



Behaviour & Anti-Bullying Policy (including use of force or restraint)

Ratified by Governing Body (date):

April 2018

Signed on behalf of Governing Body:

Diane Fairfax

Signed on behalf of Headteacher:

Adrian Kneeshaw

Review date:

April 2019

Review Annually

Section 1: Behaviour Policy

Aims and Purpose of the Policy

- To provide a consistent and clear framework for all staff and students, which ensures the well-being and safety of all within the school.
- To ensure good behaviour and discipline across the school and to acknowledge why it is essential.
- To ensure that good behaviour is promoted and modelled at all times.
- To encourage students to take responsibility for their own behaviour and to understand the consequences of poor behaviour on themselves and others.
- To promote self-esteem by encouraging students to value and respect themselves and others.
- To provide a safe environment which is free from disruption, distraction, violence, bullying and any form of harassment.
- To promote a process of early intervention and personalised support where this is deemed necessary.
- To ensure consistency of response to both positive and negative behaviour.
- To encourage a positive relationship with parents and carers by making expectations explicit and shared.
- To ensure a shared approach in the implementation of the School's policies and associated procedures.

This behaviour policy places equal emphasis on rewarding good behaviour, positive attitudes and focused application to learning and sanctioning the behaviours which undermine student learning and confidence. This is so that students maximise their opportunities within the school, support others in maximising theirs and acquire skills and attributes that they require to function effectively as responsible citizens in the wider community and ultimately in the workplace.

Through the consistent application of this policy, school will be an enjoyable experience for all students where they are able to learn, appreciate their learning and form positive relationships with their peers and adults in the school. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and non-negotiable sanctions for unacceptable behaviour.

We ask that all parents understand and support the school's behaviour policy and help their son/daughter to understand it. We expect that parents and carers will support the school in taking responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues or concerns. Parents will be kept informed where there are concerns about their child's behaviour, and when good behaviour is celebrated. On rare occasions a parent or carer may wish to appeal a decision made by the school relating to behaviour sanctions. In these cases the school will be willing to discuss the matter.

Governors will support the school in maintaining high standards of behaviour. The Governing Body have established, in consultation with the head teacher, staff and parents, this policy which promotes good behaviour and will keep it under review. It will ensure that the policy is communicated to students and parents, that it is non-discriminatory and that the expectations of the policy are clear.

The head teacher will be responsible for the implementation and day-to-day management of the policy and procedures.

All staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

The Governing body, Headteacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed. The Governing Body will monitor behaviour and reward data in order to establish whether the policy is being consistently and fairly implemented.

Students will be expected to show a full understanding of the policy, procedures and expectations and take responsibility for their own behaviour. Students will be given the responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported so that they can be dealt with promptly and effectively.

Procedures

The Headteacher, in consultation with staff will develop the procedures from this policy.

The procedures will be made clear to the students.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and every member of the school will be treated equally.

Equality

We ensure that this policy does not discriminate, directly or indirectly. We will do this through regular monitoring and evaluation of our policies. On review we will assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of the behaviour policy is provided.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness.

Interrelationship with other school policies

In order for the behaviour policy to be effective a clear relationship with other school policies, particularly equal opportunities, attendance and punctuality, safeguarding (which is reviewed at least annually and adheres to "Keeping Children Safe in Education 2016") anti-bullying and the use of force to control or restrain students, has been established.

Involvement of outside agencies

The school works positively with external agencies (e.g. educational welfare, children's social care, health services, police and the Central Bradford Behaviour and Attendance Collaborative). It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Expectations of Students

Student Code of Conduct

- Attend school every day, on time and punctual to lessons, fully equipped for all learning activities.
- Wear full uniform, including lanyards, at all times, including on journeys to and from school and whilst in school.
- Demonstrate politeness and respect to all adults and students at all times.
- Respect the learning environment and the property of others.
- Move and behave safely around the school building and within lessons.
- Respond immediately and without argument to the instructions of staff.

Promoting Good Behaviour in the Classroom – the Classroom Code

In order to ensure good behaviour is promoted and the need for intervention/sanctions is minimised,

Teachers will ensure that:

- They are well-planned for each class and ensure high quality resources are available which promote good learning.
- They arrive on time and meet and greet the students as they enter the classroom.
- They start the lesson on time preferably with a starter that engages the students as soon as they enter the classroom.
- They take a register at the start of the lesson once the students are engaged.
- They have a seating plan based on clear learning goals.
- They are aware of all student needs within each group and differentiate for their needs.
- They make students aware of lesson objectives and learning outcomes.
- They mark students work promptly, regularly and constructively in accordance with the marking policy.
- Use positive language to promote co-operation and commitment.
- They maintain a classroom environment which is stimulating and tidy.
- They use positive language to promote co-operation and commitment and praise and reward openly and regularly.
- Students are rewarded for good work, good behaviour and growth mind-set behaviours.
- Poor behaviour is dealt with promptly within lessons and the teacher seeks a resolution so that poor behaviour patterns are not repeated.
- There are opportunities to recap and celebrate learning and that there is a well organised end to every lesson.
- They drive pace to encourage and engage students whilst minimising the opportunities for unwanted behaviour.

Addressing Poor Behaviour within the classroom

In dealing with poor behaviour staff will use a range of skills and strategies that do not merely rely on sanctions and consequences. Sanctions serve as a sharp reminder for young people that poor behaviour is unacceptable. Our aim is to minimise poor behaviour and change it into good behaviour and teachers recognise that sanctions do not, in themselves, change behaviour.

All staff will ensure that sanctions will be applied consistently and fairly at all times.

A key element of the use of sanctions is to ensure that there is always an opportunity to re-build the relationship with the student. We use restorative practices to do this.

Managing Poor Behaviour

All Staff will:

- Build positive relationships with all students.
- Reprimand in private (RIP) where possible – it encourages co-operation and avoids confrontational exchanges.
- Stay calm – it reduces conflict and “models” desired behaviour.
- Use the language of choice- *“If you continue to behave in this way you are choosing to be moved seat/given a detention/ a phone call home/to be removed from the lesson.”*
- Focus on positive aspects of the student’s work and behaviour – seek opportunities to reward for desired behaviours as well as good work.
- Keep sanctions appropriate and do not escalate too rapidly – ensure the stages are made clear.
- Be consistent.
- Allow thinking time - this gives students time to comply without losing face.
- Re-integrate the student into the class where possible if the behaviour has not been too disruptive or too persistent.
- Seek closure after the sanction by ensuring the Restorative Practice conversation takes place – each lesson is a fresh start.

Staff will avoid:

- Humiliation and public confrontations.
- Sarcasm - it can breed resentment and it damages relationships.
- Shouting excessively.
- Over punishing.
- Blanket punishments for the whole class or certain groups.

Behaviour Procedures

The class teacher must ensure that the Classroom Code for Promoting Good Behaviour has been followed and all behaviour management strategies have been used prior to the issuing of sanctions:

Level 1 – Classroom behaviours (teacher/faculty level)

1. Non-verbal reminders / reprimand.
2. Formal reminder “Your behaviour is below what is expected and is beginning to disrupt the learning of others. If you continue with this you are choosing the sanction”.
3. Moved seats within the classroom. Logged on SIMS as *“Low Level Disruption”*.
4. Teacher phones home and implements break/lunch/after school detention if necessary. Level 1 - After school detentions are communicated to the family by the teacher.
5. Repeated behaviours at this level should result in a Head of Faculty report being implemented.

Level 2 – continued disruption to learning in the lesson (HOY/HOF level)

1. Teacher makes explicit that the student is not meeting expectations and is continuing to disrupt the learning: “You are choosing to be removed from the lesson so that others can learn”.
2. Logged on SIMS as “Persistent Disruption to Teaching and Learning”.
3. Student removed from classroom via year team “Patrol”.
4. Student remains in Patrol room for the remainder of the lesson. HOY is alerted via Home Screen and on School HOY detention, parents contacted by HOY.
5. RP between student and teacher brokered by HOY prior to the students’ next lesson. The RP process may agree a sanction with the teacher.

Level 3 - Continued disruption in another lesson the same day (HOY level)

1. Further log in the same day, removed from lesson and internally isolated for remainder of the day and the following day (unless it occurs during P1 and 2).
2. Parental meeting organised by HOY.
3. HOY report implemented.

Level 4 – Regular repeated disruption across a range of subjects/within school (Lead HOY level)

1. For repeated behaviours (3 or more Internal Exclusions/5 or more repeated isolations though patrol).
2. Parental meeting arranged with LHOY and HOY.
3. 3 – 5 day placement at a BAC school in isolation unit or (in the rare event of more extreme behaviour FT Exclusion).
4. Re-admission meeting with Lead HOY and HOY, parent and student.
5. Behaviour Contract implemented at the meeting and signed by student, parent and the school.
6. Student placed on “top 10” monitoring list.

Level 5 – Repeated non-compliance with school code of conduct (AHT level)

1. Parental meeting with Lead HOY and AHT.
2. Further intervention as required e.g. Central PRU referral made (Y7-10) (8 week placement).
3. Re-integration meeting with Lead HOY, AHT, parent and student.
4. Behaviour Contract implemented at the meeting and signed by student, parent and the school.
5. Student placed on Lead HOY/AHT report.

Level 6 – regular and repeated breaches of the Code of Conduct which leads to excessive time and resource wasting and undermining the good order of the school (AHT/HT)

1. Managed Move to another BAC school (Dual registration for 6-8 weeks).
2. District PRU referral (Y10 or Y11) or PEx (in extreme circumstances or where behaviour is a serious and immediate risk to the safety and welfare of others).

Out of Class Behaviour

Students are expected to adhere to the code of conduct at all times. **Duty Staff** may issue a sanction to a particular student who is failing to follow the code of conduct during social time or when moving from one lesson to another. This should be logged on SIMs by the duty teacher. Sanctions may be implemented for the following:

- Dangerous/boisterous behaviour e.g. running/pushing, shouting or jeering.
- Not respecting the environment e.g. dropping litter, not clearing their table in the dining room, graffiti, chewing gum (this is not allowed in school at any time).
- Using mobile phones at any time whilst in school (this includes break and lunchtime). This will result in confiscation of the phone to be collected by an adult family member after 1.00 pm each Friday.
- Not following the instructions of a member or staff e.g. walking away.

These behaviours will result in an immediate behaviour sanction and the student will attend an after school detention. These behaviours will be monitored by the HOY and persistent breaches will result in the Level 4 procedures being implemented.

Types of Sanction

The following sanctions are used by the school in the event of poor behaviour.

- Teacher detention : break, lunchtime or after school (10 minutes maximum unless parents have been contacted) for homework, insufficient work, low level poor behaviour within a lesson, rudeness/disrespect to the teacher or others (level 1 behaviour sanction)
- Faculty Detention : break, lunchtime, after school (10 minutes only unless parents have been contacted) for repeated poor behaviour within a class (level 1 behaviour sanction)
- Head of Year Detention (60 minutes same day) : Uniform, equipment, punctuality to school, punctuality to lessons, removal from a lesson for persistent disruption, unruly behaviour, not respecting the learning environment (including chewing gum), use of mobile phone, not following instructions of Hoy or SLT (level 2 sanctions)
- Internal Isolation: persistent disruption to teaching and learning, persistent behavioural issues, one-off serious incidents e.g. bullying, racism, dangerous behaviour including fighting, excessive time wasting through non-cooperation.
- External Isolation/ Fixed Term Placement : up to 5 days in another school fixed term for serious breaches
- Fixed Term Exclusion : for serious breaches of the code of conduct which are deemed to jeopardise the good order of the school and the safety of other students or staff
- Central PRU : up to 8 week placement to develop positive behaviour/ self-management following consistently poor behaviour
- *Permanent : Managed Move to another school within Bradford through the Behaviour and Attendance Collaborative (BAC)
- *Permanent : Exclusion/District PRU referral

*For serious breaches of the Code of Conduct or persistently poor behaviour which undermines the smooth-running of the school including:

- Malicious activation of the Fire Alarm
- Bringing 'banned substances/items' into school.
- Bringing the name of the school into disrepute (whilst wearing the school uniform)
- Persistently bullying another student
- Discriminatory behaviour towards another student/group of students including racism, homophobia, sexism
- Physical/Sexual Assault on an adult or another student
- Endangering the health, welfare and safety of others

Banned Items/Substances

- Lighters/matches.
- Weapons or items which could be used to inflict injury/harm (we will pass on all incidents involving the possession of weapons to the police in accordance with our statutory duty).
- Mobile phones (must not be used/visible in school).
- Drugs including alcohol (other than prescription drugs which have been sanctioned by the school).
- Explosive/inflammable materials including fireworks, accelerants etc.
- Pornographic Images.
- Stolen items.
- Any article which a 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 the property of any person.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Section 2: Rewards

Rewards are based on the “Habits of Excellence” criteria, which focus on the desired behaviours and attributes of successful learners.

- H **High Expectations**
Excellent attendance, team working, book pride, consistency in completing homework and class work to a high standard, going the extra mile, focused on learning.
- A **Achievement and Progress**
Achieving challenge targets, on track for /exceeding progress (P8).
- B **Belonging**
Looking smart wearing full uniform, demonstrating pride in the school, representing the school on visits and trips and with visitors.
- I **Innovation**
Creative approaches, exciting ideas, problem solving, seeking solutions, seeking challenges, can do approach, investigating.
- T **Tenacity**
Overcoming barriers, improvement in behaviour, resilience in lessons, independent learning (3b4me), not giving up, positive mental attitude, hard working, learns from mistakes, competitive, makes no excuses, accepting responsibility, fearless of failure.
- S **Self Disciplined**
Attending stretch/intervention, completing home learning, fully equipped for learning, well prepared, choosing healthy lifestyles, self-managing and self-motivated.

Rewards are used to ensure that all students are praised for positive attitude, application and effort throughout school. Praise and Rewards will be used to celebrate success, to raise student motivation and self-esteem and their success will be shared with a range of audiences.

Staff will apply rewards in a clear and consistent manner so that the values of the school are constantly reinforced and students are encouraged to continue to be positive towards school life, this establishing a sense of community and belonging.

The school assessment process will be directly linked to the rewards systems. It will be used for students to see the connection between a good attitude, hard work, success and rewards. Students who are achieving outstanding progress will be rewarded each term. This reward will be decided in consultation with the students.

Students will be encouraged to review their progress each “Review Week” and record their successes. This information will be shared with parents following the data collections.

Students will be rewarded in a variety of ways, both in and out of the classroom. Contribution to our school and to the wider community will be recognised and rewarded by all staff in school.

The importance of establishing an understanding of the link between attendance at school, success and progress will be a key focus. Success will be high profile and celebrated on a whole school level. Students will be rewarded for excellent attendance and improved attendance which is sustained.

The positive points system is used as the main process for rewarding students. Clear criteria have been established so that teachers can reward within the classroom, and all staff can reward around school.

Regular assemblies will take place each half term to celebrate the achievement of students.

Classroom Rewards

Rewards are available for a range of positive behaviours based on “habits of excellence”. This is kept under constant review following information from Student Voice/Student Council and also to respond to a particular whole school focus.

Teachers can reward students using the SIMs ‘right click’ function.

Teachers should aim to reward each lesson. This should be done ‘publicly’ throughout the lesson so that positive behaviour is recognised and ‘praised in public’.

Rewards outside the Classroom

Positive points can also be awarded around the school by any adult within the CB community for students who are demonstrating respect for each other, staff, visitors and the community and the school.

Any member of staff can issue these rewards and log onto SIMs achievement. This could include acts of kindness/support to others, picking up some litter etc. (belonging)

Recognising Rewards

Achievement point totals will be shared by the Heads of Year each week in assemblies and through the tutor time programme. This recognises individual success as well as promoting healthy inter-form and inter-year competition.

Tutor groups are rewarded by the Heads of Year, through a lunch each half term or a ‘party’ or a trip. A ‘league table’ is generated and shared weekly which focuses on attendance and achievement (HABITS) points.

Individual students who gain the highest positive attitudes to learning and the best attendance will also be recognised through this process.

Formal certificates will be awarded and students encouraged to keep these in their achievement portfolios.

Reward letters, phone calls home and post cards will be sent to parents to inform them of their son/daughter’s achievement in school.

Each half term a “faculty star” will be selected, from each year group for each faculty. This will be selected according to the Achievement points accrued over the term. There will be bronze, silver and gold level. Students who achieve more than one faculty star over the year will be rewarded at the end of the year.

One student from each tutor group will be selected by a democratic vote at the end of the year as "Form Member of the Year". Criteria will be placed on the eligible candidates and the form tutor will select who is eligible.

Clear criteria will be given to staff and students for the allocation of achievement points and rewards. Students have been consulted on their views on rewards and these views have been taken into account. Student voice will play a part in the developing and reviewing of the systems put in place for celebrating achievement.

Reward trips will take place at the end of each year for students who have high attendance, minimal behaviour points (zero for persistent disruption and unruly behaviour) in an academic year and who can demonstrate positive attitude and have accrued certificates during the school year. This will be made clear to all students in assemblies.

Monitoring Rewards

Heads of Year will have overall responsibility for the monitoring of the rewards for their year group. Each tutor group and Year Group should have a rewards display board.

Rewards data will be available weekly and summarised half termly and tracked and analysed in accordance with the equalities policy.

Heads of Faculty will receive a weekly breakdown of the rewards allocated by their teachers

Weekly Rewards (through assemblies or ppt slides shared in TT)

- 100% individual attenders (certificates).
- League Table for attendance for each tutor group.
- League table of attendance between year groups.
- Top "Habits" achievers (certificates).

Half-termly Rewards:

- 100% individual attenders and no lates (party invitation: pizza and a film with tutor/HOY).
- League Table for attendance for each tutor group (party invitation : pizza and a film with Tutor/HOY)
- League table of attendance between year groups.
- Top 20 "Habits" achievers (party invitation: pizza and a film).

End of Year Rewards:

- Individuals who have high attendance, low behaviour and high HABITs achievement including good progress 8 scores (criteria to be decided and publicised by HOYs).
- Any student who has won Faculty Star more than once (to be decided by the HOY/HOF).
- One student from each tutor group will be selected by a democratic vote at the end of the year as "Form Member of the Year". Criteria will be placed on the eligible candidates and the form tutor will select who is eligible.
- Theme park trip.

Section 3: Use of Force and Restraint (Care and Control Policy)

The Education Act allows all teachers at the school to use reasonable force to control or restrain students in **certain circumstances**. It should be remembered at all times that the use of *reasonable force* is open to interpretation and very much depends on a teachers risk assessment of the situation at the time. A guiding principle is whether any other strategy could have been used at the time.

The extent of the responsibility of those authorised

Section 550A of the Education Act allows teachers and those authorised to have control or charge of students to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility).
- Injuring themselves and others.
- Causing damage to property (including students own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at school or among any of its students, whether in classroom or elsewhere.

This provision applies whether the student is at school or on an organised activity, i.e. field trip or visit. However, the section does cover all situations in which it might be reasonable to use a degree of force. For example, everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a student was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

Types of incident

There are a wide variety of situations where force may be appropriate, or necessary, to control or restrain a student:

1. where action is necessary in self-defence
2. where there is a developing risk of injury or significant damage to property
3. where a student is behaving in a way that is compromising good order and discipline

Examples of situations in the first two of the above categories include (not exhaustive):

- A student attacks a member of staff or another student.
- Students are fighting.
- A student is engaged in or is on the verge of committing deliberate serious damage or vandalism to property.
- A student is causing, or at risk of causing, injury or damage by accident by rough play or by misuse of dangerous materials or objects.
- A student is running in a corridor or on a stairway in a way in which he or she may cause an accident likely to injure him or herself or others.
- A student absconds from the class or tries to leave school **and** there is concern that the student may cause harm to self or others.

Examples of situations that fall into category 3 are:

- a student persistently refuses to obey an order to leave a classroom
- a student is behaving in a way that is seriously disrupting a lesson

In the third category control or restraint should only be used if the student could cause harm to the teacher or other students (i.e. through violation of health and safety). Other methods should be used including removal of the remaining students so that the student is isolated and can be dealt with in a non-threatening way.

Reasonable force

There is no legal definition of 'reasonable force'. It will always depend on all the circumstances of the case. There are two relevant considerations:

- **The use of force can be regarded as reasonable only if 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 misdemeanour or in a situation which clearly could be resolved without force.
- **The degree of force employed must 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 achieve the desired result.**

Whether it is reasonable to use force, the degree of force that could reasonably be employed might also depend on the age, understanding and sex of the student. Before intervening physically, a member of staff should, wherever practicable, tell the student who is misbehaving to stop and advise what will happen if he or she does not. The member of staff should continue attempting to communicate with the student throughout the incident and should make it clear that physical contact or restraint will stop as it ceases to be necessary. 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, or to punish the student.

Sometimes a teacher should not intervene in an incident without help (unless in emergency), for example, when dealing with an older student or a physically large student, or if the member of staff believes he or she may be at risk of injury. In those circumstances the staff member should remove other students who may be at risk and summon assistance from a colleague or colleagues, or if necessary contact the Police. The teacher should inform the students that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation and try to prevent the incident from escalating.

Application of force

Physical intervention can take several forms. It may involve staff:

- 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
- using more restrictive holds (in extreme circumstances and by appropriately trained staff)

In exceptional circumstances

Where there is an immediate risk of injury, a member of staff may need to take necessary action that is consistent with the concept of 'reasonable force', for example, to prevent a student running off a

pavement onto a busy road or to prevent a student hitting someone or throwing something. Staff should avoid touching a student in a way that may be considered inappropriate.

Where the risk is not so urgent the member of staff should consider carefully whether, and if so when, physical intervention is right. Staff should always try to deal with a situation through other strategies before using force. All staff need to develop strategies and techniques for dealing with difficult students and situations which they should use to defuse and calm a situation. In a non-urgent situation force should only be used when other methods have failed. That consideration is particularly appropriate in situations where the aim is to maintain good order and discipline and there is no risk to people or property. As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The age and level of understanding of the student is also very relevant in those circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasing appropriate with older students. It should never be used as a substitute for good behavioural management.

Under recent legislation (2005 Violent Crime Reduction Bill), the Headteacher or authorised staff may search a student if they have reasonable grounds for suspecting that they are carrying an offensive weapon. In most foreseen circumstances, however, the Police will be called.

Recording incidents

All incidents of Care and Control must be recorded. The record must be a detailed, contemporaneous, written report of any occasion (except minor or trivial incidents) where force is used. It may help to prevent any misunderstanding or misinterpretation of the incident and it will be helpful if there is a complaint.

The incident should be reported immediately by the member of staff concerned to the Headteacher, Deputy or Assistant Headteacher responsible for Behaviour or the Safeguarding Designated person. The report should include:

- Name(s) of the student(s) involved, and when and where the incident took place.
- Names of any other staff or students who witnessed the incident.
- The reason that force was necessary, for example, to prevent injury to the student, another student or member of staff.
- How the incident began and progressed, including details of the student's behaviour, what was said by each party, steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long.
- The student's response and the outcome of the incident.
- Details of any injury suffered by the student, another student or a member of staff and any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report and keep a copy of the report. Incidents involving use of force will result in the students' parents being informed of an incident involving their child, giving them an opportunity to discuss it. The Headteacher or Deputies will need to consider whether that should be done straight away or at the end of the school day, and whether parents should be informed orally or in writing.

Complaints

Involving parents when an incident occurs with their child should help to avoid complaints from the parents. It may not prevent all complaints however, and a dispute about the use of force by a member of staff could lead to an investigation, either under the school's disciplinary procedures or by the Police or Children's Social Care Department under child protection procedures.

The possibility that a complaint may result in a disciplinary hearing, a criminal prosecution or a civil action brought about by a student or parent cannot be ruled out. In those circumstances it would be for the disciplinary panel or court to decide whether the use and degree of force was reasonable in all circumstances.

In that event, however, the panel or court would have to regard to the provisions of section 550A. It would also be likely to take account of the school's policy on restraint, whether that had been followed, and the need to prevent injury, damage or disruption, in considering all the circumstances of the case.

Physical contact with students in other circumstances

The school fully recognises its "duty to safeguard and promote the welfare of pupils at the school" (Education Act 2002).

We are committed to good practice which protects children from harm. Staff and volunteers accept and recognise their responsibility to provide an environment which promotes the safety of the child at all times.

Staff must report incidents or concerns to the Headteacher or Named Person for Child Protection.

There are occasions when physical contact with a student may be proper and necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sport or ADT, or if a member of staff has to give first aid. Younger students and students with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a student, particularly a younger child, is in distress and needs comforting. Staff will use their own professional judgement when they feel a student needs this kind of support.

There may be some students for whom touching is particularly unwelcome. For example, some students may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. It is important that all staff receive information of these young people. Staff will receive information, normally from the Head of Year, about these students. Physical contact with students becomes increasingly open to question as they get older and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Section 4: Anti-Bullying Policy

Bullying is the use of force, threat, or coercion to abuse, intimidates, or aggressively dominates others. The behavior is often repeated and habitual. Bullying is seen as having a long-term, detrimental effect on the development of both the victim and the bully.

It can take many forms: **verbal, physical, emotional, racist, sexual, homophobic and cyber.**

As an equal opportunity institution, we view any action taken by a student against another student, which makes an individual feel **powerless, afraid or victimised**, to constitute unacceptable behaviour.

The school fully recognises its '**duty to safeguard and promote the welfare of pupils at school**' (Education Act 2002).

The school is committed to good practice which protects children from harm. Staff and volunteers accept and recognise their responsibility to:

- Provide an environment which promotes the safety of the child at all times.

- Create a secure and happy environment which enables all students to develop both socially and academically.
- Develop an atmosphere of trust and openness where students can discuss problems.
- Develop a sense of self-worth and confidence.
- Protect individuals from victimisation.
- Expose incidents of bullying, so that they may be dealt with.

Staff must report incidents or concerns to the Headteacher, AHT Pastoral or Named Person for Child Protection. Concerns can be logged on the schools' secure CP database CPOMs.

Fundamental Principles

- All bullying is taken seriously and students are encouraged to report any incidents.
- Students will have access to a secure e-mail to report incidents of bullying. There is also a link on the school's website.
- Good relationships between staff and students, based on mutual respect and trust, are the norm.
- All staff are responsible for the creation of an orderly atmosphere in the classroom and corridors and all areas of the school, especially toilets and other such isolated areas, are regularly monitored by duty staff during lesson changeover and student social time.
- All staff, including non-teaching staff, will be involved in the implementation of this policy and staff development will take place to reinforce this.
- Students will be involved in the implementation of this policy through their representatives on the Student Voice Council.
- The PSHCE programmes will address the issue of relationships throughout the school. There is a tailored programme called "Getting on Together" which addresses issues around prejudice and the tensions associated with this. All students will be made aware of how to respond to incidences of bullying. They will also be taught that non-aggressive behaviour in situations of potential conflict will be recognised and rewarded.

Action

- Any incident of bullying will be logged, investigated immediately and appropriate action taken.
- Parents/carers of the victims and perpetrators will be informed of the issue immediately and again once it has been resolved
- Victims of bullying will be supported through self-esteem work implemented by the HOY and will be offered the opportunity for restorative practice
- The perpetrators of the bullying will undertake an educative programme and will undertake a restorative practice discussion if the victim agrees

Bullying Reporting Procedure

- (a) Bullying incident reported
- (b) Incident recorded on CPOMS and investigated by the HOY.
- (c) Accounts will be taken from victim, witnesses and perpetrator.
- (d) Parents of the victim informed and asked to attend a meeting.
- (e) Parents of the perpetrator informed and asked to attend a meeting.
- (f) Safer Schools Police Officer (SSPO) informed and work undertaken to help the bully.
- (g) In serious cases of bullying a further sanction may be given e.g. isolation, fixed term. exclusion If the incident is repeated and ongoing a permanent managed move to another school may be sought.
- (h) After the incident has been investigated and dealt with monitoring will continue to ensure repeated bullying does not take place.
- (i) Incidents of bullying will be reported to the AHT Pastoral, CP Designated Lead and the HOY.
- (j) Follow-up work could include:

- Befriending schemes
- Circle of friends
- Support groups
- Mediation by adults
- Restorative Practice

A confidential e-mail address: stopbullyingnow@carltonbolling.co.uk is available for students who wish to share sensitive, confidential or upsetting information with staff.

All incidents and follow-up must be recorded on CPOMs. The adult making the CPOMs referral must check that action has been taken.

Appeals and Complaints Procedure

This policy is available on request to students, the parents/guardians of students and prospective students of the school. While students may, themselves, raise concerns and complaints under this policy and procedure, the school will involve parents/guardians should this occur. Copies of the **Complaints Procedure** are available from;

**The Headteacher
Carlton Bolling College
Undercliffe Lane
Bradford
BD3 0DU**

Section 7: Appendices

1. Recording Behaviour on SIMs

All poor behaviour should be logged into SIMs. Most are available from the register 'right click' action. For more serious behaviours staff are asked to enter details of the incident into the comments box.

Staff are asked to go back into the record once the behaviour has been resolved through the implementation of the sanction and the restorative practice discussion.

2. Recording Rewards on SIMs

All rewards should be logged onto SIMs Most are available from the register 'right click' action.

Staff are encouraged to add more detail to individual rewards. Teachers should aim to allocate a minimum of 5 rewards each lesson.

3. Care and Control Proforma

Member of staff	
name(s) of the student(s) involved,	
when the incident took place (date and time)	
where the incident took place	
names of any other staff or students who witnessed the incident	
The reason that force was necessary egg. to prevent injury to the student, another student or member of staff	
how the incident began and progressed , including details of the student's behaviour, what was said by each party, steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long	
the student's response and the outcome of the incident	
details of any injury suffered by the student, another student or a member of staff and any damage to property	

Signed: _____ Date: _____

Please pass this form to the Headteacher, Deputy Headteacher, Assistant Headteacher
Pastoral, Safeguarding lead

4. Behaviour Contract Proforma

Behaviour Contract – (student name)

Following the recent fixed term exclusion/placement in another school/isolation due to the serious behaviours in school **(student name)** will be placed on a Behaviour Contract. This is to ensure that **(student name)** understands the severity of the situation.

(Student Name) and **Parents/Carers** must realize that any breach of this contract would lead to **(student name's)** place at Carlton Bolling being at risk and another school would be sought.

**Statements tailored to the individual student*

- ***I will undertake a meeting with the teacher to address my disrespectful behaviour***
- ***I will follow the school code of conduct at all times***
- ***I will wear correct uniform and be fully equipped for all lessons***
- ***I will arrive on time at school and for all lessons and follow my agreed timetable***
- ***I will respond to the instructions of staff immediately and without argument***
- ***I will be on report to my Head of Year and monitored daily, reporting to the Head of Year before morning school and at the end of school***
- ***I understand that if I break this agreement my time at Carlton Bolling may come to an end.***

Signed Student

Signed Parent.....

Signed Staff.....

Date:

5. Restorative Practice Meeting guidance

- To ensure there is a collaborative culture of responsibility across the school for creating a positive ethos.
- To bring mediation/ restoration between two or more people following an incident.
- To secure agreed ways forward between the two (or more) parties involved.

Types of RP

- 1:1 between 2 students
- 1:1 between a student and a member of staff
- 1:1/group between students and member of the public
- small group meetings between students
-

Process/Procedure

- All incidents of poor behaviour should be followed up with an RP meeting involving both/all parties.
 - The meeting should involve the perpetrator(s) and the recipient (s) and a third party 'mediator' who is fully appraised of the incident
 - The 'mediator' should be confident about their role and their ability to manage the meeting. Training is available
 - A **pre-meeting** should take part to prepare all parties separately for the meeting
 - This **pre-meeting** should ensure individually that both parties are in agreement about the need to meet, are prepared for the expectations of the meeting (polite/courteous) and know what the intended outcome for the meeting is (that the incident can be discussed from each viewpoint, providing an opportunity in a calm and controlled atmosphere to air viewpoints, to accept individual responsibility and make apologies and where necessary, and to agree the ways forward for the future)
 - **The RP meeting** should then be organised at a time which is mutually convenient to all parties and where possible in a private/neutral environment
 - The mediator will chair the meeting and follow this process:
 - ✓ Introduce the meeting, outline the need for the meeting with a brief summary of their understanding of the issue and explain the purpose of the meeting i.e. to provide opportunities for both participants to address the issue/air their viewpoint/explain how the incident made them feel/self-reflect and agree a way forward
 - ✓ The mediator should explain the ground rules for the meeting i.e. no interrupting, calm voices etc.
 - ✓ The mediator should then invite each participant to explain their viewpoint
 - ✓ The mediator should ensure each participant can explain without interruption and should only intervene if the ground rules are broken
 - ✓ The mediator should sum up what has been said by each participant
 - ✓ The mediator should then broker any apologies and acceptance of responsibilities for the incident/issue
 - ✓ The mediator should broker an agreement about the ways forward following the meeting
 - ✓ The mediator asks for verbal agreement that both parties are happy with the resolution and the agreed ways forward
- The SIMs log is updated by the member of staff or the mediator in the case of a student

6. Behaviour Processes Summary

Level 1 – classroom behaviours (teacher/faculty level)

1. Non-verbal reminders / reprimand (RIP).
2. Formal reminder.
3. Logged on SIMS as “*Low Level Disruption*”.
4. Phone call and sanction (Teacher).
5. HOF report for repeated behaviour at Level 1.

Level 2 – Disruption to learning (HOY/HOF level)

- Teacher makes explicit that the student is not meeting expectations.
- Logged on SIMS as “Persistent Disruption to Teaching and Learning”.
- Student Removed from classroom via year team “Patrol”.
- After school HOY detention, parents contacted by HOY.
- RP meeting between student and teacher.

Level 3 - Continued disruption in another lesson the same day (HOY level)

1. Further log in the same day, removed from lesson and internally isolated for remainder of the day and the following day (unless it occurs during P1 and 2).
2. Parental meeting organised by HOY.
3. HOY report implemented.

Level 4 – Regular repeated disruption across a range of subjects/within school (Lead HOY level)

1. For repeated behaviours (3 or more Internal Exclusions/5 or more repeated isolations though patrol).
2. Parental meeting arranged with LHOY and HOY.
3. Placement at a BAC school/FT exclusion.
4. Re-admission meeting with Lead HOY and HOY, parent and student.
5. Behaviour Contract implemented

Level 5 – Repeated non-compliance with school code of conduct (AHT level)

1. Parental meeting with Lead HOY and AH.T
2. Central PRU referral made (Y7-10) (8 week placement.)
3. Re-integration meeting with Lead HOY, AHT, parent and student.t
4. Behaviour Contract implemented at the meeting and signed by student, parent and the school.

Level 6 – regular and repeated breaches which leads to excessive time and resource wasting and undermining the good order of the school (AHT/HT).

Managed Move /Permanent Exclusion to another school.