BEHAVIOUR MANAGEMENT POLICY

Policy Code QSC/5	Authorisation Date March 2022	Next Review Date March 2024
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Associated Documents

- Anti-Bullying Policy
- Attendance Policy
- Enrolment Application Form
- Ethos, Values Statement and Guiding Principles
- Harassment Policy
- ICT & E-Safety Policy
- Parent Student Handbook
- Safeguarding & Child Protection Policy and Safeguarding and Child Protection Handbook including the DfE Keeping Children Safe in Education guidance
- SEND Learning Support Policy
- Staff Handbook
- Equality of Opportunity Policy
- IT Policy
- Grievance and Disclosure in The Public Interest Policy (Whistle Blowing Policy)

1.0 INTRODUCTION/POLICY STATEMENT

1.1 The policy is based on the principle that every student has the right to learn in a safe, caring, calm, respectful, supportive and engaging environment.

1.2 We are a caring Campus and believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

1.3 The policy is underpinned by a restorative approach towards behaviour management which recognises that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding the solution.

1.4 In line with national legislation, any form of corporal punishment is strictly forbidden at our Campus.

2.0 PURPOSE

2.1 The aim of this policy is to support Trustees, Campus Principal and staff at OSGUK Knockloughrim Campus (hereafter 'the Campus') in building a positive culture.

2.2 The policy will provide staff at the Campus with a framework for positively managing student behaviour, including appropriate rewards and sanctions which create an environment that encourages and reinforces good behaviour, promotes self-discipline and defines acceptable standards of behaviour.

3.0 SCOPE

3.1 This policy applies to all staff members, Trustees, volunteers, current and prospective students, parents and carers. Behaviour management is the responsibility of all staff with

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the Campus Principal having prime responsibility for promoting good behaviour throughout the school as directed by the Trustees.

4.0 DEFINITIONS

Term	Definition
Child/Children	For the purpose of this policy, this means all students at the Campus
SIMS	School Information Management System

5.0 POLICY STATEMENT

5.1 INTRODUCTION

5.1.1 The policy is based on the principle that every student has the right to learn in a safe, caring, calm, respectful, supportive and engaging environment.

5.1.2 We are a caring Campus and believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

5.1.3 The policy is underpinned by a restorative approach towards behaviour management which recognises that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding the solution.

5.2 POLICY AIMS

5.2.1 The policy is based on the following underlying goals:

5.2.2 Positive Relationships - We believe in the importance of developing relationships based on mutual respect, trust and integrity.

5.2.3 Positive Engagement - We believe that engagement needs to be based on attentiveness, warmth, cooperation, and clear communication.

5.2.4 Positive Accomplishments - We believe in helping students to learn and achieve in all areas of their lives.

5.3 POLICY PRINCIPLES

5.3.1 The management of behaviour at all OneSchool Global UK campuses is based on a philosophy of Positive culture. To support this positive culture, we believe:

- Challenging behaviour has a message.
- Behaviour that persists over time is working.
- Working with students to change behaviour is vital.
- Staff approach is the key to managing behaviour.
- Teaching new behaviours is important.
- A lack of social and communication skills contributes to negative behaviour.
- A positive approach works best.
- A non-confrontational focus is important.
- We must use restorative principles and practices.
- We must have considerations of individual differences.
- Promoting and supporting positive behaviour is critical.
- We must use the principle of least to most intrusive intervention

5.3.2 To support this culture, we actively promote a student Code of Conduct which enables clarity of expectation around student behaviour alongside a culture of care for children and young people. Our code of conduct underpins all student behaviour and is designed to maintain a positive and safe learning environment for all.

5.4 Student Code of Conduct

5.4.1 We expect students to:

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- Attend all lessons and study periods punctually
- Be loyal to the Campus community and always be honest
- Use appropriate language at all times
- Treat all members of the Campus community and property with respect
- Participate positively and diligently in all learning activities
- Contribute towards a safe and well-ordered environment • Wear the school uniform with decorum
- Remain on school grounds unless otherwise permitted.

5.4.2 Restorative Practice is about repairing harm and restoring relationships. It uses the stories of those involved in an incident and the people close to it (e.g. students, staff and families) to provide support to those who have been harmed, and others involved.

5.4.3 The Campus/Trust positively supports individuals with special educational needs and staff will work collaboratively with learning support colleagues to ensure that students have a positive and progressive educational experience. In terms of the Behaviour Management Policy, reasonable adjustments will be made to support students with SEND depending on the nature of a student's needs.

6.0 PROCEDURES

6.1 APPLICATION OF REWARDS AND CONSEQUENCES

6.1.1 Rewards and consequences are part of real life. They are both effective tools in managing student behaviour. In the application of rewards and consequences we need to ensure that we have a good balance between rewarding positive behaviours and applying consequences for negative behaviours.

6.1.2 Our positive culture should be rich with praise. For praise to sanction ratios to be healthy they should exceed 5:1. Praise takes numerous effective forms which include:

- Verbal praise
- Positive comments in books, notes home to parents in the school diary/planner or 'praise' postcards
- Special mention in class or in assembly, sharing of achievements
- Regular written and oral communication with parents where possible about positive behaviour and valuable contributions to the life of the school
- Exhibiting good work in classrooms or corridors
- Referral to the Campus Principal or Lead CA for commendation
- Using stars/smiley faces on charts, books etc. (as age appropriate)
- Use of citations
- Allocation of positions/roles of responsibility.

6.1.3 Our 'OneSchool Awards' are a very effective and consistent way of rewarding positive behaviour. These awards are achieved through the award of CITATIONS.

6.1.4 OneSchool Awards motivate students to achieve across the range of personal and academic qualities throughout their school years. The OneSchool Skills develop the following key skill areas

- Involvement in School Activities - Inclusiveness, Team Spirit, Encouragement, Enthusiasm, Adaptability
- Leadership - Loyalty, Acceptance, Consistency, Respect, Responsibility, Role Model
- Academic Achievement – Self Direction, Versatility, Accomplishments, Perseverance, Assessment Results
- Fulfilling Potential - Learning Focus, Maturity, Resilience, Understanding, Persistence
- Management Skills - Communication, Reflection, Cooperation, SDL, Organisation, Initiative

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6.1.5 Citations are used to reward the development of OneSchool Skills. The use of citations is an essential element in providing positive reward for appropriate behaviours. Citations are the key rewards within OneSchool and contribute to the achievement of bronze, silver and gold awards at campus level. They also result in the Top Dux awards and contribute to the Global House Competition.

6.1.6 Citations must be recorded on SIMS in the Behaviour Management tool, by the teacher issuing the citation. Staff will always write the specific reason for the citation so that students and their parents can receive high quality feedback. The citation is communicated to parents immediately through SIMS Parent App.

6.1.7 Our application of consequences needs to be consistent. It is important that where unacceptable behaviour occurs we know what is not tolerable and what steps we will take. Consequences must not be over punitive and must pass the following test:

- Is it reasonable, fair and logical?
- Is the consequence related to the behaviour?
- Does it keep dignity and respect intact?
- Does the student learn from the consequence?

6.1.8 All behaviour which causes concern and actions taken must also be recorded on SIMS in the Behaviour Management tool, by the teacher. Feedback on the behaviour and expected next steps should be specific, as it is shared with parents on the SIMS Parent App immediately.

6.2 TEACHER POWERS

6.2.1 As detailed in DfE Guidance, teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. It applies to all paid staff with responsibility for students including Teaching Assistants.

6.2.2 Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits. This also applies in certain circumstances when a student's behaviour occurs outside of school. Teachers have the power to impose detention outside of school hours and to confiscate student property.

6.2.3 Teachers have the power to discipline students for misbehaving outside of the school premises in respect of non-criminal bad behaviour and bullying that is witnessed by staff or reported to the school in the areas of misbehaviour when:

- Taking part in a school organised activity
- Travelling to and from school
- Wearing of uniform
- In some other way identifiable as a student of the Campus
- There could be repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school.

6.3 BEHAVIOUR STEPS

6.3.1 Teachers need a framework on which to base their approach to managing behaviour. A clear set of steps to follow is within this framework. A series of diagrams can be found at the end of this Policy that provide visual representation of the steps to follow and relate to the following areas:

- Classroom Disruption, generally behaviour that disrupts the learning of themselves or others or the running of the classroom, rather than specific behaviour incidents.
- Behaviour Incidents, where a student is involved in a single or on-going series of behaviours.
- OneSchool Sequence of Restorative Justice

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6.3.2 All sanctions will be recorded and monitored using the Behaviour Management Tool in SIMS.

6.3.3 The Campus Principal will maintain a register of serious misbehavior sanctions for level 4 or 5 incidents (see appendix 6), even if it has no entries. A report will be run on a monthly basis with a nil return entered if there are no sanctions to record.

6.3.4 The Campus Principal will liaise regularly with the Lead CA with regard to behaviour management on school buses.

6.3.5 Sanctions for IT and device misuse are specified in the ICT & E-Safety Policy.

6.3.6 When serious misconduct occurs, or when all positive interventions have been unsuccessful, then major disciplinary sanctions may be used. For example, a Positive Behaviour Agreement and possible exclusion with input from the Regional Principal, Lead CA and Campus Principal. This is reserved for students who persist in disregarding the Campus rules and Code of Conduct and is only used for students whose behaviour is consistently unacceptable and who have failed, after previous restorative steps have been taken, to show any improvement.

6.4 SAFEGUARDING

6.4.1 Where behaviour gives cause to suspect that a child is suffering, or likely to suffer significant harm, the Safeguarding & Child Protection Policy, Keeping Children Safe in Education Guidance and/or 'Prevent' guidance will be followed.

6.5 POSITIVE BEHAVIOUR AGREEMENT (PASTORAL SUPPORT PLAN)

6.5.1 If, after applying all previous steps, or after a meeting, there is no improvement in behaviour or attitude, the student will be supported by a Pastoral Support Plan and an IBP (Intensified Behaviour Plan) will be written. A daily incident report may be used as part of the Plan so that behaviour can be closely monitored and improvements recognised. Parents should be very involved at this stage. In consultation between the parents and the Learning Support Coordinator, the student may be placed on the appropriate register for a period of time when the behaviour difficulties persist.

6.6 POWER TO USE REASONABLE FORCE

6.6.1 The DfE guidance for schools dated January 2016 (Appendix 2) will be adhered to at the Campus https://www.gov.uk/government/publications/use-of-reasonable-force-inschools

6.6.2 Our approach to the use of force at the Campus is based on the principle that it is necessary to prevent harm to students and is fully in accordance with DfE guidance.

6.6.3 We acknowledge that we have a legal duty to ensure reasonable adjustments for the use of reasonable force for disabled and Special Educational needs students are appropriately managed. The Campus Principal should consider if any additional training may be required to enable staff to carry out their responsibilities taking into consideration the needs of the students.

6.6.4 If reasonable force is used to control or restrain students an Incident Record (Appendix 5) will be kept and retained by the Campus Principal and a review and monitoring of the approach to the incident will be reviewed with appropriate actions / quality assurance being in place.

6.7 SEARCHING, SCREENING AND CONFISCATION

6.7.1 The DfE guidance for schools dated January 2016 (Appendix 2) will be adhered to at the Campus. https://www.gov.uk/government/publications/searching-screening-andconfiscation in addition to the Student Search Policy.

6.7.2 DfE Guidance explains schools' powers of screening and searching students so that school staff have the confidence to use them. It covers:

- Powers to search with consent
- Power to search without consent

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- Powers schools have to seize and then confiscate items found during a search
- Statutory guidance which schools must have regard to.

6.7.3 Prohibited items as specified in the Parent Student Handbook that are likely to cause harm or disruption, Health and Safety Policy and under Section 550 2A (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of articles) Regulations 2012 includes:

- Knives, weapons, alcohol, illegal drugs and stolen items. Tobacco and cigarette papers (including electronic cigarettes), fireworks and unsuitable magazines and literature including pornographic images. Substances, aerosol cans, imitation weapons, laser pointers, chewing gum and electronic devices including games and digital or any music devices.
- Any article that 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 to the property of any person (including the pupil) and any item banned by the school rules.

6.7.4 Students must not have these items in their possession school premises or at any time when they are in lawful charge and control of the school (for example on an educational visit).

6.8 PARENT COMMUNICATION

6.8.1 Parents have a vital role to play in their children's education. It is very important that they have the information needed to support their child's learning and co-operate with the school. At the Campus we are very conscious of the importance of having strong links with parents and good communication between home and school. Regular telephone calls or e-mails are extremely useful, and parents really appreciate being 'kept in the loop'.

6.8.2 The Campus will inform parents if there are any concerns about their child's welfare or behaviour. If parents have concerns, they must make these known to the Campus.

6.8.3 Parents should normally be informed of a detention, even if it takes place during the school day. If a student receives a second detention, parents may then be invited into school for a meeting with the Lead CA and Campus Principal to discuss the way forward.

6.8.4 The Campus will ensure that parents receive a copy of the Behaviour Management Policy on an annual basis. Parents will be informed of any modification to the policy due to changes in legislation or guidance outside of the review cycle. A copy of this Policy will be placed on the website.

7.0 LEGISLATION

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Amended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations

ATTACHMENTS

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Knockloughrim Campus

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- Appendix 1: Refers to detentions, confiscations, corporal punishment, power to restrain, power to search, student injury, teacher duty of care

- Appendix 2: DfE Guidance Behaviour & Discipline in Schools – A guide for Head Teachers and

School Staff January 2016

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools__A_guide_for_Head Teachers_and_School_Staff.pdf

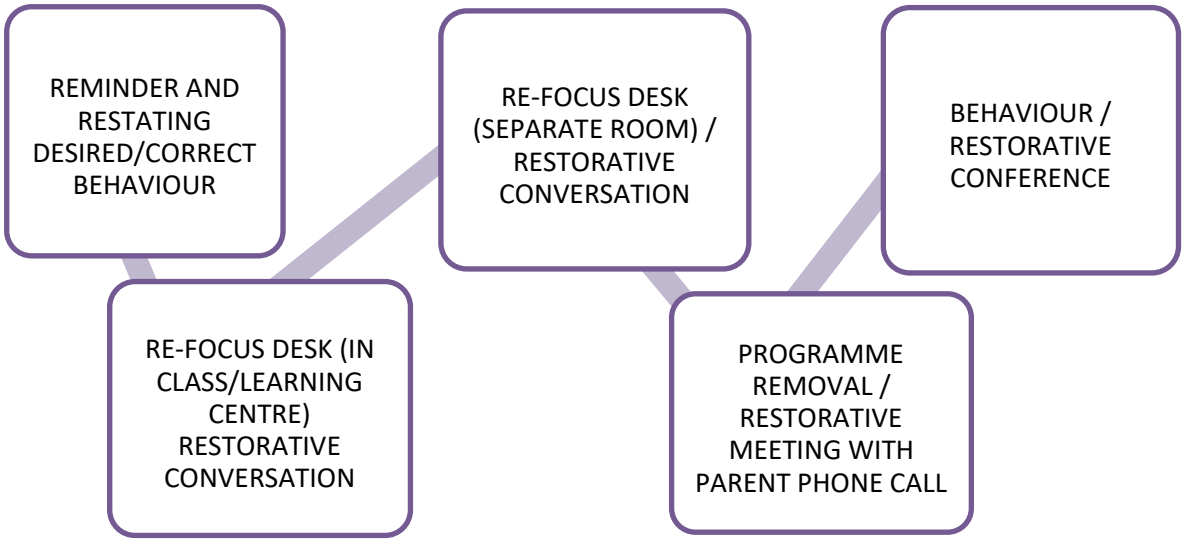
- Appendix 3: DfE Guidance Getting the simple things right checklist

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

- Appendix 4: OneSchool Skills and Citations links http://intranet.focus-school.com/oneschool-skills/

- Appendix 5: Incident Form – Use of Force
- Appendix 6: Serious Behaviour Sanctions Record
- Appendix 7: Pastoral Support Plan

Learning Centre/Classroom Disruption Model



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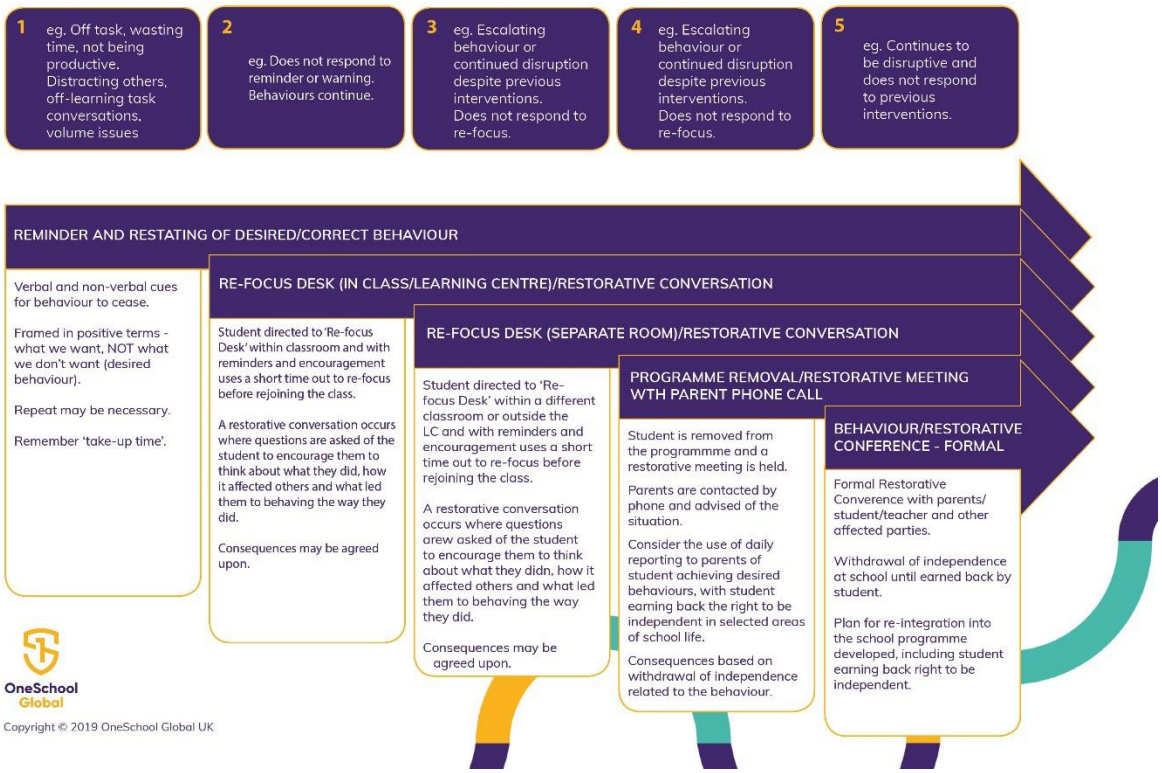
LEARNING CENTRE/CLASSROOM DISRUPTION MODEL



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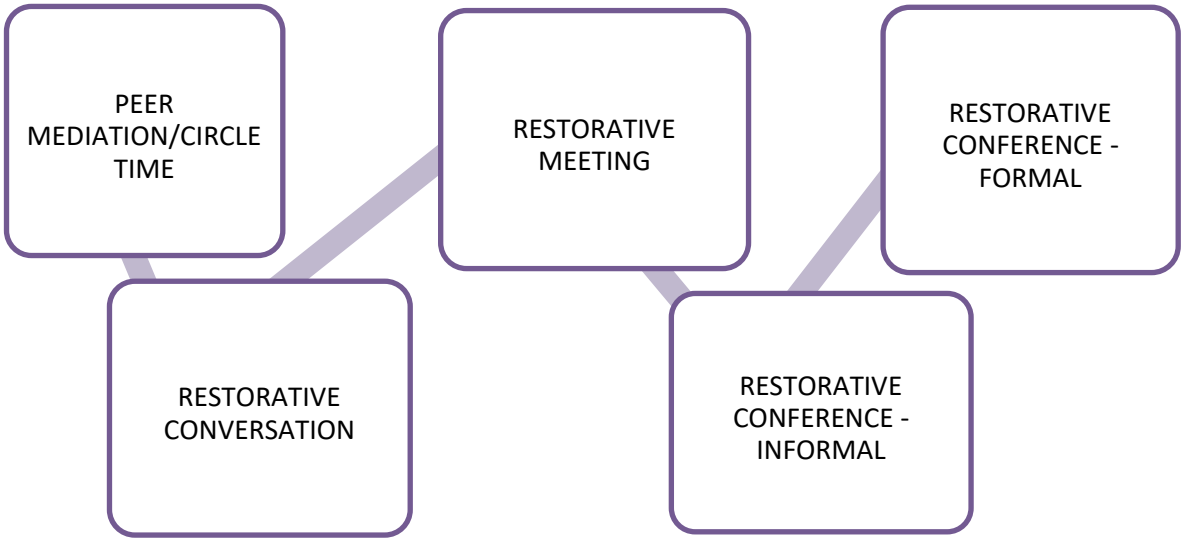
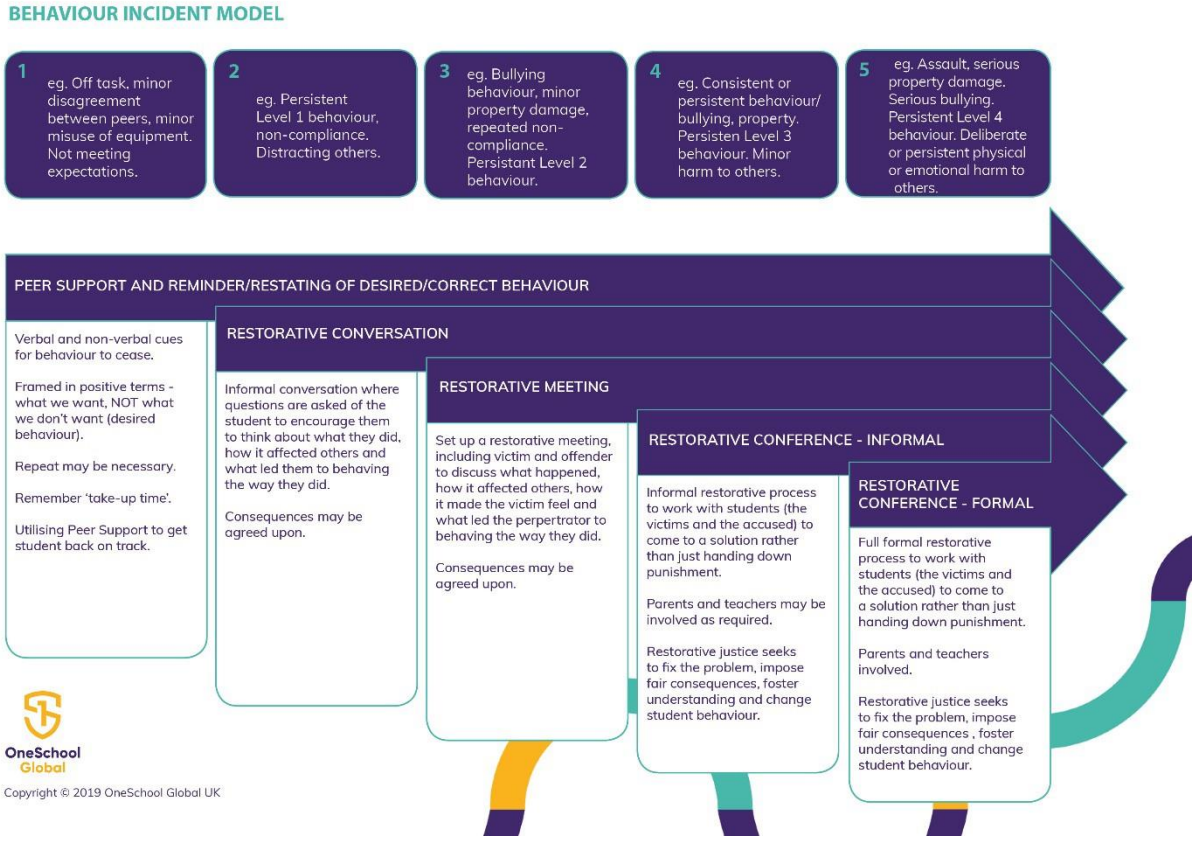
Behaviour Incident Model





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VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
QSC/5	20.08.19	5.1	Rebranded
QSC/5	26.11.20	5.2	Added section on serious misbehaviour and sanctions record Added appendix 6 as a format for retaining records for above Reference to the Student Search Policy
QSC/5	21.2.22	6	1.4 added to make explicit use of corporal punishment is forbidden.

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Behavioural Management Guidance

Issue March 2022

Additional guidance on:

- Detentions
- Confiscations
- Corporal Punishment
- Power To Restrain
- Power To Search
- Student Injury
- Teacher Duty of Care

To be read in conjunction with DfE Guidance:

- Behaviour & Discipline in Schools, January 2016
- Power to use Reasonable Force, July 2013
- Guidance Searching, Screening and Confiscation, February 2014

Detentions

The Education and Inspections Act 2006 clarifies and extends the power of maintained schools and academies (and by analogy, independent schools) to use detention as a disciplinary measure. The school may impose a detention without parental consent:

- during the school day
- at lunch times
- in the evenings

Under the Education Act 2011, schools are no longer required to give parents 24 hours written notice of all detentions. This allows schools to issue detentions for the same day that the misbehaviour occurred.

When considering the use of detention, Headteachers and teachers should ensure that:

- students and parents are aware of the possible use of detention as a sanction
- there are reasonable limits to any detention
- they carefully consider factors such as the child's age and method of travelling home before imposing a detention
- they consider the care and safety of the student during and after detention
- students have appropriate work to do during detention
- detentions are reasonable and in proportion to the offence.

Publicising the use of detention

Before using detention, the Headteacher should make all parents, students and staff aware that the school may use detention as a sanction.

This information should be given in the school rules, establishing that detention is a punishment which any parent might expect a child to receive if the child misbehaves.

Imposing a detention

When imposing a detention, the school should consider the following:

- The student's age — it is difficult to justify the detention of a very young child
- Whether the parents can make alternative arrangements for their child to travel home if they cannot collect the child —although the parent, not the school, has the responsibility for making the travel arrangements, it would not be reasonable to impose an after-school detention on a child if the child's only means of travelling home is on a bus leaving at the end of the school day
- Any special educational needs
- Any need to take medication at specific times.

Care and safety in detention

Consideration should be given to the care and safety of children detained. Under the legal principle of vicarious liability, the parent could take action of negligence against the teacher, or the Trustee (proprietor), if a child is injured mentally or physically because a teacher is negligent.

A child who was injured when returning home could also theoretically claim damages against the school. An example might be if, after a detention, a child were to be knocked down crossing a road outside the school where someone would have supervised students crossing that road at the normal end of the school day. However, the parent would have to prove that the school's duty extended to ensuring the child's safety on the way home and the injury was a direct result of the school's negligence to carrying out that duty. In case parents bring a legal challenge, the Headteacher should keep a written record of the detention and the reasons for imposing it.

Schools which use lunch-time detentions should ensure:

- that they know whether a student is expected home for lunch and, if so, that parents are kept informed of their child's whereabouts
- those students in detention still have the opportunity to eat, drink and use toilets.

Appropriate work

The student should be given appropriate work and spend the time constructively during the time of detention.

Confiscation

The updated guidance (April 2012) has a detailed section on this issue which should be of assistance to independent schools. It covers:

- the use of confiscation as a disciplinary sanction
- suggested criteria for confiscation
- what to do with confiscated items
- issues relating to mobile phones
- how long confiscated items should be kept by the school.

In summary, the advice is that:

- confiscation is lawful if it is aimed at maintaining an environment conducive to learning which includes safeguarding the rights of other students to be educated

- reasonable care needs to be taken to ensure that confiscated property is kept safely and returned when appropriate
- parents should be advised of any confiscation, including the reasons for it.

Corporal Punishment

Corporal punishment is unlawful. The School Standards and Framework Act 1998 states that the corporal punishment of a child cannot be justified by virtue of the position of a teacher or any other person who has lawful control or charge of a child being in loco parentis, ie in the place of the parent.

The ban on corporal punishment applies to all schools. Corporal punishment is defined as doing anything to a child, for the purpose of punishment, which would constitute battery.

However, anything done to avert an immediate danger of personal injury or damage to property would not be considered to be corporal punishment.

Power to Restrain Students

Under certain circumstances teachers are allowed to use reasonable force to control or restrain students.

Teachers should:

- only use reasonable force in very specific circumstances
- remember that there is no legal definition of reasonable force
- consider the circumstances where it may be appropriate to apply reasonable force
- exercise caution in the use of force
- make accurate records of incidents when force is used.

Use of reasonable force

Although teachers may not use corporal punishment as a disciplinary sanction, they and others, if authorised to do so by the Trustees, may use such force as is reasonable to prevent a student from:

- committing a criminal offence
- injuring themselves or others

- damaging property, including their own
- behaving in a way which is prejudicial to the good discipline and order of the school, whether in the classroom or elsewhere where the teacher has lawful control of a student.

The law distinguishes from corporal punishment any action by a teacher which averts the danger of a student causing personal injury or damage to property. Reasonable force may also be used in exercising the statutory power, introduced by the Violent Crime Reduction Act 2006, to search students without their consent for weapons.

However, schools are strongly advised not to use this power where resistance is expected but to call the police instead.

Definition of reasonable force

There is no legal definition of what constitutes “reasonable force”. It is the circumstances of a particular incident which warrant the use of force. To use physical force to prevent a trivial misdemeanour or when other means would be appropriate could not be justified.

The degree of force must be in proportion to the incident and must be the minimum needed to achieve the desired result. It is always unlawful to use force as a punishment.

Examples of reasonable force

Guidance on the use of force, together with examples of situations when the use of “reasonable force” might be justified, can be found in the Department for Education’s document- Use of Reasonable Force – Advice for Head Teachers, Staff and Governing Bodies.

They include:

- violent behaviour by a student, eg fighting or attacking a member of staff or another student
- acts of vandalism
- behaviour by a student, eg rough play, the misuse of objects or running in the corridors which is likely to cause personal injury or damage to property

- refusal by a disruptive student to leave a classroom
- behaviour which seriously disrupts a lesson or a school sporting event.

Caution in use of force

Teachers are urged to exercise great caution in the use of force and always try to use other means to resolve a situation. This is particularly important where the enforcement of good order is the motive and there is no risk to person or property. The view is expressed that to use force to achieve compliance with instructions given by a member of staff becomes increasingly inappropriate as the students get older. The guidance confirms that staff should not act in a way which might cause pain or injury, eg by striking, holding a student around the neck or pulling hair or ears, or in any way which might be interpreted as being indecent.

Recording when force is used (Appendix 4)

The importance of keeping detailed, up-to-date, written records of all incidents when force has been used and of immediately informing a senior member of staff is noted by the guidance.

These records should include:

- the names of the students involved and any witnesses, together with where and when the incident took place
- the reason why the use of force was necessary
- a description of the incident including the steps taken to calm the situation before force was deemed to be necessary
- the nature of the force used
- the student's response
- the outcome of the incident
- details of any injury suffered by any of the parties or damage to property
- Review and Monitoring of an incident including actions and quality assurance.

Power to Search Students

Under clause 45 of the Violent Crime Reduction Act 2006, Headteachers have the power to search, without consent, students whom they suspect are carrying a knife or other weapon. Headteachers can also authorise staff to undertake the search,

although teachers cannot be required to undertake screening of students for weapons. Under the Education Act 2011, teachers have wider powers to search students for items that are banned by the school rules.

Student Injuries

The teacher's duties include:

- the maintenance of good order and discipline among the students
- the safeguarding of students' health and safety.

These are duties required to ensure the efficient conduct of the education process and also to protect students against causing harm to themselves and to other students.

Teacher's Duty of Care

The teacher has a duty of care to exercise disciplinary control. It follows that if one student causes injury to another, the teacher may bear a responsibility if it can be shown that the injury occurred as the result of the teacher's failure to maintain order.

A very great deal will depend upon the circumstances of the incident. Teachers cannot reasonably be expected to foresee every incident nor, of course, to be everywhere on the school premises at the same time.

A teacher is not under a duty to run the risk of personal injury by, for example, breaking up a fight, unless this can be done without the likelihood of harm to the teacher. In December 1995, Philip Lawrence, the Head of a London school, was stabbed by a 15-year-old student while trying to protect a 13-year-old who was being attacked by a gang. However, if an injured student was involved in misbehaviour, issues of contributory negligence may arise.

Use of force record

Issue March 2022

Use of Force to Control or Restrain – Incident Record

USE OF FORCE TO CONTROL OR RESTRAIN A STUDENT – INCIDENT RECORD	
Details of student or students on whom force was used by a member of staff: Click here to enter text.	
Date, time and location of incident: Click here to enter text.	
Names of staff involved (directly or as witnesses) Click here to enter text.	
Details of other students involved (directly or a witnesses), including whether any of the students involved were vulnerable for SEND, disability, medical or social reasons: Click here to enter text.	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used: Click here to enter text.	
Reason for using force and description of force used: Click here to enter text.	
Any injury suffered by staff or students and any first aid and / or medical attention required: Click here to enter text.	
Reasons for making a record of the incident: Click here to enter text.	
Follow up, including post incident support and any disciplinary action against student(s): Click here to enter text.	
Any information about the incident shared with staff not involved in it and external agencies: Click here to enter text.	
When and how those with parental responsibility were informed about the incident and any views they have expressed: Click here to enter text.	
Has any complaint been lodged (details should not be recorded here)? Click here to enter text.	
Report compiled by: Click here to enter text. **Name and role:**	**Report countersigned by:** Click here to enter text. **Name and role:**

Click here to enter text. **Signature:** . **Date:** Click here to enter text.	Click here to enter text. **Signature:** . **Date:** Click here to enter text.

Review and Monitoring of Incident Record

Report Reviewed and Monitored by:
Click here to enter text.
Name and role:
Click here to enter text.
Signature:
.
Date:
Click here to enter text.

Actions, Outcome and Quality Assurance:
Click here to enter text.

Serious Misbehaviour Sanctions Record – Level 4 or 5 incidents

Month	Student Name	Year Group	Date of Sanction	Nature of Offence and Sanctions
September 2021				
October 2021				
November 2021				
December 2021				
January 2022				
February 2022				

March 2022				
April 2022				
May 2022				
June 2022				
July 2022				

Pastoral Support Plan

Student name:

Person completing report:

Date of initial report:

Set up Date	**To be reviewed every fortnight unless any significant changes occur, or if there is a specific reason or incident that prompts obvious need for review.**
Review Date	
Review Date	
Review Date	
Review Date	
Review Date	
Review Date	
Review Date	
Review Date	

Date: Student: Form/tutor:	
Attendance	
Identification of behaviour(s) which mean this student requires a supportive programme to integrate successfully into OneSchool Global expectations:	
Member of staff reporting concern: **Feedback provided to them. Y/N**	**Has information been shared with other individuals? Who?**

Designated RSENDCO and Teacher with responsibility for implementing PSP	
Student Voice	
Aims & Targets (positively phrased statements)	**Expectations** % of week
Strategies to be used by Campus and Teachers Please note risk assessments carried out for example wellbeing, travel	
Reasonable adjustments to Campus provision eg. Amendments to policy and procedure	
Agreed routines for working with parents/carers eg. TAC meetings	
Rewards reinforcing 'wanted' behaviour	**Sanctions** reducing 'unwanted' behaviour
External Agencies involved Please give contact details	
Monitoring, interim reviews & feedback - frequency	

Pastoral Support Plan Review Meeting
Date:
Who is to attend:
Where is the meeting to be held:

Names, Dates and Signatures of those involved in formulating *and agreeing to* this plan.

NB Parent and child/young person to be consulted as part of active participation but no need for them to sign or comment.

	Name	Consultation	Date
Child/Young person		Yes/No	
Parent		Yes/No	
School Lead (PSP)			
DSL			
Teaching Assistant			
External Support Agencies			

(Please ask all professionals involved to sign)

Name of Campus Principal endorsing this plan:			
Comment (if required)			
Signature		**Date**	