



KING'S LEADERSHIP  
ACADEMY LIVERPOOL

# **King's Leadership Academy Liverpool**

# **Behaviour Policy**

# KING'S LEADERSHIP ACADEMY LIVERPOOL

## BEHAVIOUR POLICY

Everything we do at King's Leadership Academy Liverpool is based on the fundamental principle of **respect**. Respect for others, respect for yourself and respect for your community.

From day one the expectations of '**respect for all**' is at the forefront of all we do. At King's Leadership Academy Liverpool we want to help all our students succeed and in order to achieve that our behaviour policy applies to the following areas:

- The journey to and from school.
- In the classroom.
- Between lessons.
- During break times.
- In the dining room.

By stressing the need to maintain good behaviour at all times we create a strong and secure learning environment for the entire school community.

The behaviour policy is available on request for communication to home. Staff and students are given training in the agreed policy at the beginning of term.

### The behaviour policy contains

1. The general aims of the school
2. The Consequence System
3. Mobile phone/MP3 and Uniform expectations
4. A description of how we reward and encourage good behaviour
5. A description of unacceptable behaviour
6. The school response to unacceptable behaviour
7. Processes and details
8. Reasonable force and restraint (Appendix 5)

### The agreed aim of King's Leadership Academy Liverpool

**... to become the very best school possible, helping our students grow into successful, mature, responsible members of society. We will achieve this by nurturing natural talent, empowering the young people in our charge to develop skills and acquire essential knowledge, giving them an outstanding grounding for the competitive world of further education and employment.**

**At King's Leadership Academy Liverpool we have high standards from our students in all aspects of school life; work, appearance, punctuality, attendance, discipline and behaviour.**

We aim to inspire all our students to want to succeed through our curriculum and ethos giving them the confidence and belief in their ability to achieve, to become the very best they can be.

Our belief is that King's Leadership Academy Liverpool is;

- A school with a calm culture built on mutual respect, fairness and high aspirations.
- A school where students are nurtured and supported to achieve goals.
- A school which delivers outstanding lessons by dedicated staff and delivers wide ranging opportunities to broaden horizons.
- A school which drives sustained and rapid improvements.
- A school focused on student achievement.

These beliefs promote collaboration, self esteem, leadership, teamwork and personal best.

The Consequence System reflects these beliefs and was **developed across the trust.**

### **Classroom Focus**

- ✓ Arrive on time to lessons and be prepared to work, with the correct equipment including your planner.
- ✓ Respect staff and other students, equipment and the building at all times.
- ✓ Allow students to learn, teachers to teach.
- ✓ Put your hand up to contribute to learning/discussions.
- ✓ Speak to other students with RESPECT.
- ✓ Have a positive attitude and take pride in your work

### **Community Focus**

- ✓ Behave sensibly on the way to and from school
- ✓ Move around the building in an orderly manner without running
- ✓ Walk on the left, on stairs and corridors
- ✓ Line up for break and lunch without pushing in
- ✓ Place all litter and unwanted food in the bins provided, respect the outside areas

Additionally, school rules are developed to ensure fairness and the maintenance of a calm and effective learning environment. The following rules are key to achieving this;

### **MOBILE PHONES/MP3 PLAYERS**

- Mobile phones must be switched off and out of sight when students enter the school grounds.
- Students will not be allowed to use mobile phones during break and lunch times.

If students have mobile phones/mp3 players/headphones out during school time the devices will be confiscated and not returned until parents/carers collect them. This is to support a more positive learning attitude around the school.

### **UNIFORM**

The uniform policy is clear and although we are supportive of parents we must insist that students follow the uniform code without question. Failure to do so may result in students being internally excluded during the school day.

- No trainers, canvas shoes (e.g. Vans or Converse) or trainer style shoes (whether marketed as school shoes or not) are permitted. Any parent with concerns over a particular design of shoe please contact the school and we will confirm if they are permitted.
- No jewellery except a watch. This includes piercings.
- No make-up/nail polish – students wearing these will be asked to remove them.
- No fashion/extreme hairstyles – hair should be of a “natural hair colour” without extreme highlights
- No haircuts shorter than a crop with a No2 setting
- No haircuts with patterns/lines shaved into it (including Mohican/mullet styles).
- No handbags. Students must bring a bag suitable to carry an A4 folder.
- No piercings – covering piercings with plasters is not permitted
- No hoodies of any description.
- Students should wear a coat (black, navy or plain)

*Students with piercings will be expected to remove them so we recommend any new piercings are done at the start of the summer holiday so that they are sufficiently healed to allow their removal on return to school.*

## **HEALTH AND SAFETY**

- Car parks are out of bounds
- Cycles must not be ridden on the school premises, other than from the road to the bike stores.
- Valuable items should not be brought into school; as the school cannot take responsibility for the loss or damage to these items.
- Do not enter workshops, PE areas or classrooms unless a member of staff is present;
- Dangerous items must not be brought into school;
- Smoking is forbidden anywhere on the school premises OR when in uniform representing the school.
- You must not leave the premises at lunchtime or during the school day;
- Do not climb on **any internal or external** walls, fences, roofs, trees or buildings;
- Keep away from any person working on building maintenance, cleaning or repairs.
- Keep to the designated pathways and entrances.

## **King's Leadership Academy Liverpool expects all students to adhere to and accept the school rules.**

We actively seek to praise and reward students who model the school ethos. Our first step in ensuring students do follow this is to reward the positive behaviour of students who consistently display the types of behaviour and attitudes we expect. Praise and reward can take the form of any of the following:

## **REWARDS**

- Informal praise: verbal, on the spot, encouraging, positive.
- Formal praise: written on work, entered in progress file, students sent with good work to the Head of Department or Principal:
- Public praise: work on display, in classrooms, around school, on information screens, at Parents' evening or mentioned in assembly, shared with governors student engagement committee.
- Communication with home: formal reports, letters home for achievement, positive postcards and positive phone calls.
- Attendance certificates and awards
- Record of Achievement endorsement.
- Qualification for privileges i.e. Rewards visits.
- Becoming a school Leader
- Termly competitions encompassing attendance, punctuality, class and school rewards and Termly progress data; the outcome of which are vouchers.

If students fail to follow the school rules then the following sanctions may be imposed.

## **SANCTIONS**

- **Verbal Warning** – Students may receive two verbal warnings before a **REFERRAL** is made.
- **Detention** – Subject teachers may use up to 45 minute detention to be taken either at break, lunch or after school if thought appropriate. This could be used to make up time lost through late arrival to the lesson or poor behaviour. (Students require 24 hour notice of this unless a prior arrangement with parents has been made and recorded). Incident recorded with 'resolved' action on school SIMs system.
- **Imposing extra work** - this should be used to make up work missed through misbehaviour or lateness to lessons.
- **Restitution** - students may be requested to repair, renew or pay for damaged property
- **Letter / phone call home** - at the first stage of our referral system the class teacher or form tutor might decide to send a letter home to be signed and returned to school or speak to the parents direct. If a subject teacher sends a letter home it is essential to inform the student's form tutor/PL/APL. Incident recorded with 'resolved' action on school SIMs system.
- **Referral of problem to Head of Department \***. Repeated behaviour problems arising in class teaching should be dealt with, within the department. If a student needs to be exited from the lesson then they should return to the class teacher at the end of the day for a positive resolution

meeting. If the pupil fails to attend the PRM they will then move to a faculty PRM with the help of the department.

- **Conduct / target card** - A conduct card is a method used to monitor a student's behaviour over a short period of time. It usually involves parents but initially could be an arrangement between the student and form tutor or student and member of the pastoral team.
- **Withdrawal** - students can benefit from a period of withdrawal from a particular class in which problems are pronounced or withdrawal from all classes for a short period; within the Department concerned.
- **Alternatively, a short term period of withdrawal in the discovery room** may be managed after consultation with all parties concerned including parents, pastoral and SEN teams.
- **For persistent offenders an informal warning** may be given - This is a useful procedure where a meeting is held between the child, parents, the Teacher and/or Director of Learning. The situation is fully discussed and a warning of the consequences is given should there be no improvement in the child's behaviour. A behaviour contract will be agreed and signed at this meeting and filed, together with the notes taken at the meeting; for reference at future meetings.
- **Formal warning** - students who continue to remain a cause for concern are discussed at the pre planning and review meetings or referred to an interagency meeting. This is done via the SENCO after consultation with the appropriate PL / SLT link person and APL. If a formal warning is required this is undertaken with the Assistant Principal/Deputy Principal, parents and student. Again a warning of the consequences is given should there be no improvement in the child's behaviour. This will be recorded on the student's behaviour contract. For some behaviours, the School Based Police Officer (SBPO) will be involved at this point.
- **Principal warning** – Usually there will be a penultimate warning before a permanent exclusion is considered. This is undertaken with the student, parents, Principal and a representative from the Local Governing Body/ Advisory Board.
- **The Governors warning** – if after a head teachers warning the pupil shows little improvement, then the student, parents, Principal and members of the Local Governing Body/Advisory Board will meet to agree that a permanent exclusion is appropriate.

## **EXCLUSIONS**

- **Exclusion may only be made by the Principal.** These may be:

### **1. Intervention Strategy**

King's Leadership Academy Liverpool has established the discovery room. In this area work is undertaken with the student to identify the difficulties leading to the incident/s which culminated in the withdrawal of the student from mainstream provision.

After a period of reflection and assessment, student's needs are identified and an appropriate package of support is put into place. This may involve external agencies from a variety of sources including behaviour support, mental health, crime prevention, social services, educational psychology and education welfare. Students will be monitored closely by support staff and Pastoral leaders on their return to mainstream and will be provided with targets and a phased reintroduction.

### **2. Internal Exclusion**

Pupils will spend the day in the internal exclusion facility on site if they have spent two lessons or more during the previous day in the referral room. The pupils will complete work provided by their class teachers in isolation. Pupils will also have separate access to lunch and break time in the canteen. Pupils may also be placed in internal exclusion for a C4 incident that does not warrant an external exclusion. Pupils will also be placed in this room until contact with parents can be made for external exclusions.

- 2. Up to three day fixed term exclusion** - parents are contacted by phone and a letter sent home. In some cases it is beneficial to take the student home after contacting parents. The matter is always fully discussed with the parents prior to the students return to school in the 'Reintegration Meeting'. The exclusion is recorded on the exclusion file and the Chair of the Local Governing Body/ Advisory Board and LA notified. Students are not sent home before the end of the school day **unless** contact with parents has been made.

The 'Reintegration Meeting' is an opportunity to discuss and reflect on the incident which resulted in the exclusion. Standards, expectations and further potential consequences are shared prior to the student returning to mainstream. At times it may be necessary for the student to spend a period of time in Internal Exclusion.

- 3. Five day fixed term exclusion** can be given if the offence is more serious.

**4. Permanent exclusion.**

The Principal will notify the Chief Executive, Local Governing Body/Advisory Board and the Local Authority without delay of:

- A permanent exclusion (including where a fixed term exclusion is made permanent)
- Exclusions which would result in the student being excluded for more than 5 school days (or more than ten lunchtimes in a school term); and
- Exclusion which would result in the student missing a public examination.

For all other exclusions the Principal will notify the Local Governing Body/ Advisory Board and the Local Authority on a termly basis and give the reason for and duration of the exclusion.

**Behaviour which may lead to an Exclusion**

The main types of behaviour which may result in exclusion which may be fixed term or permanent are as follows (this is not an exhaustive list):-

- 1 Persistent refusal to follow instructions and non-cooperation with staff, disturbing the learning of others
- 2 Violent physical abuse of other students or staff / adult
- 3 Serious actual or threatened violence to other students or staff /adult
- 4 Presenting a significant risk to the health and safety of other students by selling drugs (or other illegal substances) or dangerous behaviour
- 5 Persistent and malicious disruptive behaviour
- 6 Damage or vandalism to school property
- 7 Verbal abuse of other students and staff including sexist or racist comments
- 8 Bullying, including incidents resulting from the inappropriate use of social network sites.
- 9 Putting oneself and others at serious risk of harm through dangerous behaviour.
- 10 Bringing offensive / dangerous weapons or illegal substances on to the school site.
- 11 Smoking.
- 12 Inappropriate use of mobile phone or internet facilities.

**Permanent exclusion** may be used in the case of one-off incidents that are extremely serious or where a student's behaviour continues to challenge the school despite earlier instructions and efforts to find alternative ways to meet individual or student's needs.

A period of fixed term exclusion is a recognised consequence in the hierarchy of sanctions. **The length of the period of any exclusion will be dependent on the seriousness of the behaviour and the frequency.**

**The sanctions outlined in this policy can also be applied for instances of inappropriate behaviour which occur outside the school gates, on an alternative provision or on a students' journey to and from school.**

### **Restorative Justice Meetings**

In King's Leadership Academy Liverpool we operate the restorative justice system which can occur at any time during these procedures at the request of the school, parents, victim or external agency working with our students. At these meetings held with victims, wrongdoers and people who support them the culprit is placed under the spotlight and held to account for the incident. The victim is given the opportunity to say how they were feeling and how the incident affected them. Both parties are then given the opportunity to say how they found out about the incident and how they felt. Once the account of the incident has been acknowledged and feelings discussed, an informal agreement is drawn up to prevent similar incidents from recurring. Only staff who have been trained to host R.J meetings conduct these meetings and our experience has shown that this system can be successful in reducing incidents of inappropriate behaviour. When available the schools supporting police officer will be involved.

**KING'S LEADERSHIP ACADEMY LIVERPOOL**  
**HOME – SCHOOL -- AGREEMENT**

To ensure that your child benefits from the education, care and guidance King's Leadership Academy Liverpool can provide it is important to establish and maintain a strong working partnership between all those involved. The partners are student, parent/carer and school. Each partner has a vital part to play by being supportive of each other and committed to the success of the learner involved.

**As a student/ learner I agree to**

- ✓ Arrive on time to lessons and be prepared to work, with the correct equipment including your planner.
- ✓ Respect staff and other students, equipment and the building at all times.
- ✓ Allow students to learn, teachers to teach.
- ✓ Put your hand up to contribute to learning/discussions.
- ✓ Speak to other students with RESPECT.
- ✓ Have a positive attitude and take pride in your work

**As a Parent/ Carer I agree to**

- Support the school behaviour policy and ensure my child adheres to the school dress code
- Ensure my child understands that good behaviour to and from school is also important
- Ensure my child attends regularly and on time avoiding the taking of holidays in term time
- Do my best to provide an appropriate environment at home to enable the completion of homework.
- Raise any concerns or worries that I have with the school.
- Advise the school of any problems / issues concerning my child
- Reply to school communications and provide absence notes promptly

**As a school we agree to**

- Provide a happy, safe and caring learning environment
- Provide effective teaching and learning
- Ensure your child fulfils their true potential as a learner and a member of the community
- Keep you informed of your child's progress and general school matters
- Encourage your child to take responsibility for his / her own learning and be proud of his/her achievements
- Expect your child to follow the school rules
- Set and mark homework

Signed :      Parent \_\_\_\_\_      Student \_\_\_\_\_

School \_\_\_\_\_

## **All Day Internal Exclusion**

The internal exclusion should be used for:

1. Pupils that have been in referral two times in one day.
2. C4 incident that does not result in an external exclusion
3. None conformance of report/attendance cards

If a pupil is placed in the internal exclusion work will be provided just like the referral room. RMC will email a list by 8.30am each day of pupils that will be spending the day in internal exclusion.

The expectations are as the referral room and it is the member of staff timetabled in the room to ensure the expectations are adhered to.

The APL should inform parents that the pupil is spending the day in internal exclusion and they should send out a standard letter to confirm. The APL should also input the internal exclusion onto SIMS.

Pupils in the internal exclusion will have break and lunch 15 minutes earlier than the rest of the school. They will return to the internal exclusion room before the rest of the school has break or lunch.

Pupils will stay in the internal exclusion until 4pm each day, however if the pupil has not had more than 3 warnings throughout the day then they can leave at 3.30pm. If pupils do not conform they will spend the next day in internal exclusion and parents notified.

The internal exclusion will be staffed after 2.50pm by APL on a rota, SLT will support each day apart from Tuesdays.

Monday—HK Tuesday—IR and HR Wednesday-JL Thursday- AR Friday- SLT

## **Referral Room**

### **When should it be used?**

Referral room should be used when you have worked through the in class consequence system and a pupil reaches a C3 or a direct incident results in a C4.

It is important that pupils are really clear on how their actions have resulted in each consequence warning being given. A child should be able to identify for example what their C2 was given for. They need to know this so that they can accept responsibility and reflect appropriately on their actions whilst in the referral room.

### **If a pupil gets to a C3 or C4 what should you do?**

1. You should email referral room at the first available opportunity.
2. You should up date SIMS with a bullet pointed brief detail of events before 3.15pm.
3. If their behaviour has been deemed a serious incident (C4) and you feel warrants an exclusion e.g. a pupil has had a fight in the lesson then a more detailed report should be given on SIMS and the email to referral should report this event. This should be done before the end of the lesson.
4. You should contact home that day and if contact with home cannot be made then you should inform your head of faculty.
5. Ensure that pupil attends your PRM at the end of the day.
6. If they fail to attend PRM then you should inform your faculty lead via email and copy in the APL.
7. Heads of Faculty should discuss faculty PRM actions at link meeting with SLT.

### **What is a C5?**

A C5 is recorded on SIMS to indicate when a pupil is classed as truanting from a lesson. This may be inputted after the initial registration period to record a child leaving a lesson without permission.

The APL will record the C5 on SIMS, this notification will be via the email sent to a designated email address.

Pupil will be placed in referral for the remaining part of the lesson once picked up by staff. Pupil will then meet with the class teacher as a PRM at the end of the day.

## TARGET CARDS

This is a staged approach to monitor and track inappropriate behaviour. This approach is initiated Form Tutor/PL/APL

- **STAGE 1** Form Tutor contacts parents and student is placed on a green report card and reports daily to the form tutor – duration 1 week. If student completes successfully student comes off report. If not Form Tutor phones home and student proceeds to Stage 2
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- **STAGE 2** If student fails to complete green report successfully, parents contacted by PL / APL. Student placed on amber report daily to the year team- duration 2 weeks. If they fail here they go on to Stage 3
- 
- **STAGE 3** If student fails to complete amber report parents brought in for a meeting by the PL/APL – student placed again on amber report card. If they fail here they go on to Stage 4.
- **STAGE 4** Parents informed that pupil will report to Assistant Principal/Deputy Principal.
- **STAGE 5** Student remains on red report for one week or until 5 consecutive days completed successfully, then goes back to amber report for one week reporting to Assistant Principal/Deputy Principal ; if required, can then return to green report with the tutor for three days.
- **Failure to comply with the expectations around target cards may result in a fixed term exclusion.**

ALL TARGET CARDS TO BE KEPT BY THE ASSISTANT PROGRESS LEADER FOR STUDENT FILES.

**An overarching target can be set:**

**TO FOLLOW THE SCHOOL RULES AND HEALTH AND SAFETY POLICY**

**If a student contravenes any of these by arriving late, not wearing school uniform, has no equipment, has a verbal warning etc, they cannot achieve top scores.**

**Individual, specific targets can be added to the report card if required.**

**King's Leadership Academy Liverpool**

**CONTRACT OF BEHAVIOUR**

This is a contract between \_\_\_\_\_ and the school represented by

\_\_\_\_\_ (APL)

\_\_\_\_\_ (Vice / Assistant Principal)

\_\_\_\_\_ is to follow the terms of this contract, failure to do so will result in parents being contacted. Persistent failure to follow the terms of the contract may result in a governors meeting being called to discuss future educational provision.

I \_\_\_\_\_ agree to:

1. Be punctual to lessons.
2. Behave in an acceptable manner.
3. Follow all instructions without argument.
4. Complete all work set to the best of my ability.
5. Behave appropriately during break and lunch times.
6. Report to Senior members of staff when asked to do so.
7. Fully comply with the School Rules.
8. Wear full and correct uniform at all times.

Date:

.....Student

.....Parent

.....PL/APL

.....Vice / Assistant Principal

## **GOVERNORS CONTRACT OF BEHAVIOUR**

This is a contract to set out the expected behaviour for \_\_\_\_\_

This is a contract between \_\_\_\_\_ (Student) and the school  
represented by \_\_\_\_\_ (Principal) and  
\_\_\_\_\_ (Governor)

\_\_\_\_\_ is to follow the terms of this contract. Failure to do so will result in  
parents being contacted and invited in to a meeting to discuss alternative education provision.  
Persistent failure to follow the terms of the contract may result in permanent exclusion.

I \_\_\_\_\_ agree to:

1. Be punctual to lessons.
2. Behave in an acceptable manner.
3. Follow all instructions without argument.
4. Complete all work set to the best of my ability.
5. Behave appropriately during break and lunch times.
6. Report to Senior members of staff when asked to do so.
7. Fully comply with the School Rules.
8. Wear full and correct uniform at all times.

Date:

..... Student

..... Parent

..... Governor

..... Principal

## REASONABLE FORCE AND RESTRAINT POLICY

This Policy should be read in conjunction with the DCSF guidance published in April 2010, "The use of force to control or restrain pupils".

### Aims

- To create a learning environment in which young people and adults feel safe.
- To protect every person in the school community from harm.
- To protect all students against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To put in place guidance for staff so that they are clear about the circumstances in which they might use reasonable force to restrain students and how such reasonable force might be applied.

### Legal Framework

All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a student from:

- a) committing a criminal offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student); or
- b) causing personal injury or damage to property; or
- c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

- any member of staff at the school;
- any other person whom the Principal has authorised to have control or charge of students. This can also include people to whom the Principal has given temporary authorisation to have control or charge of students such as unpaid volunteers (for example parents accompanying students on school-organised visits); and the power may be used where the student is on the school premises or elsewhere on school organised visits.

Staff members can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. But if the force used is reasonable all staff will have a robust defence against any accusations. This policy and related use of force guidance is intended to help staff feel more confident about using force when they think it is right and necessary.

**It is always unlawful to use force as a punishment.** However King's Leadership Academy Liverpool has not adopted a "no contact" policy. The power to use force helps ensure student and school safety and the risk of a no contact policy is that it may place a member of staff in breach of their duty of care towards a student, or prevent them from taking action needed to prevent a student causing injury to themselves or others.

## **Reasonable force**

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent.

This means the degree of force used should be the minimum needed to achieve the desired result.

In King's Leadership Academy Liverpool force is generally used for two different purposes – to control students and to restrain them.

- Control can mean either passive physical contact (e.g. standing between students or blocking a student's path) or active physical contact (e.g. leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back).
- When members of staff use "restraint" they physically prevent a student from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two students are involved in a fight and physical intervention is needed to separate them.

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

## **Judging whether to use force and what force to use**

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and – crucially in the case of students with SEN or disabilities – information about the individual concerned.

King's Leadership Academy Liverpool will have an individual risk assessment where it is known that force is more likely to be necessary to restrain a particular student, such as a student whose SEN and/or disability is associated with extreme behaviour.

Based on this legal framework, our 'working' definition of 'reasonable force' is the minimum force necessary to prevent a student from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned. The use of reasonable force will always depend on the circumstances of the case and staff should take the following into consideration:

- whether it is reasonable to use force, and the degree of force that could reasonably be employed, given the age, sex, physical strength, size, understanding, medical conditions and any special educational needs of the student.
- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanor, or in a situation that clearly could be resolved without force.
- the degree of force employed should be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to diffuse the situation.

**Some examples of situations where reasonable force might be used are:**

- to prevent a student from attacking a member of staff, or another student, or to stop a fight between two or more students;

- to prevent a student causing deliberate damage to property;
- to prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a student leaves a classroom where the student persistently refuses to follow an instruction to do so;
- to prevent a student behaving in a way that seriously disrupts a lesson; or
- to prevent a student behaving in a way that seriously disrupts a school sporting event or school visit.

**Prevention should be the primary consideration.**

Steps to avoid these situations should be taken and the adult should be able to demonstrate that those steps were taken. Physical restraint should always be the last resort.

Staff have a responsibility to ensure the safety and welfare of their students. They are in a particular position of trust (in loco parentis).

The following should be applied in all cases:

- Staff should delay if at all possible. (However, in some circumstances e.g. a child running out onto the road, you might be deemed negligible if you do not intervene.)
- An 'on the spot' risk assessment for each occasion that you feel reasonable force or restraint may be necessary should be made.
- Consideration should be given to the environment, the medical circumstances and the clothing.
- Action being taken should always be for the good of the child, trying to keep them safe.
- Assure the child that the restraint is not a punishment.
- Never use other children in the restraint.
- Restraint or reasonable force should be witnessed by another responsible adult. Staff should call duty manager if restraint or reasonable force is needed and another adult is not available in the area.

**Reasonable force might be used:-**

- in self defence, where risk of injury is imminent;
- when there is developing risk of injury to the person deemed in need of restraint or others.

Physical intervention in these circumstances may take several forms, e.g.:-

- physically interposing between students;
- blocking a student 's path;
- holding;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

The law strictly prohibits the use of force, which constitutes the giving of corporal punishment. The use of force as a punishment or to intentionally cause pain, injury or humiliation, such as the examples below, are not permitted under any circumstances:

- holding around the neck;
- any hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints;
- tripping;
- holding by the hair; and
- holding the student face down on the ground.

Staff must always avoid touching or holding a student in a way that might be considered indecent.

Where a student has caused actual harm or injury, details need to be recorded in the school accident book. **However, it is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.** Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

### **General principle of behaviour management**

Because the use of force should only be a last resort, staff and volunteers should minimise the possibility of force being needed by creating a calm, orderly and supportive learning environment that lessens the risk and threat of violence of any kind.

### **Recording the use of significant incidents**

Each significant incident in which a member of staff uses force on a student needs to be reported to the Principal, or individuals designated by the Principal in the first instance, who will then report these incidents to the student's parents as soon as practicable after the incident. Whether an incident is significant will vary on a case by case basis, but in determining whether it is, we need to consider factors such as the student's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the student or member of staff. Members of staff should not put themselves at risk. **A member of staff would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.** Staff should keep their own copy of any written report requested following the incident.

### **Dealing with complaints and allegations regarding the use of force**

Parents and students have a right to complain about actions taken by school staff, including any use of force. If a specific allegation is made against a member of staff then the school will follow procedures set out in the school's Complaints Policy;

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension will **not be an automatic response** when a member of staff has been accused of using excessive force. Kings Leadership Academy Liverpool will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation is made. (This guidance makes clear that a person must not be suspended automatically, or without careful thought.)

Kings Leadership Academy Liverpool and governors will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved

or whether alternative arrangements are more appropriate in accordance with the DCSF Guidance printed in:

- The use of force to control or restrain students April 2010
- Safeguarding Children and Safer Recruitment in Education January 2007

### **Preventative Strategies**

All staff need to be aware of strategies and techniques for dealing with difficult students and steps which they can take to defuse and calm a situation. The strategies listed below as examples will be influenced by the age of the student(s) and the context in which they are applied.

- 1) Move calmly and confidently;
- 2) Make simple, clear statements;
- 3) Intervene early;
- 4) Try to maintain eye contact;
- 5) If necessary summon help before the problem escalates; and
- 6) If possible, remove the audience from the immediate location or the student away from the audience.

### **Action Steps**

- 1) Tell the student who is misbehaving to stop and tell him/her the possible consequences of failure to do so.
- 2) Summon another adult. (Another adult should be present if physical restraint of any kind needs to be applied.) Send another student / message to alert the closest member of staff.
- 3) Continue to communicate with the student throughout the incident.
- 4) Make it clear that physical intervention will cease as soon as it is no longer necessary.
- 5) Appropriate follow-up action should be taken, which may include:
  - a. providing medical support;
  - b. providing respite for those involved; and
  - c. accessing external advice/support.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem. Whilst limiting damage to property and/or persons, it is advisable not to 'corner' or give the child a feeling of being 'trapped' in any way as this can often inflame reactions. Where possible, allow the child space to move.