

Behaviour Policy

Version 1.6

Our Mission Statement

"I can do all things through Christ who strengthens me"

Philippians 4:13

At St. Anselm's College, **faith** is at the heart of all we do.

Inspired by the **Gospel** and the vision of **Blessed Edmund Rice**, we educate the **whole person** through **academic challenge** and **moral formation**, fostering a heart for **service** and **respect** for all **God's creation**.

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College Ethos

The ethos of the College originates from the religious philosophy of the Christian Brothers - the promotion of personal growth and the pursuit of excellence. The Headteacher and staff seek to inspire a well-ordered and gently disciplined community, offering an education which challenges the mind, body and spirit of each individual student.

At St Anselm's College, we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a safe and secure atmosphere. We believe every student should be able to participate in all College activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Anselm's College. We recognise our responsibility to safeguard and promote the welfare of all our students by protecting them from physical, sexual or emotional abuse, neglect and bullying.

In St. Anselm's College, we believe that positive behaviour is the cornerstone for a creative, innovative and effective learning and teaching environment in which all members of the College community can thrive, feel respected, safe and secure.

We understand that the consistent and fair implementation of this policy is an important factor in gaining students' and parents'/carers' confidence in the College. All members of the College community must feel that they have ownership of this policy in order for it to be utilised and put into practice successfully.

To this end, the following groups of people have been consulted and will be involved in its review on an annual basis:

- Students
- Staff
- Parents/carers
- Governors

This policy is an organic document, which will be constantly revisited, undergo improvement and be updated as circumstances and situations change and as we learn what works

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1. Rationale

Our 8 Essentials of an Edmund Rice Education challenge us to strive to be our best selves. As such, all students should:

- Recognise that we all have a role to play in spreading the Good News of Christ through our actions as much as through our words, in particular through the respectful behaviours that we demonstrate in College (**Evangelising the Modern World**)
- Remember that demonstrating respectful behaviour is a key component of developing the moral, cultural and social values that are just as important as achieving academic success (**Concern for the Whole Person**)
- Work each day to form the positive behavioural habits and virtues that will allow them and others to fulfil their potential, free from distraction or disruption (**Striving for Excellence**)
- Find satisfaction in forming positive relationships that enhance the College experience in and of themselves (**Promoting the Spiritual**)
- Take responsibility for contributing to a culture in which life-long learning is valued for its own sake, as a means of maximising our God-given gifts and talents (**Education as a Christian Calling**)
- Promote the common good by behaving in manner that makes all people feel valued and that their dignity is recognised and celebrated as a brother or sister in Christ (**Building Christian Community**)
- Show a special concern for those who are in any way vulnerable by behaving in a manner that includes rather than excludes (**Compassion for those in Need**)
- Practice and model the behaviours of the active citizens and transformational leaders needed in our world today by always treating others with fairness (**Education for Justice**)

2. Rights and Responsibilities

The College has a responsibility:

- to establish and communicate clearly, measures to ensure good order, mutual respect and discipline in line with the College Mission statement and Code of Conduct;
- to ensure the College Behaviour Policy does not discriminate against any one, e.g. grounds of race, disability, sexuality or Special Educational Needs or Disability (SEND), and that it promotes good relations between different communities;
- to ensure staff, including support staff, are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- to support, praise and, as appropriate, reward students' good behaviour;
- to apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate;

- to make alternative provision from day six for fixed-term excluded students, and where appropriate to arrange reintegration interviews for parents/carers at the end of a fixed-term suspension;
- to take all reasonable measures to protect the safety and well-being of staff and students, including preventing **all forms of bullying** (physical, verbal, cyber and hate-related) and to deal effectively with reports and complaints about bullying.
- to ensure staff model good behaviour and never denigrate students or colleagues;
- to promote positive behaviour through active development of students' social, emotional and behavioural skills;
- to keep parents/carers informed of their child's behaviour, good as well as bad, and use appropriate methods of engaging them and, where necessary, support them in meeting their parental/carer responsibilities;
- to work with other agencies to promote community cohesion and to ensure the safety, health and well-being of all members of the College community;
- to ensure the whole College community, including teachers, support staff, Parents/carers and governors are consulted about the principles of the College Behaviour Policy.

The College has a right:

- to expect students' and Parents/carers' cooperation in maintaining a safe, orderly and constructive learning climate;
- to take any necessary steps to safeguard the well-being of the majority within the College community;
- to implement where necessary, reasonable disciplinary measures and procedures and to have the expectation that parents/carers will respect and support such measures;
- not to tolerate violence, threats, disruption or abuse by students or parents/carers;
- to expect students to respect the rights of other students/adults in the College;
- to expect students to respect all College buildings, equipment and facilities;
- to take firm action against students who harass or denigrate teachers or other College staff on or off premises – engaging external- support services, including the police, as appropriate.
- to take appropriate action or steps to protect the reputation of the College.

Students have a responsibility:

- to follow reasonable instructions by all College staff, behave safely, obey College rules and the Code of Conduct and accept sanctions in an appropriate way.
- to act as positive ambassadors for the College when on and off school premises. This includes travelling to and from the College.
- Not to bring on to the College premises any form of drugs, weapons, indecent material or any other inappropriate items;
- to show courtesy and respect to all College staff, fellow students, College property/facilities/equipment and the College environment;

- not to slander, denigrate, harm or bully members of the College community;
- to report incidents of bullying to a member of staff;
- to cooperate with, and abide by, any arrangements put in place to support their behaviour;
- to undertake homework/coursework assignments set by the College staff;
- to come to College each day, on time and dressed in accordance with the College rules and with the necessary books/equipment for the day ahead;
- to respect the property of all members of the College community, including other students and visitors to the College.
- to cooperate and conform with the College expectations regarding uniform and hairstyle/hair colour
- not to interfere with the learning of their peers by disruption to the classrooms learning environment.

Students have a right:

- to be taught in an environment safe and free from disruption;
- to expect appropriate action from the College to tackle incidents of violence, threatening behaviour, abuse, discrimination, harassment or bullying;
- to appeal to the Headteacher and then the Governors, if they believe the College has exercised its disciplinary authority unreasonably. This can be done by putting concerns in writing to the Chair of the Governors' Disciplinary Committee at the College address.
- to contribute, via the Student Council, to the College Behaviour Policy;

Parent/Carers have a responsibility:

- to work in partnership with the College to support and progress their child's academic and social development including their behaviour;
- to respect and cooperate with the College Behaviour Policy and the disciplinary authority of College staff;
- to support all sanctions imposed inline with the College Behaviour Policy and ensure that their child completes the sanction;
- to help ensure that their child follows reasonable instructions by all staff and adheres to the College rules and Code of Conduct;
- to send their child to College each day punctually, suitably clothed, fed, rested, equipped and ready to learn;
- to ensure their child completes, on time, any homework and/or coursework assignments allocated by their teachers;
- to register in writing with the College's pastoral deputy head information about any of their child's medical needs and any disability, medical condition, Special Educational Need or other personal factor which may result in their child displaying behaviour outside the norm;

- to attend meetings with the Headteacher or other College staff, if requested, to discuss their child's progress and/or behaviour;
- to ensure, in the event of their child's suspension that he is not found in a public place during College hours within the first 5 days of suspension;
- to ensure that, if the period of suspension is longer than five days, their child attends the alternative educational provision as arranged by the College;
- to attend a reintegration interview with the College at the end of any fixed period suspension;
- to make restitution to the College or Parents/carers of other students for material loss/damage caused by the willful or careless actions of their child.

Parents/Carers have a right:

- to expect the College to provide as safe and secure environment as is humanly possible;
- to have any complaint they make about their child being bullied taken seriously by the College and investigated/resolved as appropriate;
- to appeal to the Headteacher and then the Governors, through the formal appeals procedure, if they believe the College has exercised its disciplinary authority unreasonably.
- to appeal against a decision to exclude their child to the governing body of the College, for an suspension exceeding five days
- to make representation to the Governing Body regarding an suspension of less than five days;
- to be kept informed about their child's progress, including issues relating to their behaviour;
- to expect the College to provide, for their child(s) a safe and secure learning environment free from any form of disruption.

3. Uniform and Appearance

The College expects students to wear their uniform with pride and to comply with the College's stipulations as stated in the uniform policy. As part of our uniform and appearance policy we request that hair should be shorter than collar length and be styled so that eyes, eyebrows and face are not obscured by hair. Students must never obtain a cut very close to the scalp (lower than Grade 3 is not permitted) and dyed/toned hair of a non-natural colour is not permitted. Facial hair in years 7-11 is not permitted. Whilst stating this, we are very mindful of any cultural, religious and or mental health diagnoses when assessing the suitability of the chosen haircut. If in any doubt, consult the College in advance. Final judgement is at the Headteacher's discretion.

Students are **only** permitted to wear **black** office style shoes and **black** coats only.

Jewellery must be limited to a wrist watch or any recognised symbols of their religion that does not contravene the prohibited items list. Piercings are not acceptable. The wearing of make-up of any kind and nail varnish is prohibited. Students are expected to wear the College approved kit for Games

and PE lessons and when representing the College at fixtures. In cases of proven hardship, the College will endeavour to provide uniform/kit for students.

Please see the uniform policy for further information.

Failures to follow the dress/appearance code in school may result in the following sanctions;

- Referral
- Lunch duty
- Detention
- Persistent failure may result in an internal or external exclusion

4. Guidelines for Classroom routine

Positive **behaviour** in the classroom is encouraged in the College's Code of Conduct, which along with all other basic expectations and any significant policy changes, is communicated to students at the start of the academic year.

Code of Conduct

- **Arrive on time**
- **Have the equipment needed for lessons**
- **Be prepared to work**
- **Listen attentively**
- **Await your turn to speak**
- **Work purposefully**
- **Respect the College and all members of its staff, community and visitors**
- **Follow instructions promptly**
- **To have completed the work set for that lesson, including homework**
- **Leave in an orderly manner**
- **Always be a good ambassador for the College**
- **Wear our uniform correctly**

Guidelines for Classroom Behaviour:

1. Students should arrive punctually for lessons with the correct books and equipment.
2. Students should sit where the teacher places them and can expect to be moved if they are a source of distraction or if they are distracted.
3. Students are expected to participate positively, cooperate and strive to achieve their best at all times in all lessons.
4. Students must listen to the teacher and put up their hands if they want to contribute to the lesson. They must never disrupt by shouting out.
5. Students must listen to each other in classroom discussion and never denigrate a fellow student's contribution to the lesson.
6. Students are not allowed to leave the classroom during a lesson unless directed to do so by a teacher.
7. Students should respect the classroom environment and its equipment.
8. Students must obey the Information/Communications Technology (ICT) user policy.

Failure to follow Guidelines for Classroom Behaviour

If students fail to follow the guidelines, the following measures may be used. These measures are hierarchical, but staff will decide on an appropriate measure depending on the severity of the incident/disruption.

The Three Cs system provides students with an opportunity to reflect on the consequences of their behaviour and encourages students to take responsibility for the choices they make.

C1 – Chance to make the right choice:

The teacher will inform the student of the concern and give them a chance to make the right choice.

C2 – Make the Right Choice, reflection time:

Teachers should make their expectations very clear and explain that they have reflection time (3min) to make the right choice otherwise there will be a consequence. The teacher should then walk away from the student.

C3 – If the student continues to fail to follow instructions or engages in more serious behaviour such as defiance or lateness to lesson a consequence will be issued and a behaviour point will be accrued.

Consequences may include:

1. Students may be asked to sit in a different place.
2. Students may be sent to work in another room with another member of the department or the Subject leader for that department.
3. Students may be asked to stay behind at the end of the lesson or to return to the room at break or lunchtime for a restorative conversation with the teacher.
4. Students may be given a departmental/faculty detention. Ideally 24 hours notice of the detention should be given, although this is not required. All teachers should assess risks to

individual students before imposing no-notice detentions. This should include considering means of transport home and parents will need to be told of the arrangements via telephone.

5. Students may be given a College detention.
6. Students may be removed from the room for a longer period of time and placed in the care of another member of staff.
7. Teachers may contact a member of the SLT by mobile phone if a student's disruption to a lesson persists.
8. In order to support a student in meeting the requirements of the College Code of Conduct, the Head of Year may put the student on a Report Card.
9. Students may be placed on the Headteacher's detention on a Saturday morning (9:30 – 11.30am)
10. Students may be placed on lunch duty by their HoY or a member of the SLT

5. Addressing Poor Behaviour

HOY will monitor behaviour points throughout the day for persistent C1/C2 notifications – this can result in sanction being applied even if C3 has not been reached. HOYs will intervene as and when needed. This will be a pro-active approach rather than the re-active. Students who are a persistent cause for concern will be discussed and interventions put into place. When students reach 5 Behaviour points and every multiple thereof they will receive a College Detention.

Number of Points	Possible Action
5 behaviour points	Meeting with your Form teacher
10 behaviour points	Meeting with your Head of Year/College DT
15 behaviour points	Meeting with the Headteacher
20 behaviour points	Pre-Governor Behaviour Panel Meeting with the Behaviour Governor
25 behavior points	Governor Disciplinary Panel Meeting

Detentions

Within the College one of the main ways in which students may be sanctioned for breaching College rules is through being required to attend a detention with the length and nature of the detention being proportionate to the manner in which College rules have been breached. The College is not required to seek parental permission for a detention, but will always seek to inform parents of the detention and the reason for it. We will always seek to give reasonable notice of after-school detentions – usually the day before, with parents notified via the Edulink app.

The range of sanctions available to schools is relatively limited and so whilst we will always seek to work with parents and listen to submissions it is important to note that parents do not have the right to veto their child's attendance at a detention or compliance with any other College sanction once it has been fully investigated, as per the relevant Department for Education guidance Behaviour in Schools - Advice for headteachers and school staff Feb 2024. Reasons such as needing to get the

bus at 3.30pm; having a long distance to travel; and concern about students leaving College in the dark during the winter months are not an acceptable reason for non-attendance at detention. In such instances it is to be expected that parents make alternative travel arrangements for their child if required.

Students who repeatedly fail to attend detention – even where this is on the advice of parents – may be issued with a Fixed Term Exclusion.

Study Hall

A 30 minute lunchtime study hall detention is issued in cases where Homework is not submitted or where the work submitted is not up to the required standard and in instances where a student is late to College twice in a week. If a student fails to complete the lunchtime study hall detention they will receive a College detention. If an improvement is not elicited, the matter will be referred to the Head of Key Stage and a Homework Contract may be implemented. Study Hall is staffed on a rota of all teaching staff.

Faculty Detention

Faculty detention is typically issued for incidence of poor behaviour and/or inadequate work completion within lessons and is typically 30 - 45 minutes. Students who fail to attend Faculty Detention without proper reasons will be placed into College Detention. Faculty Detentions are staffed by members of the Faculty team in agreement with the Subject or Faculty Leader.

College Detention

College Detention takes place on a Friday from 3.30-4.30pm. When students are placed on College Detention, they may be expected to complete written work or to undertake tasks in the allocated time, such as sweeping the yard, emptying the recycling paper bins and placing letters in envelopes.

Students who repeatedly fail to attend the College detention will have a Fixed Term Suspension. The College is not required to seek parental permission for a detention, but will always inform parents of the detention and the reason for it. College Detention is staffed by the Pastoral Deputy Headteacher.

Saturday Detention

Students who are issued 3 College detentions in a half term period will be required to complete a Saturday College detention. Saturday Detention may also be issued for more serious misdemeanours. Saturday Detention takes place once per half term from 9.30am - 11am. It is staffed on a rota by members of SLT.

Report Card

A student may be placed 'on report' to support them in meeting the requirements of the Code of Conduct. They are put 'on report' by a Head of Year (HoY) or a member of the Senior Leadership Team (SLT). This may be for poor or no homework, poor organisation, behaviour, lack of effort etc. Students are required to present their card to their teacher and get a comment and/or number pertaining to the area of concern on the card. Parents are asked to read and sign the card each night. Students are asked to report to their HoY each day at an allocated time. Sanctions will be imposed for students who fail to report with their card.

Stage 1	White Report	Form Teacher Report
Stage 2	Green Report	Head of Year Report

Stage 3	Amber Report	Key Stage Lead Report
Stage 4	Red Report	Deputy Head of School Report

Guidelines for behaviour outside of the classroom

1. Students should obey the Health and Safety signs displayed around the College.
2. No student may enter a classroom, practical room, sports facility or laboratory without a teacher being present.
3. Students must dispose of their litter in the bins provided in the College.
4. Students must never interfere with any fire equipment around the College.
5. Chewing gum and energy drinks are strictly forbidden in the College grounds and will be confiscated.
6. Mobile phones and other connected devices must be switched off and not seen, used or heard during the College day.
7. The use of mobile phones or other hand-held technologies to film events or students in College is strictly prohibited. **In addition to sanctions outlined below, additional penalties may be imposed depending on the nature of the recorded material.**
8. Abuse of modern technologies, such as mobile phones, or the Internet to denigrate the College or members of its community is strictly forbidden.
9. Hot drinks must not be taken out of the Dining Room. Food can only be consumed in the designated areas. Food purchased in the canteen must be consumed within the Canteen.
10. Students must not sell any items on the College premises or at any authorised College event without prior authorisation from the Headteacher.
11. Students must behave in a responsible manner (e.g. by not running) on all thoroughfares.
12. Students must remain in the areas to which they are allowed access.
13. Students wearing the College uniform, or representing the College in any capacity, must act as ambassadors for the College and behave appropriately at all times, including travelling to and from the College.
14. Students are not allowed to smoke in College uniform or at College events or on trips. This includes the use of shisha pens and vaping of any type.
15. Any student in the close vicinity with another student(s) who is/are vaping/smoking **may will** be sanctioned in the same way'.

Failure to Follow the Guidelines for Behaviour Outside the Classroom

If students fail to follow the guidelines, the following measures may be used. These measures are hierarchical, but staff will decide on an appropriate measure depending on the severity of the incident/disruption.

1. Students may be given a verbal warning that their behaviour is unacceptable.
2. Students may be given a behaviour point(s) depending on the severity of the incident.

3. Students may be issued with lunch duty. (SLT and HoY only). This requires students to keep the canteen tidy at lunch or to pick up litter around the site or other tasks as directed by a member of staff.
4. Students may be given a College detention.
5. Parents/carers may be invited into College to make them aware of, and to discuss, their child's behaviour.
6. The Head of Year may put a student on an effort and/or behaviour Report Card.
7. Students will be excluded from any excursions (Language trips, sporting events, field trips or similar, if their behaviour is such that they may either:
 - a) endanger themselves or others;
 - b) damage the reputation of the College.
8. For persistent offenders a College Disciplinary hearing may take place.
9. In some cases, an internal or fixed term suspension may be used.
10. Incidents of poor and/or dangerous behaviour on the College bus; may result in a ban from the bus and/or the use of College based sanctions such as lunch duties, detentions, behaviour points. Some incidents may lead to an internal or fixed term suspension.
11. The Headteacher and his deputies may place a student on a Saturday detention for persistent failure to abide by the College rules, failure to adhere to sanctions imposed or for serious breaches of the behaviour expected of all students. A Fixed term Suspension or a Permanent Suspension may also be used in these cases.
12. Students who make a profit from selling goods on the College premises or at a College event will be asked to bring this profit to the College where it will be donated to a College charity. All goods will be confiscated and not returned.

Following the internal monitoring process, letters will be sent by the relevant Head of Year to parents of students whose effort falls below that expected.

Parents/carers may be invited into the College to be informed about, and to discuss, how we can work together to ensure that their child achieves his potential.

Behaviour outside of the College

The College may instigate sanctions for incidences that happen outside of the College day and not during College activities, e.g. cyberbullying or incidences that could undermine the reputation of the College e.g. smoking/vaping in College uniform, fighting, and stealing as per the relevant Department for Education guidance Behaviour in Schools - Advice for headteachers and school staff Feb 2024. This is not an exhaustive list and other incidences may be added as deemed appropriate by the Headteacher.

Educational Visits/Trips

The College reserves the right to remove a student from an educational trip if his behaviour is such that his attendance could jeopardise the health and safety of the staff or students on the trip or otherwise undermine the orderly running of the trip. Evidence for this decision would be obtained from behaviour records in school, particularly incidences of non-compliance, disruption, rudeness and physical or verbal abuse against staff or students.

CCTV

Evidence may be used from cameras to investigate breaches of the College's Behaviour Management Policy. This evidence may be shown to the Police in cases of damage to College property, physical assault or possible illegal behaviour such as vaping or may be used in the College's internal disciplinary system or where there is an appeal as a result of either a fixed term or permanent suspension.

Reporting Behaviour Incidences

All teaching staff are authorised to issue behaviour points, Study Halls, Faculty Detentions and College detentions. Heads of Year, Subject Leaders and the Senior Leadership Team can issue lunch duty, place a student 'on report' or request a parental meeting. The Headteacher convenes the College Disciplinary hearing.

Students can expect serious consequences for repeated offences or one off serious mis-demeanors.

Examples of very serious misdemeanors include but are not limited to:

- Possession, use, or sale of illegal drugs on or around the College premises.
- Possession, use, or sale of tobacco or alcohol or other banned substances e.g. legal highs or e-cigarettes on the College premises or of substances that could be construed or are believed to be controlled drugs or legal highs.
- Fighting
- Vandalism
- Verbal or physical abuse of a hate-related or highly personal nature
- Theft
- Bullying
- Obtaining money by deception or intimidation
- Extreme rudeness to or defiance of a member of staff
- Truancy
- Sexual violence or harassment
- Possession of a knife or any other item which could cause harm to a member of the College community
- Persistent or severe disruption to the learning environment

Any of these may result in an internal, fixed-term or permanent suspension from the College. Behaviour points will also be added to the students behaviour record

Suspension from the College is at the discretion of the Headteacher or, in her absence, either of the Deputy Headteachers and is issued in accordance with the relevant Department for Education

guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

The College Disciplinary Panel

The College Disciplinary Panel convenes as required to review the behaviour of students whose actions or action seriously breach the expectations imposed by the College or endanger the Health and Safety of the College community. It may also be convened to address the issues posed by a student who is persistently disruptive in lessons and outside of lessons or has accrued a significant amount of behaviour points.

Panel members are usually the Headteacher, a Deputy Headteacher, and the Key Stage Curriculum/Pastoral Co-ordinator. A Governor may be present in a supportive and advisory capacity. Parents/carers are required to attend with their son and will receive five days' notice of the hearing.

During the hearing, the panel will outline their concerns regarding the students' behaviour. The student is given an opportunity to explain his behaviour and parental/carer input is actively sought.

Targets are set, which outline the positive shift in behaviour and attitude that is expected from the student. These targets are reviewed after four school weeks and periodically thereafter. The process is designed to be constructive and collaborative in which the reasons for the panel convening are explored. The views of both the parent and the student will be sought. If the required improvement is not forthcoming, the Headteacher has the authority to permanently exclude a student from the College and this can be ratified by the Governing Body.

The Headteacher may direct students off site to alternative provision if their behaviour does not improve. Parents will be given at least five days' notice of the date and time of any College Disciplinary Panel Meeting. This notification will be by letter posted to the address at which the student resides. Parents who do not attend or try to repeatedly reschedule meetings for whatever reason will forgo the right to make representation for their child and the Disciplinary Panel will consider their child's record and set targets in their absence.

The meeting will be deemed to have taken place in line with the College Policy and will in itself not be grounds for appeal in any future decision to permanently exclude a student.

Restorative Justice

The College will use a restorative approach to resolve conflict particularly in instances of bullying or conflict between members of staff and students. The aim of restorative justice is to repair harm and resolve conflict. When young people feel they are being blamed they minimise their involvement, fail to see the other side, distance themselves from the impact of their behaviour, do not take any responsibility and therefore do not feel accountable. A restorative justice approach invites the wrong doer to recognise the harm caused and to apologise for their actions to the victim. It allows the victim closure.

This approach is used alongside the sanctions system.

Communication and cooperation

The College expects students to assist with enquiries regarding their behaviour or the behaviour of others, including by providing written statements as directed by staff. Obstructive behaviour in this regard will itself merit a sanction.

The College does not convey the sanctions imposed on students for misdemeanors to the victim or parents/carers of the victim.

6. Rewarding Positive Behaviour

Good behaviour and adherence to the College Code of Conduct is recognised and rewarded.

Students have the opportunity to be recognised for outstanding behaviour for learning, attendance and punctuality to school. Students can be awarded on a daily, weekly and termly basis. This will be recognised on the College website, Facebook, Twitter and year group display boards.

In Lessons:

Each lesson every student has an opportunity to gain an achievement point(s) which will be recorded on SIMS and shared with parents.

Weekly Assemblies:

HOY will track achievement points and recognise this at assemblies.

Half termly:

Head of Key Stages will award students with Behaviour for Learning pin – Gold, Bronze, Silver depending on the number of achievement points accumulated.

BFL Star Pins Criteria (Dependent on the year group)

For example:

35	Achievement points	Bronze Star Pin
75	Achievement points	Silver Star Pin
100	Achievement points	Gold Star Pin
150	Achievement points	Anselmian Pin

Headteachers Award:

HOY will nominate one student per year group for the 'Headteacher' award. Students will meet with the Headteacher on the last Friday morning of the half term for breakfast. This will be shared with parents and displayed on the website, newsletter, Facebook and twitter pages.

Departmental Rewards:

Each department will also have a range of rewards. These could include:

- Achievement points
- Stickers and stamps
- Postcards of praise
- Letters home

- Positive telephone calls to parents
- Certificates of achievement/effort/progress

Attendance & Punctuality Rewards:

Students will be awarded by their HOY each half term at year group assemblies for 100% attendance.

7. Bullying

The College has have adopted the definition of bullying used by the Anti-Bullying Alliance which states that bullying is: 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

The College's processes for preventing and addressing bullying can be found in the separate Anti-Bullying Policy.

8. Use of Mobile phones and other electronic and connected devices

College rules around use of mobile phones and other electronic and connected devices are covered in the separate Mobile Phone Policy but in short, students are strongly encouraged not to bring mobile phones or electronic devices into College.

Where a device is required for travel, safety or payment purposes, it must be:

- Turned off before entering the College site;
- Stored securely in the student's zipped blazer pocket or safely in a school bag at all times;
- Kept out of sight and unheard throughout the school day.

This expectation applies from the moment students enter the College site via the front or back blue gates until they leave the site at the end of the day. Students must not use mobile phones or electronic devices anywhere in the College.

Paper timetables will be issued to all students at the start of term and timetables will also be displayed in form rooms and on the HOY notice board. Devices must not be used to access timetables or any other school-related information during the school day. Students may only use their phones/devices at off-site fixtures and events/trips at the discretion of members of staff. This will be made clear prior to departure.

Confiscation and Sanctions

Any student whose phone or connected device is used, seen or heard during the College day will have the device confiscated by a member of staff. As per the relevant Department for Education guidance [Searching, Screening and Confiscation](#), the law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully

The student will:

- Collect the device from the Main Office at 3.30pm on the same day; and receive a compulsory College detention in the first instance followed by a Saturday morning detention on the second.

- Students who repeatedly breach the policy will face more serious sanctions in line with the College Behaviour Policy.

Refusal to Hand Over a Device

Refusal to hand over a mobile phone or electronic device to a member of staff will be treated as a serious breach of College expectations.

In such circumstances:

- Parents/carers will be contacted immediately;
- They will be required to collect their child from College; and
- The student will not be permitted to return to lessons until a meeting with a member of the Pastoral Team has taken place.

Sixth Form Students

Sixth Form students are exempt from the main mobile phone restriction; however, phone use is permitted only in (unless directed by a member of staff): Outwood House; and the Brothers' Garden. Sixth Form students should refrain from using mobile phones in all other areas of the College and are expected to model exemplary conduct for younger students.

Responsibility for Devices

Students bring mobile phones and electronic devices onto the College site entirely at their own risk.

9. Searching, Screening and Confiscation

The College has the right to conduct searches, screen devices and confiscate items in line with the Department for Education guidance [Searching, Screening and Confiscation](#)

Legally the College has the right to search a students bag and outer clothing with their consent for all items banned by College rules or in law. We can also ask students to turn out their pockets or remove outer clothing such as blazers, shoes, hats, gloves, jumpers. Students can also be 'screened' using hand-held metal detectors or arches.

It is best practice to ensure that any search is carried out by two members of staff one of whom should be male, although this is no longer a requirement in urgent situations.

Under current law, the College has the right to search a student **without consent**, by using reasonable force if necessary, if we have reasonable grounds for suspecting he has in his possession legally prohibited items such as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).

an article specified in regulations:

- tobacco and cigarette papers

- fireworks
- pornographic images.

The Headteacher and authorised staff can also search for any item banned by the College rules which has been identified in the rules as an item that may be searched for, though this must be with consent and reasonable force may not be used. This includes:

- Vapes and e-cigarettes
- Chewing gum
- Energy drinks
- 'Legal highs

Staff do not have to carry out searches and should always be mindful of their own safety and welfare in doing so.

Schools are not required to have formal written consent from the student for this sort of search and nor are schools required to ask parents' permission nor inform them that it has taken place

If a student refuses to co-operate with a search after the member of staff has explained to them the reason for the search then the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

The police will be called if a student refuses to have his outer clothing, bags, locker or possessions searched, if we have reasonable grounds to believe he has an illegal substance or a weapon.

Where a teacher conducting a search finds an electronic device they may examine any data or files on the device if they think that there is good reason to do so. Following an examination, if the teacher has decided to return the device to its owner, or to retain or dispose of it, they may erase any data or files, if they think that there is good reason to do so.

In determining a 'good reason' to examine or erase the data or file on the device the staff member must reasonably suspect that the data or file has been, or could be, used to cause harm, to disrupt teaching or break the College rules.

If alcohol is found, it may be retained or disposed of. Any controlled drugs found will be handed over to the Police as soon as possible. If we are unsure if the substance is a controlled drug, it may be handed over also. Other substances such as legal 'highs' will be confiscated **and disposed of** as we believe that they are harmful to students and are detrimental to good order and discipline.

Stolen goods will either be handed over the Police or may be returned to the owner.

All searches are recorded on CPOMS, detailing:

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search.

Parents will always be informed of any search for any legally prohibited items. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Confiscated items, dependent on the nature of the item, can be:

- retained or destroyed by the College
- handed as evidence to the police
- returned to the student or the parent.

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

10. Use of restrictive interventions

All members of the College staff have a legal power to employ restrictive interventions – defined as a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil -. in line with the relevant department for Education guidance [Use of reasonable force and other restrictive interventions guidance](#)

Our College prioritises a safe, calm, and supportive learning environment. We use positive behaviour strategies and active de-escalation to prevent crisis situations. Restrictive interventions are exclusively used as an absolute last resort to maintain immediate safety.

1. Key Definitions

- **Reasonable Force:** The minimum physical contact necessary, used for the shortest time possible, to prevent a pupil from causing injury, committing an crime, or causing extreme disorder.
- **Seclusion:** Placing a pupil alone in a safe room they are physically prevented from leaving. This is a temporary safety measure, never a punishment.
- **Non-Physical Restraint:** Restricting movement without direct force, such as intentionally removing necessary mobility aids.

All members of College staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

2. Strict Legal Prohibitions

- **No Pain or Punishment:** Physical force or seclusion must never be used as a disciplinary sanction or to enforce compliance.
- **No Ground Restraints:** Holding a pupil face-down or flat on the floor is strictly banned due to positional asphyxiation risks.
- **No Airway Restraint:** Staff must never apply pressure to a pupil's neck, throat, mouth, nose, or abdomen.

3. Vulnerable Pupils & SEND

- Staff must implement anticipatory "reasonable adjustments" for pupils with Special Educational Needs and Disabilities (SEND).
- Where there are Individual Behaviour Plans these must outline personalized de-escalation triggers to proactively avoid the need for physical intervention.

4. Mandatory Procedures & Oversight

- **Same-Day Notification:** Parents or carers must be informed on the exact day any significant restrictive intervention or seclusion occurs.
- **Incident Logging:** All incidents must be recorded in the school's central incident registry immediately following the event.
- **Governing Board Review:** Restraint data is routinely audited by the governing board to reduce the frequency of restrictive measures

Physical contact does not in and of itself always constitute a restrictive intervention and so need not be recorded. Such contexts include when contact is made:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether
 - the pupil has SEND or other vulnerabilities
 - any alternative strategies that do not include physical contact can be used

11. Allegations of abuse against another pupil (child on child abuse), including issues of sexual violence and harassment

Child on child abuse is both a behaviour and a safeguarding issue and will be addressed in line with both the Behaviour Policy and the Safeguarding Policy.

On a behavioural level, it is crucial to recognise that behaviours such as this at any level are never deemed acceptable and will not be tolerated in our College. We deliver a strong preventative education programme which creates an environment in which all children are supportive and respectful of each other. Staff must ensure that they challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing, particularly towards vulnerable groups of children. Behaviours by children should never be passed off as 'banter', 'having a laugh' or 'part of growing up' as this can lead to an unsafe culture which normalises abuse and inappropriate behaviours and can lead to children accepting it as normal and therefore not reporting such issues.

Staff should recognise that children are capable of abusing other children, and that not all children will find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, for example a friend may make a report or a member of staff may overhear a conversation. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

Victims will never be given the impression that they are creating a problem by reporting an incident and they will never be made to feel ashamed or their experience minimised. Staff must act on the assumption that children may be experiencing sexual violence or harassment, even if there are no specific reports of such behaviour.

Our College will prevent sexual harassment, online sexual abuse and sexual violence through a carefully planned and sequenced Personal Development and RSE curriculum alongside effective challenge and response to specific issues when they arise. All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff.

Behaviours can happen in College, online or in the community and are most likely to include, but are not limited to:

- abuse within intimate personal relationships between children
- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- serious violence
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, “jokes”, taunting and online sexual harassment which may be standalone or part of a broader pattern of abuse;
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes
- displaying pictures, photos or drawings of a sexual nature
- causing someone to engage in sexual activity without consent
- online sexual harassment including consensual and non-consensual sharing of nude and semi-nudes images and/or videos, sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages including on social media, sexual exploitation, coercion and threats and coercing others into sharing images of themselves or performing acts they are not comfortable with online
- upskirting, which typically involves taking a picture under a person’s clothing without their permission (this is a criminal offence)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and many also include an online element).
-
- When responding to reports of child on child abuse, the Designated Safeguarding Lead will respond to each report on a case-by-case basis. If an allegation is potentially criminal in

nature, a report will be made to the Police. This will generally be in parallel to a referral to children's services.

College can refer to the NPCC guidance [When to call the Police](#) for additional support. The College will also handle reports which include an online element carefully. This includes being aware of Searching, screening and confiscation: advice for schools and DfSIT & UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people 2024. Referral to other agencies does not preclude from the College taking its own disciplinary action, including where necessary temporarily forbidding a student from attending the premises, for example, due to an allegation of harm by one student against another.

The College recognises that Artificial Intelligence (AI) can be used to alter existing photos or videos or by creating entirely AI generated sexual images. There are also AI tools such as “nudifying” or “undress” tools which can be used to digitally remove clothing to create sexual images. Under UK law AI generated child sexual abuse material (AI-CSAM) is illegal under Section 1 of the Protection of Children Act 1978, regardless of how it is created or its photorealism. Should it be required, we will refer to the Internet Watch Foundation, National Crime Agency and CEOP’s AI CSAM Guide for Professionals for further guidance when responding to incidents of this nature.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm however children who are LGBT+ or perceived to be, may also be targeted by their peers and harassed or assaulted. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that all staff endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share their concerns.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of the protections set out under the Human Rights Act 1998, depending on the nature of the conduct and the circumstances. In addition, the Public Sector Equality Duty places a general duty on schools and colleges to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance the equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

The duty applies to all protected characteristics and specific consideration must be given to equality implications such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. Victims of child on child sexual harm will be supported by the school’s pastoral system and referred to specialist agencies including, for example, CAMHS, RASAC, NSPCC and Barnardo’s.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them and more aware of the fact that children may be coerced into including “sexting” or “initiation/hazing” behaviours. Additional guidance is available on the NSPCC website: <https://learning.nspcc.org.uk/online-safety/preventing-online-abuse-and-harm>

12. Attendance and Punctuality

The College target for attendance is 100% with 0% unauthorised attendance.

All parents/carers are requested to ring the absence line to inform the College of their child's absence on each day of absence, unless a medical note has already been provided detailing length of absence.

Parents/carers are informed of their child's % attendance regularly.

The College will write to the parents/carers of those whose attendance is a cause for concern and may if necessary invite the Local Authority Education Service to become involved.

Exemplary attendance is rewarded at the Participation Awards ceremony.

Truancy from College or from lesson will result in a severe sanction.

Frequent lateness to College and/or to lessons will also result in sanction.

Parents may not remove their child for term time holidays, except in exceptional circumstances which have been agreed beforehand by the Headteacher.

For more details, please refer to the College Attendance Policy.

13. Pastoral Support and work with partner agencies

Support and guidance is available for students whose misbehaviour or attendance reflects significant learning or personal problems. This support is provided in College by:

- Form teachers
- Heads of Year
- Heads of Key Stage
- peer mentors
- Faculty Assistants
- Learning Mentor
- Youth Worker
- Counsellor
- Caritas / Action for Children
- other staff as appropriate

The Pastoral Deputy Headteacher coordinates this support

In some circumstances where behavioural needs cannot be met in College and/or behaviour presents a safeguarding concern then outside agencies, may be asked to become involved. This may include but is not limited to:

- Children's Services
- Early Help/Family Support
- Social Inclusion
- Safer Schools Police

Targeted support is available for the parents/carers of any student where behaviour or attendance is a concern. This takes the form of meetings between the parents/carers and Heads of Year, Key Stage Coordinators or Deputy Headteachers as appropriate. Liaison with Learning Mentors or SENDCO may also be arranged as required. More generally, minor concerns can be addressed via the College email system or telephone contact.

14. Staff training

All staff receive regular updates to any changes to the Behaviour Policy following appropriate consultation. Staff joining the schools receive the Behaviour Policy as part of their induction packs and are expected to familiarise themselves with systems and procedures. Additional and more specific training is provided as required through the on-going programme of CPD offered by the College.

15. Equality Impact

We have carefully considered the impact of this policy on all protected characteristics as part of our ongoing process to ensure that it is fair and does not prioritise or disadvantage any student. This is in line with the Equality Act 2010.

In particular, the College is mindful of its duties towards students with SEND and towards other vulnerable students. We understand that these students may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others.

Our school is committed to understanding what might trigger challenging behaviour in these students and to providing the right support and an inclusive environment. We will utilise staff who know individual students well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur, and will also work with the student and their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Removing stimuli that may be causing distress to the student
- Staff members changing how they communicate with the student, such as being more mindful of body language, facial expressions and/or tone of voice
- Helping the student express their emotions before getting overwhelmed
- Engaging the student in activities to help them regulate their emotions
- Distracting the student with familiar objects or activities to redirect their attention

Where appropriate, we will create individual behaviour support plans for students with SEND and other vulnerable students. The plan will be reviewed regularly, and following any significant incident, with the student and parents/carers to make sure it's still working well.

The plan will:

- Outline any adjustments, such as to address aspects of the school environment which the student finds challenging
- Explain the best ways to communicate with the student
- In some cases, specify when increased physical contact with staff might be appropriate.

These situations will be discussed with everyone involved and clearly written down in the plan.

Whilst some students are entitled to reasonable adjustment in the application of the Behaviour Policy, no student is exempt from sanction provided that, in the view of the College, any and all required adjustments have been applied.

16. Evaluation

The draft policy was circulated to the groups mentioned at the beginning of this document for comment and amendment. The policy above will be reviewed by all parties and amended as appropriate on an annual basis.

Other Relevant Policies

This Behaviour Management Policy is one of a number of policies the College has prepared to help structure and support the well-being and progress of the students within the College community. Other relevant policies are:

- Anti-Bullying Policy
- Safeguarding Policy
- Health and Safety Policy
- Managing Drug-related incidences Policy
- Attendance Policy
- Teaching and Learning Policy
- Homework Policy
- Single Equality Plan
- Educational Visits Policy
- CCTV Policy
- Suspensions Policy
- Home school Agreement
- Mobile phone policy

Appendix 1

Behaviour Response Levels

Wave	Purpose	Responsible Staff	Typical Behaviours (indicative not exhaustive)	Required Actions/Sanction	Possible additional actions	Required communication	Points to note
Level 1 (C1-2)	Early intervention - restore learning quickly and prevent escalation.	Subject Teacher / Form Tutor	Low-level disruption; organisation issues; minor lack of cooperation	Reminder/redirection; warning; use of de-escalation strategies and any strategies from PCP/EHCP	Direct student to use time-out pass; short restorative follow-up	Class teacher to record C1/C2 and restorative conversation on SIMS	Repeated low-level incidents and accumulating multiple C1 and C2 across lessons should lead to C3
Level 2 (C3 or other sanctionable incident)	Empower staff to hold students to account for behaviour in their classrooms/areas of jurisdiction	Subject Teacher/Form Tutor	Repeat Wave 1 behaviours including excessive C1-2; refusal/defiance; continued disruption; inadequate work; missed homework; x2 lates in a week	Study Hall (work related and x2 lates in a week); Formal/structured Restorative Practice (recorded on SIMS); Faculty Detention (behaviour related)	Contact home from class teacher	Class teacher to record on SIMS; Faculty Assistant to send message home re sanction	x2 Lates in a week will be managed centrally; C3 entry on SIMS must include specific details of incident; use email to inform not to debate

Level 3	Support staff in addressing higher level or persistent behavioural challenges	Subject Leader/ Curriculum Line Manager / Head of Year / Deputy Headteacher Pastoral	Continued poor behaviours despite previous sanctions; phone confiscation; x3 lates in a week; truancy from lesson; unsafe behaviour; failure to attend Faculty sanctions including Study Hall; multiples of x5 Behaviour Points	College Detention; Parental call or meeting	Departmental or Pastoral Report/ Behaviour Support Plan	Subject Leader and Head of Year to liaise and agree responsibility for phone call home or parental meeting as appropriate; person issuing sanction to record on SIMS; Assistant to the Pastoral team to send message home re College Detention	Form Tutors to monitor accumulation of multiples of x5 behaviour points and record sanction
Level 4	Formalise support and escalate accountability.	Subject Leader/ Head of Year/ Head of Key Stage/ Deputy Headteacher	Persistent significant concerns despite conversation/meeting with parents by Subject Leader and/or Head of Year; vaping; reaching x15 Behaviour points; second phone confiscation; isolated hate-related incidents; bullying; truancy from College; failure to meet targets from Behaviour Support Plans; x3 College Detentions in half term	Saturday Detention and/or Internal Suspension	Governors Panel referral with clear improvement targets and identified support; referral to additional internal support e.g. Learning Mentor	Head of Key Stage / Deputy Headteacher to liaise re phone call home or parental meeting; Assistant to the Pastoral Team to add to SIMS and send letter home	This would be 'entry level' sanction for physical incidents; verbal abuse of staff; confirmed bullying and hate-related incidents with mitigation and aggravation taken into account ; Heads of Year to arrange Headteacher meeting at x15

							behaviour points
Level 5	Safeguard learning community and ensure final accountability.	Deputy Headteacher / Headteacher / Governors	Major infringements; aggravated or repeated serious incidents; verbal abuse of staff; hate-related bullying; continued disregard of sanctions; multiple internal suspensions and/or Saturday detentions	Fixed Term Suspension	At Risk of Permanent Exclusion notice and Governor Panel referral; referral to external agencies e.g. Social Inclusion; Permanent Exclusion	Formal letter; Reintegration meeting with Deputy Headteacher Pastoral	

Appendix 2 - Internal record of restrictive intervention

This form should be filled in by a member of staff who used a restrictive intervention on a pupil (force, seclusion, restraint, or a combination of any of these).

Staff:

- You should record the incident by filling out this form as soon as possible after the event, **no later than the same day**
- Please read the accompanying staff guide to support you with completing this form. Don't hesitate to ask for support if you need it, from **Mr Corin Willis**

Senior leader responsible for reporting to parents:

- Make sure to keep data protection in mind when deciding what information to share with parents. For example, don't include any identifying details of any other pupil, such as their name

Staff, pupil and incident details

STAFF DETAILS	
Your name (as the member of staff who used a restrictive intervention)	
Your role	
Names and roles of any other staff involved	

PUPIL DETAILS	
Name of pupil who a restrictive intervention was used on	
Any needs or circumstances of the pupil, e.g. if the pupil has SEND	
The pupil's SEN code, if they have SEN (ask your SENCO if you're not sure)	

INCIDENT DETAILS	
Date of incident	
Time of incident	
Location of incident	E.g. secluded in headteacher's office, force used in classroom
Approximate duration of the intervention	
Restrictive intervention(s) used	E.g. reasonable force, seclusion or restraint
If reasonable force was used: • What type of reasonable force was applied • The degree of force	E.g. lifted the pupil in a 'cradle hold', holding them firmly so they wouldn't kick or hit themselves or myself
Were there any physical injuries to pupil and/or staff member(s)?	YES/NO (If yes, make sure any injuries are also recorded as set out in your school's health and safety policy and reported to the Health and Safety Executive where required)
Details of any physical injuries (if applicable)	E.g. red mark on wrist, scratch on left cheek
Any support provided after the incident, including any medical treatment for injuries to pupil and/or staff member(s)?	E.g. pupil seen by first aider, ice pack applied

Incident account

This should be a **brief account** of:

- **What** happened
- **Why** you assessed that it was necessary to use the intervention you used

You should include:

- What led up to the incident
- Any potential or identified triggers
- Any preventative or de-escalation strategies you used

This is an example of one write-up for one of the pupils on whom reasonable force was used in this case. Both teachers would need to complete a record for each pupil.

WHAT HAPPENED

Example:

At lunchtime, I was on duty in the canteen. At one point, I started to hear some loud shouting. I then saw Nathaniel punch Jake in the stomach quite hard. Nathaniel's friends, Jeremiah Santos and Nancy Jacobs, then started to hold him back to stop him, but he pushed them away. Jake then tried to retaliate and punch Nathaniel, but he missed and Nathaniel pushed him to the floor.

At this point, Mr Lewis had already shouted 3 times for Nathaniel and Jake to stop, but they were ignoring him and kept fighting. Mr Lewis then approached Nathaniel and held him forcefully by the shoulders and pulled him off Jake. Mr Lewis then guided Nathaniel away by the arm and took him out into the corridor.

Mr Lewis used reasonable force for around 4 minutes when he held Nathaniel to take him away from Jake and when he guided him away from the incident. I helped Jake up from the floor by the hand and guided him by the arm into the playground, using reasonable force for around 3 minutes. I gave Jake a few minutes to calm down and then we went to the school office to find a first aider. Jake was given an ice pack for his back.

Senior leader responsible for reporting to parents: when reporting to the parents of the pupil this record is about, keep in mind data protection and don't disclose identifying details of any other pupils involved, such as their names.

WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED (IF NOT COVERED ABOVE)

WHAT HAPPENED

Example:

I assessed that it was necessary to use the intervention because there was a risk of physical harm to pupils – if I hadn't helped Jake up off the floor and guided him by the arm into the playground to calm down, he might have tried to go after Nathaniel or one of Nathaniel's friends. Both pupils had been highly dysregulated and had been ignoring repeated verbal instructions to stop, before Mr Lewis broke up the fight. I felt the situation could quickly escalate again.

The reasonable force used was necessary to help Jake up from the floor and move him away from the scene to a safer location. I also feel that the force used was proportionate to the situation: I only used it to guide Jake by the arm to the playground while emotions were still high and there was a risk of immediate harm. Once Jake was out in the playground and had started to calm down, I immediately stopped the use of force.

Senior leader responsible for reporting to parents: when reporting to the parents of the pupil this record is about, keep in mind data protection and don't disclose identifying details of any other pupils involved, such as their names.

I confirm that the information above is accurate to the best of my knowledge.

Signed: _____ Date: _____

Appendix 3 - Student written statement proforma

ST ANSELM'S COLLEGE STUDENT STATEMENT FORM

Student Name: _____

Form / Tutor Group: _____

Date of Incident: _____

Time of Incident: _____

Location of Incident: _____

Type of Incident: _____

Name of Staff Member Taking Statement: _____

What happened?

Who else was present?

Name

Capacity (Witness / Victim / Perpetrator / Other)

_____	_____
_____	_____
_____	_____

Have there been any previous incidents between these students?

☐ Yes

☐ No

If yes, please provide details:

Additional Information

Student Signature

Signature: _____

Print Name: _____

Date: _____

Staff Signature

Signature: _____

Print Name: _____

Date: _____

