference. All records will be held in the relevant student's file.

### **Reporting**

All records should be made as soon as after the incident as possible. Incidents should be reported to the Principal.

The incident should be recorded on the proforma provided.

A copy of this form will be kept confidentially and a copy will be sent to the Children and Younger Adults Health & Safety Section – marked confidentially.

An incident should be reported when:

- (a) Any incident which caused injury or distress to a pupil or member of staff (where an injury is involved the schools accident reporting guidance must also be followed);
- (b) Any incident which is sufficiently serious in its own right to require an incident record to be completed (even though there was no apparent injury or distress). Any use of restrictive holds will as an example fall into this category.
- (c) Any incident where a written record is needed to be able to justify the use of force. (This is relevant where the staff involved feel the judgement was very finely balanced).
- (d) Any incident where a record will help the school to identify and analyse patterns of pupil behaviour or will help to inform future training.
- (e) Any incident which involved other agencies, e.g. the police.

The form must be completed by all staff concerned in the incident. This is in line with the DCSF and in order for staff to receive the full backing of the LEA, the form must be completed.

### **Witness Statements**

Witness statements should be carried out by the Principal as soon after the incident as possible. This should be done as quickly as possible so that witnesses do not have the opportunity to influence each other's statement.

### **Action**

- Records should be kept at every stage of involvement along with follow-up action.
- The student and staff involved should have an opportunity to discuss the incident with the Principal.
- Lessons learnt will be used by the school to update behaviour and restraint plans and risk assessments.
- Parents and carers will be informed and offered the opportunity to discuss the incident with the Principal.
- Staff must be given the opportunity to recover and regain composure, should they need it. They may decide to discuss their experience with an appropriate colleague or union representative.
- For planned physical interventions the risk assessment should be reviewed. For repeated interventions other professional colleagues e.g. psychologists should be included in the review. This could result in a number of actions aimed at meeting needs and reducing the risk of incidents and harm to other pupils and staff, such as:
  - preparation of individual plans to address a range of needs such as a multi element plan
  - avoidance of known triggers
  - addressing environmental factors
  - changing aspects that maybe contributing to the risk of incidents such as timetables, class groups.

### **Handling Complaints**

Complaints about physical contact or intervention will be considered in the light of existing statutory routes of investigation. These are:

- Child Protection (Local Authority advice);
- Disciplinary Procedures (School policies/Local Authority advice).

The Principal or a senior member of staff will consult with the School's Child Protection Co-ordinator, and Authority's Child Protection Officer.

If there are no grounds for continuing with either of these procedures, the complaint will be dealt with through the Governing Body's normal Complaints Procedure.