



Positive Behaviour Policy

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Positive Behaviour Policy

I Aim

The aims of Horsforth School's Positive Behaviour Policy:

- To keep student welfare and safeguarding a central focus
- To ensure our students meet their full potential both academically and personally
- To provide an environment in which students are able to give their best and are encouraged to fulfil their potential
- To create conditions for an orderly, safe and secure environment in which effective learning can take place
- To develop a sense of self-discipline and an acceptance of responsibility
- To create an environment of mutual respect, free from prejudice or bullying
- To enable staff to teach and promote learning without interruption or harassment
- To raise self-esteem and self-worth of students, to ensure students grow, keep motivated and committed to their learning
- To encourage positive attitudes to learning through our rewards scheme
- To assist individuals in developing their own lifestyle and to respect that of others, both in school and in the wider community
- To keep students safe in school, and on their journey to/from school
- To work in partnership with parents/carers and initiate a waved approach to student support and intervention wherever necessary.

I.1 To Achieve these Aims

The attitude and approach of all of our staff is of great importance.

Adults must be role models to students at all times and have high expectations, so determining the environment in which good student/staff relationships can develop.

A consistent approach by all staff is key to the success of promoting positive behaviour. All staff are expected to work within the framework of this policy.

Our Curriculum and teaching methods are relevant and inspiring, meeting individual need.

We will provide extracurricular activities outside of the classroom which motivate and encourage a sense of achievement.

We will communicate our expectations to all stakeholders at regular intervals and train our staff.

We will communicate with home through the student planner, text, email, telephone, letters, parent forums, consultation evenings and individual meetings.

Through our pastoral care we will support students and families where appropriate.

We will have a relentless focus on maintaining high standards and outstanding behaviour.

2 Context

The Positive Behaviour Policy for Horsforth School is in keeping with the following legislation: DfE “Behaviour and Discipline in Schools” Jan 2016 guidance, Education and Inspections Act 2006, Education Act 2002, Searching and Confiscation at School, Jan 2018.

3 Evaluation

This policy will be evaluated annually by the Trustee Board to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

4 Authors

This policy has been updated by SAN in July 2023

5 Appendices

Procedures to support this policy are appended as follows:

- Appendix 1 Introduction
- Appendix 2 Class Code
- Appendix 3 Corridor Code
- Appendix 4 Behaviour Management: Staff
- Appendix 5 Positive Behaviour: Parental Expectations
- Appendix 6 School Rewards: The Credit System
- Appendix 7A The School Sanction System
- Appendix 7B The School Sanction System Table
- Appendix 8 Misdemeanours and Unacceptable Behaviour
- Appendix 9A Sanctions Guide
- Appendix 9B Escalation for Repeat or Failure of Sanctions
- Appendix 10 The Student Planner
- Appendix 11 Taking into Account Individual Need
- Appendix 12 Support and Intervention for Students
- Appendix 13 Reduced Timetables/ Alternative Provision/Managed Moves
- Appendix 14 Mobile Phone Confiscation and Sanction Procedures
- Appendix 15 Items banned from Horsforth School
- Appendix 16 Searching, Screening and Confiscation
- Appendix 17 Care and Control Policy
- Appendix 18 Discipline beyond the School Gate
- Appendix 19 Malicious Allegations against Members of Staff
- Appendix 20 The Rewards and Recognition Chart
- Appendix 21 The Sanctions System Chart
- Appendix 22: Linked Policies and Guides

Appendix I: Introduction

To fulfil the aim of “Opportunity and achievement for all” at Horsforth School, we make it clear to all stakeholders that we have high expectations of behaviour and academic progress.

Through the **Positive Behaviour** system, we seek to provide a positive, safe and purposeful learning environment for all members of the school community and one in which our learners thrive.

Any successful community requires basic rules for it to function effectively and a school community is no different. For this reason, the Horsforth Positive Behaviour System (PB system) is founded upon clear, unambiguous class and corridor codes that promote a positive, safe, well ordered learning environment, designed to allow students to flourish and achieve. By giving students a clear, phased approach towards action and consequence, the PB system teaches our students responsibility, accountability and ownership; and in doing so, it develops personal growth.

We are privileged; the vast majority of students at Horsforth School bring their personal best and comply with the school codes and expectations. The PB system emphasises the positive in this and seeks to reward all students for **getting it right**. At its core, the system allows staff to build positive relationships with student through rewarding positive behaviour and excellence. The Credits System instils within our students the drive to want to improve and achieve their very best. It encourages students to set personal goals both within and outside of the classroom.

The sanctions system based on School Codes and Unacceptable Behaviours is non-negotiable. It is simple, clear, fair and applied consistently. It is designed to prevent and remedy disruption to the learning process and maintain our safe and orderly school

ARRIVE ON TIME FOR LESSONS

WEAR UNIFORM CORRECTLY

BRING YOUR PLANNER AND ALL EQUIPMENT

DO AS YOU ARE TOLD BY ALL STAFF, FIRST TIME

DO NOT DISTURB LEARNING OR TEACHING

ACT SAFELY - BE RESPECTFUL - BE POLITE

CLASS CODE

COMPLETE YOUR CLASS WORK AS INSTRUCTED

COMPLETE HOMEWORK, MEET DEADLINES

KEEP YOUR PHONE SWITCHED OFF, IN YOUR BAG

HAND IN YOUR PLANNER ON THE FIRST REQUEST

BRING A POSITIVE ATTITUDE TO LEARNING

REMOVE OUTER WEAR AT THE ENTRANCE

WEAR UNIFORM CORRECTLY

PHONE SWITCHED OFF AND INVISIBLE

FOLLOW THE ONE WAY SYSTEM

WALK - DO NOT RUN

ACT SAFELY - BE RESPECTFUL - BE POLITE

CORRIDOR CODE

STAY IN SOCIAL AREAS AT BREAK AND LUNCH

DO AS YOU ARE TOLD BY ALL STAFF, FIRST TIME

EAT AND DRINK IN SOCIAL AREAS ONLY

RESPECT THE DINERS, COURTYARDS AND HALL

PUT LITTER IN BINS

Appendix 4: Behaviour Management: Staff

All staff receive Behaviour Management training as part of their induction. Staff are encouraged to employ a wide variety of techniques to plan for and prevent poor behaviour. Different strategies are used to support the delivery of the Positive Behaviour System. Some of these include:

- Meeting and greeting students at the door to ensure an orderly start
- Planning for behaviour - engaging and stimulating lessons encourage good behaviour; with varied tasks with appropriate challenge and pace
- Use of MINT seating planner and effective seat planning
- Use students name / build relationships / rapport
- Focussed bell work to allow for admin and set up and register within first 5 minutes
- Ensure students have their planners open on desks
- Insist on structured contributions; ie, no shouting out, hands up, silence when teacher is talking
- Ensure tasks and instructions are clear and understood by all
- Differentiation where appropriate
- Frequent reminders of expectations
- Use of Learning Passports and EHCP strategies
- Regular monitoring and circulation of the classroom
- Timely intervention with individual students, de-escalation techniques, 5:1 and positive reinforcement
- Giving encouragement and praise, help or support
- Consistent and fair use of PB
- Reminders and “take up” time between each stage of PB
- Communicate with parents/carers through the student planner for both positive and negative behaviours and also report on SIMs
- Never ignore derogatory language or suspected bullying. Challenge and report
- Organised dismissal from classrooms or social areas
- Duty staff must arrive on time and take an active role
- Tutors must monitor and sign the student planners, mentor tutee’s and set detentions as appropriate.

Staff should not give out blanket punishments, compare children to other siblings, use derogatory language, deliberately humiliate students or issue sanctions that are not in accordance to this policy. Staff should use the emergency SIMs call out procedure if they need assistance from other members of staff. Incidents would include: a student becoming aggressive, violent or abusive in language either at staff or students, or if the student will cause harm or damage to themselves or the school, or if a student has refused to move to the Phase 4 Buddy room.

In emergencies, staff should vacate the rest of the class to the nearest safe space and send a message down to reception for LT.

Appendix 5: Positive Behaviour Parental Expectations

The best outcome for any student is reached when parents/carers work in partnership with the school. It is expected that parents/carers will support the school in the implementation and administration of the Positive Behaviour System. This forms part of the Home/School Agreement in which all parents/carers enter when they accept their child's place at Horsforth School. We expect parent/carers to:

- Monitor the rewards and negative comments in the student planner and have appropriate conversations with their child
- Sign the planner on a weekly basis and add any comments you want the school to respond to
- Contact school as soon as you have concerns. This should be the Form Tutor or your child's Pastoral and Behaviour Officer. This line of communication is vital
- Check for the main after school detention dates which are in the planner
- Ensure your child is properly equipped each day before they leave for school
- Ensure your child has their student planner before they leave for school
- Ensure your child is wearing correct uniform and that all aspects of appearance are in line with the school uniform policy, including footwear, hairstyle and jewellery
- Ensure your child understands the phone policy and has an appropriate place in their school bag to store the device should they bring it on to school site
- Do not expect your child to read texts or answer their phone during the school day
- Contact reception with urgent messages for your child
- Attend all parents evenings and meetings on request.

Appendix 6: Recognition and Reward: The Credit System

First and foremost, the Positive Behaviour Policy aims to recognise the importance of praise and reward to motivate students and it seeks to recognise those who meet our expectations throughout the year and uphold their school responsibilities. The aim of the Credits System (Rewards and Recognition Chart Appendix 20) is to encourage the active and direct involvement of as many staff and for as many students as possible. Students are awarded banked **getting it right** credits and bonus credit stamps. Both credits scores are combined to lead to whole school rewards:

“Getting it Right” Credits Students are awarded 1 credit per lesson for <u>Getting it right</u> : No negative comment and following the class code	These are automatically banked credits on SIMS: up to 6 per day: 1 per lesson, 1 for pm registration <i>*Students will lose their credit for that lesson if they receive any negative written comment..</i>
Bonus Credits Students are awarded bonus credit stamps. Max 1 per lesson.	Bonus credits in the form of subject stamps are awarded by all staff for excellence, participation, consistency, above and beyond, improvement, effort and manners.

Getting It Right Credits

The 6 automatically banked credits for **Getting it Right**, are stored electronically on the student SIMs behaviour page. **Getting it Right**, means that students did not receive a negative comment in the lesson and in doing so followed our Class Code. Students need to maintain these through adhering to the Class Codes. 1 credit is deducted for any negative comment that is issued by a member of staff in a lesson and a student will lose all of these 6 daily credits when high level sanctions are issued.

The use of this system allows praise and reward to be fair for all students. All students start with a daily reward which in effect is theirs to keep, add to or lose. This system requires students to take responsibility and make informed choice.

It is important to note that these 6 daily credits cannot be awarded if a student is absent.

Bonus Credit Stamps

Students have opportunities to earn **Bonus Credits Stamps** through extra work in or out of class or by going above and beyond in their learning. Examples include: excellence, participation, consistency, above and beyond, improvement, effort, enrichment, independent learner, ambitious and Horsforth Character Strengths.

All staff can award these credits.

The philosophy behind bonus credit stamps is that we recognise the need for students to be given a tangible, instant reward. This is a visible reward, it should increase motivation and foster a more positive classroom climate as well as positive staff/student relationships.

To maintain consistency: no more than 1 credit stamp per lesson for teachers or 1 stamp per student a day for associate staff.

Bonus credit stamps are recorded in the student planner. At the end of each half term, students will use a dedicated form time to collate their total credit stamp scores and these will be recorded on SIMS and combined with their “getting it right” credit score.

Staff are advised against the premature or commonplace awarding of Bonus Credit Stamps which would serve only to undermine their significance.

The aim of the credit system is to build up high credit scores in order to reach the prize drawers and to qualify for choc fest, extended breaks, breakfasts and the summer rewards day.

Purple Praise Slips

As an instant recognition and reward strategy, purple praise slips are issued by all staff to students. These are issued for going that extra mile in class with work, homework, engagement and effort, but they are also issued for strong character traits, such as being kind, respectful or helpful. Students exchange their slip for treats such as queue jump busters, stationary or food. They have a choice for what they exchange for. Where students collect 40 or above, they receive a voucher. Students will bring part of the slip home to show to parents and keep track of their totals.

Ongoing Rewards

Curriculum areas and the Pastoral team will have opportunities throughout the academic year to reward students in a variety of ways and to celebrate good behaviour and work including:

- Daily verbal praise
- Written comments in exercise books or using work as exemplar
- Displaying outstanding work
- Star student display boards
- In-house prizes
- Postcards
- Phone calls home and texts home
- The news feed on the school website and social media outlets
- Achievement assemblies and acknowledgement in assemblies
- Best form attendance prizes
- 100% attendance texts
- 100% Attendance and no negative comment prize draws

The Rewards and Recognition Chart (Appendix 20) is an outline of the Horsforth School Credit System and is displayed in classrooms, around school and is in the student planner as well as website. It is referred to regularly in assemblies and at Tutor time.

Through consistent application of these procedures, good habits are reinforced and inappropriate behaviour is marginalised.

Appendix 7A: The Sanction System

The sanctions system is designed to prevent and reduce disruption to the learning process, maintain an orderly and safe environment and to protect the health and safety of all members of the school community.

The system is non-negotiable. It is designed to be fair and proportionate. It promotes positive behaviour, by encouraging students to stop, reflect and rectify.

Our Sanctions System (see Appendix 21) is a phased process; it is designed to give the student a choice at each stage. Students are initially warned and then move through the stages and consequences if they fail to rectify their behaviour at each given stage.

Students are taught the Classroom and Corridor Codes (Appendix 2 and 3) and know what is expected of them. The Sanctions System Chart is clear and unambiguous. It is understood by all students. It encourages students to make the right choice in terms of their actions and promotes responsibility and ownership if they move into the sanction stages.

It is hoped that our sanctions will help our young people to think and learn from their mistakes, so as not to repeat these for the future.

The sanctions system allows teachers to teach and learners to learn. It is a consistent system that allows staff to take safe and supportive ownership of the escalation of classroom incidents. **Each member of staff must seek to operate within the framework.**

Consistency is a vital element to this system, the sanction stages will have a powerful effect on a student if it is seen to be applied in the same way across the school.

It is essential that all students, parents / carers and staff understand this system. At all times the intention of the policy is to bring a halt to early unacceptable behaviour and from this point to encourage each student to work hard and behave appropriately.

It is important to note that teachers have a statutory authority to discipline students whose behaviour is unacceptable, or who do not adhere to school rules (student responsibilities) or who fail to follow reasonable instructions (Education Act 2006, section 90/91). This power also applies to all paid staff with responsibility for students, such as Teaching Assistants. Staff can discipline students at any time the student is at school or elsewhere under the charge of a teacher, including visits and trips.

Appendix 7B:

The Sanction System Table

Phase 1	Verbal warning	<ul style="list-style-type: none"> • This is an informal warning for the classroom. It is not recorded and encourages the student to settle and modify behaviour. The words “verbal warning” will be used by staff and to one student at a time. • Staff will not give blanket warnings. Staff may remove the planner to encourage re-engagement. • The aim of the verbal warning is to indicate to the student that what they are doing is unacceptable and it cannot continue. They now have a choice to stop, without consequence, before phase 2.
Phase 2	Written Comment (Planner)	<ul style="list-style-type: none"> • Given for continuation of unacceptable behaviour in class, despite the verbal warning. Staff will record this in the student planner as a behaviour comment (B) and on SIMs. Student will lose their banked credit for this lesson. • Automatic classroom comments (no verbal warning) will be given for no homework (H), lateness (L), insufficient work (W) wrong/no equipment (E) chewing (C) eating and drinking in a classroom (F) uniform issues (U) • Automatic comments will be issued for breaking the basic corridor codes. (No verbal warning issued) These comments include: eating/drinking in wrong place, uniform issues, running, shouting, disorderly corridor behaviour.
Phase 3	Second Written Comment (Planner)	<ul style="list-style-type: none"> • Given for persistence of unacceptable behaviour in a class despite verbal warning and first written comment. • Staff will record this as a 2nd comment if it is work related or a second B for behaviour related issues. It is recorded in the student planner and on electronically on SIMs. • If appropriate staff may choose to move the student to a different seat within the classroom. • Two behaviour comments in a morning period (lessons 1- 4) will result in a lunchtime detention that same day. • Students, who receive any 5 negative comments in 1 week, will automatically move to Phase 5 and will be issued a Whole School Detention by their Tutor. • Students who receive 5 negative comments in a morning in one day up to period 3, will be collected from class and will spend the rest of their day in inclusion. Parents are notified.

Phase 4	Removal to Buddy Classroom	<ul style="list-style-type: none"> • At this point the class teacher has come to the decision that student is persistent in undermining the work of everyone in the room despite 2 comments. • The student enters Phase 4 for the remainder of the lesson whereby they are removed from their class to a buddy classroom. • The student is sent with work and works in silence. • Ideally the teacher (whose lesson the student was removed) will debrief with the student at the end of the lesson although this is not always possible. • The teacher will set a Whole School Detention at the next available date in the planner and on sims. A Phase 5 detention is the consequence for removal from class. • Phase 4 can automatically be issued without Phase 1-3, if a student behaves in such a way that is dangerous, abusive, unsafe or disruptive. In some circumstances students will be removed to the Inclusion room. • Parents/carers must check the planner for detention dates. This is how we inform you. • Any student refusing to work in the buddy room will move to phase 7: Inclusion for the rest of the day and a phase 5 detention will be issued • Any student failing to comply with phase 7 inclusion, will move to phase 8: Base exclusion
Phase 5	Whole School Detention Tues and Thurs 60 minutes 2.50pm - 3.50pm	<ul style="list-style-type: none"> • Whole School Detentions will be set by Tutors for 5 negative comments in a week. • Whole School Detentions will be set by staff for Phase 4 removal to a buddy classroom. • Whole School Detentions will be automatically issued by any member of staff for not adhering to the class or corridor codes or the misdemeanours as outlined in the Sanctions Guide (Appendix 9). • Parents/carers are notified by the student planner only; therefore weekly pages must be checked and signed by parent/carers. Parents will find dates and any relevant information for these in the planner. • The DfE, gives teachers the power to impose detentions outside of school hours and parental consent is not required for detentions. Wherever possible, the school will provide a minimum of 24 hours' notice before the detention is to be done. • Same Day Detentions can be issued for 35 minutes without notice. These are held every day for persistent lateness to school. Parents/carers will receive a text notification.
Phase 6	Headteacher Detention Friday (90 mins) 2.50pm– 4.20pm	<ul style="list-style-type: none"> • Headteacher's Detention will only be issued by the Pastoral and Behaviour team or the Leadership Team. It will be set for noncompliance, first confiscation of mobile phones, Phase 5 failure or automatically issued for not adhering to the class or corridor codes or the misdemeanours as outlined in Appendix 9. • Parents/carers are notified by the student planner only; therefore weekly pages must be checked and signed by parent/carers. • In some instances, we may contact home.

<p style="text-align: center;">Phase 7</p>	<p>Inclusion</p> <p>8.25am-3.30pm</p>	<ul style="list-style-type: none"> • Inclusion is a serious sanction, whereby students are withdrawn from mainstream lessons and social times for an extended school day. It can only be issued by the Director of Behaviour and the Leadership team. (refer to Appendix 9) • It will be set for noncompliance of the phase 4 buddy room for the rest of that school day or automatically issued for not adhering to the school codes or the misdemeanours as outlined in Appendix 9. • Occasionally, students will spend social time or a lesson in the inclusion room for incidents such as anti-social behaviour or to immediately safeguard and/or to carry out serious investigations. • Our first and preferred method of communication about this sanction is by phone to parents/carers. If this is not successful, we will email or text. We will expect that parents/carers will seek to communicate with us about this sanction if this is the case. • Students who receive 5 or more sessions in inclusion are put on 'behaviour watch'. Parents/carers will need to attend a meeting and a behaviour support plan will be put in place. • Students who fail to comply with phase 7, will repeat phase 7 or move to a higher phase. The decision will be made by the Director of Behaviour or the Leadership Team.
<p style="text-align: center;">Phase 8</p>	<p>Partner School Inclusion</p>	<ul style="list-style-type: none"> • Partner School Inclusion is for serious misdemeanours, whereby students are withdrawn from a school day at Horsforth to complete a day (or period of time) in an inclusion room at a local North West Leeds school with whom we work in partnership. • It can only be issued by the Director of Behaviour or the Leadership team. • It will be set for noncompliance of the phase 7 or automatically issued for persistence defiance, not adhering to the school codes or the misdemeanours as outlined in Appendix 9. • Parents/carers will be informed by phone and a letter is emailed. Parents/carers need to attend a reintegration meeting at school before the student can attend lessons at Horsforth and a behaviour support plan or contract will be put in place. Students who fail to comply with phase 8, may repeat phase 8 or move to exclusion. The decision will be made by the Leadership team.
<p style="text-align: center;">Phase 9</p>	<p>Base Exclusion</p> <p>8.30am-4.00pm</p>	<ul style="list-style-type: none"> • Base Exclusion is an internal exclusion from Horsforth School. • It is a highly serious sanction and one step away from a formal Fixed Term Exclusion. • It will be set for serious misdemeanours, see Appendix 9 and the Leadership team will make this decision. • Parents/carers will be informed by phone and a letter is emailed • Parents/carers need to attend a reintegration meeting at school before the student can attend lessons at Horsforth and a behaviour support plan and contract will be put in place. • Students who fail to comply with phase 9, may repeat phase 9 or move to Phase 10. The decision will be made by Leadership.

Phase 10	Suspension	<ul style="list-style-type: none"> • The decision to issue a Suspension is that of the Headteacher. It may be given for: <ul style="list-style-type: none"> ❖ A highly serious one-off incident ❖ Persistence of serious offences ❖ An escalation of sanctions that have previous failed • Parents/carers will be informed by phone and a formal letter is emailed. • School will report this exclusion to the authority and it will sit on the student's behaviour record permanently • Parents/carers need to make arrangements to monitor their child whilst they are at home and provide adequate supervision, ensuring the work set is complete and returned to school • The student and parents/carers will attend a formal reintegration meeting at school before the student can attend lessons at Horsforth. A positive behaviour support plan and contract will be put in place. The school may make a referral for support to external agencies at this point. • Refer to the schools separate Exclusion Policy.
Phase 11	Permanent Exclusion	<ul style="list-style-type: none"> • The control of permanent exclusion is entirely in the hands of the Headteacher and Governing Body. • A decision to exclude a student permanently is serious and should only be taken where the basic facts have been clearly established on the balance of probabilities. Usually it will be a final step after the failure of other strategies. • Permanent exclusion may be used for a single extremely serious instance, such as: <ul style="list-style-type: none"> ❖ A serious actual or threatened violence against another student/member of staff ❖ Sexual abuse/assault ❖ Supplying an illegal drug ❖ Carrying an offensive weapon. • The Police may be informed as appropriate. • Refer to the schools separate Exclusion Policy.

This is not an exhaustive list.

Appendix 8: Misdemeanours and Unacceptable Behaviour

Horsforth School defines unacceptable behaviour as not adhering to the Class or Corridor Codes **and** the following misdemeanours:

- Any behaviour which interrupts the learning of others or disrupts effective teaching.
- Any behaviour that causes offence to a member of school or wider community.
- Behaviour that challenges or defies staff authority and instruction.
- Any behaviour that is unkind, derogatory, deceitful, and disrespectful.
- Behaviour that causes physical or emotional harm to self, or others. Behaviour that damages the reputation of the school.
- Any illegal behaviour.
- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. This includes sexual harassment.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully or humiliate a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Arriving at the school under the influence of drugs or alcohol.
- Possession of banned items.
- Truancy and absconding from class or school site.
- Smoking or vaping, or bringing in such paraphernalia into school.
- Refusing to comply with school codes and/or a disciplinary sanction.
- Failure to hand over the planner to staff on first request.
- Theft, handling of stolen goods.
- Swearing, derogatory language, foul or abusive language, discriminatory language.
- Fighting, assault on peer /adult. Unwanted physical contact with an adult / peer.
- Inappropriate behaviour (examples: sexual, gesticulating, spitting, cutting hair)
- Lateness to school and lateness to class.
- Low level disruption and talking in class.
- Failure to complete classwork or activity.
- Rudeness, defiance, answering back and arguing with staff.
- Lack of or no equipment.
- Refusing to complete homework, incomplete homework, or arriving at the school without homework,
- Refusing to adhere to uniform policy.
- Poor behaviour on visits, trips and on journey to / from school.
- Misuse of mobile phones/electronic devices, visible phones (in use or not).
- Graffiti, vandalism, damage to school property or student property.
- Breaching the IT acceptable use policy.
- Bringing the schools name into disrepute.
- Dangerous behaviour (where the safety of student or others is put at risk).
- Child on Child Abuse: including Harmful Sexual Behaviour

Peer-on-peer abuse is a growing concern. Childline reported a 29% increase in children seeking help due to peer-on-peer sexual abuse. Peer-on-peer abuse includes:

- Physical and sexual abuse
- Sexual harassment and violence
- Harm within intimate relationships or Teenage relationship abuse
- On and offline bullying
- Up-skirting
- Gang activity, such as hazing and other harmful or violent initiation rituals

This list is not exhaustive. The perpetrator and victim should be of a similar age and be under 18 years old.

Horsforth school operates a zero-tolerance policy and approach to peer on peer abuse.

We will operate in line with our Anti-Bullying policy and Safeguarding Policy for aspects of peer on peer abuse and as such phase 4-8 sanctions will apply.

Harmful Sexual Behaviour:

Horsforth school operates a zero-tolerance policy and approach to harmful sexual behaviour. We have a statutory duty to complete AIM guidance assessments for a range of harmful sexual behaviours, including inappropriate touching and/or allegations of sexual assault, violence or rape.

Any such incident or report will be dealt with seriously, swiftly and effectively. We would never dismiss disclosers from our students as children being children, childhood banter, part of growing up, jokes or teasing. This leads to an unacceptable culture and an unsafe environment. Parents are involved at every stage. Whilst the victims wishes are paramount we have a duty of care to both the alleged victim and perpetrator. In situations where the children or young people are in the same class or school, risk assessments will be put into place, to safeguard both parties, these should consider how best to keep the two parties apart whilst at school and also whilst traveling to and from school. If the allegation involves rape and/ or assault by penetration, then the statutory guidance states that the perpetrator must be removed from any shared classes. Guidance is clear that any separation arrangements must continue for as long as is necessary to make sure children are safe.

We may inform the police and use other external agencies in reporting, support and intervention.

Phase 5-8 sanctions will apply where appropriate and a child may have to be put on a managed move if their place at the school is untenable due to an alleged incident of harmful sexual behaviour. We are also required to complete Child Exploitation assessment tools to assess risk and inform next steps. All assessment tools including incidents that do not require an assessment tool, may involve the school referring to Children Social Work Services in Leeds and or the police.

This list covers most misdemeanours, but it is not exhaustive

Whilst this is not an exhaustive list of misdemeanours, to ensure consistency and fair treatment of students, this guide is intended to explain to all stakeholders, the sanction for each misdemeanour. For those misdemeanours in bold type, appointed staff will use their judgement to determine the surrounding circumstances and severity of the incident; and will issue the appropriate sanction level. Therefore some misdemeanours appear in more than one sanction phase.

<p>Phase 2 – 3:</p> <p>Written comment 1 Written comment 2</p>	<p>↕</p> <p>Lateness, low level disruption in classroom, no homework, no/wrong equipment, chewing, eating and drinking in wrong place, running, shouting, uniform- minor infringement, insufficient work, failure to meet coursework deadline, disrespectful behaviour</p>
<p>Phase 4- 6:</p> <p>Class removal Detention Headteacher Detention</p>	<p>↕</p> <p>Persistent lateness, low level disruption in classroom, repeated disruption, out of bounds of expected behaviour, foul language, graffiti, deceit, damage to school property, uniform- repeated infringement, crossing out comments, misuse of a credit stamp, repeat of insufficient work, answering back to staff, minor defiance, unkind / disrespectful behaviour/language, unsafe behaviour, anti-social behaviour, talking in fire drill, play fighting, 5 negative planner comments in a week, 1st confiscation of mobile phone/device</p>
<p>Phase 7</p> <p>Inclusion</p>	<p>↕</p> <p>Covid related breach of safety, 2nd and repeated confiscation of phones, mobile phone misuse, smoking /vaping on site/seen in uniform off site, possession of smoking/vaping paraphernalia, fighting, deliberately hurting or offending a peer, bullying, racism, homophobia, swearing at peers or being overheard, gesticulating, deceit ,damage to property, truancy, dangerous or inappropriate behaviour, anti-social behaviour in /off site, rudeness to/arguing with staff, refusal to hand over planner on first request, refusal to follow instructions, defiance, no planner (after first strike used) uniform- major infringement, refusal of Phase 4, absconding from class or school site, plagiarism, prejudice and/or derogatory language, failure of phase 6, theft, bringing the schools name into disrepute, cyber bullying, in possession of banned item, inappropriate behaviour</p>
<p>Phase 8-I I</p> <p>P School Inclusion Base Exclusion Fixed Term Exclusion</p>	<p>↕</p> <p>Covid related breach of safety, Repeated Smoking /vaping incidents, under the influence of alcohol or illegal substances including legal highs, possession of legal/illegal substances, serious fight, assault, bullying, swearing at staff, serious damage to school property, vandalism, theft, anti-social behaviour in /off site, extreme or persistent rudeness to staff, persistent refusal to follow instructions, extreme defiance, repeat absconding, hate crime, discriminatory acts, harassment, harmfully sexual behaviour, failure of phase 7, bringing the schools name into disrepute in the community, persistent bullying, cyber bullying, illegal acts in the community, continued misuse of phone, filming or taking photos of anybody on school site, using social media to cause offence or humiliate any member of the school community, uploading photos of school members onto social media, in possession of banned item, physical contact with an adult /peers</p>

Lunch time Detentions

Students will be issued a Lunchtime detention by staff for:

- 3-5 behaviour comments in a morning period (lesson 1-3).
- Disruption to learning that did not meet phase 4.
- Anti-social behaviour in unstructured times.
- Repeat of no homework / insufficient work.
- Or as part of a sanction, a positive behaviour support plan /contract / anti bullying contract.

Lunchtime detentions run for the duration of the lunch break for 40 minutes. The Senior Leadership and Pastoral Staff manage these detentions. Students are expected to work independently or complete lines. Time is given for purchasing/eating lunch and toilet breaks.

Parents/carers are not notified of these. Pastoral staff will contact home where a student has regular lunchtime detentions or it is part of a plan.

Break Time Detentions

These will be issued for minor misdemeanours or as part of support plan or behaviour contract. School does not notify parents about these unless it is part of a plan/contract.

Other Actions

At Horsforth School we deploy a range of actions which act as supportive measure and aim to re-engage the student. This list should be read alongside Appendix 12 (Student Support and Interventions).

These include:

- Moving a student's position in class or to a different class/set
- Moving a student to a different form or half year group
- Extra work or repeating unsatisfactory work
- Removal from class for a temporary period
- Loss of break and lunchtime
- Withdrawal of other privileges or confiscation, screening and searching
- Being placed on daily report
- Scheduled behaviour/uniform checks/searches
- Referral to the wave 1 internal interventions, wave 2 external provisions, or North West Area Inclusion Partnership (NWAIP)
- Behaviour contract
- Step out to alternative provision
- Managed move to another school in the area.
- Positive behaviour support plan
- Counselling and SEMH support
- Selected for our Behaviour Curriculum

Police Intervention Where a student displays aggressive, threatening or bullying behaviours or illegal activity is discovered, the school will not hesitate to contact and involve the police.

Appendix 9B Consequences of Repeat Sanctions

Repeat of Sanctions	Consequences
3-5 behaviour comments by p3 in any one day	Lunchtime Detention same day
Up to 5 detentions in any one half term	One day Inclusion, parental contact
Up to 10 detentions in any one half term	One day Inclusion, parental meeting
Failure of Inclusion- Low Level (arriving late, insufficient work)	Repeat day
Failure of Inclusion- High Level unacceptable behaviour, defiance)	Partner School Exclusion
Failure of Partner School Exclusion	Base Exclusion or Suspension depending on reason and severity of failure
Base Exclusion Failure (low -level)	Repeat Day, plus additional day

Base Exclusion Failure (high-level)	Suspension from school for a fixed period
Suspension from school	Following any suspension, students will be reintegrated into school following by spending time in our inclusion unit completing reflective work demonstrating they are lesson and mainstream school 'ready'
Students with repeated phase 6-8 sanctions	Students will be selected for our behaviour curriculum pathway and will have a positive behaviour support plan

Appendix 10: The Student Planner

At the start of the academic year, each student will be issued with a new Student Planner.

Not only is the planner central to promoting good organisational skills for students, it is central to the implementation of the Positive Behaviour system and as it is the main tool of communication between home and school. For these reasons, it is imperative that students have their planner with them each day. Our systems fail without the planner.

Students who fail to bring their planner to school will be not be permitted into mainstream lessons and will be placed in inclusion for the duration of the day.

We do recognise that young people can make mistakes and need to learn the importance of organisation. For this reason, we operate a *one strike* rule, which allows students **one** occasion during **one** academic year in which they will be exempt from the sanction of inclusion if they have forgotten their planner. Parent/carers will be notified by text when this has occurred. Students will be issued a first strike planner sheet which will replace the planner pages for that day. Students must report to the HUB the following day with their sheet and their planner before they re-enter school.

For second and repeat incidents, students will incur the sanction of inclusion. Parents/carers will be notified when this occurs, as soon as possible that morning. We do not ask parents/carers to bring the planner to school. This will not change the sanction.

Monitoring of Student Planners

Each week, Form Tutors will check the planner for Written Comments. If a student receives 5 or more Written Comments in one week, the form tutor will set a Whole School Detention.

Form Tutors will ensure students track their Bonus Credit Stamps at the end of each half term and running totals are recorded.

Form Tutor time will also provide a good opportunity for students to discuss and reflect on their sanctions and rewards with their Tutors and also during the Progress Review Lesson.

Parents and carers have a key role in monitoring their child's Planner. It is expected that parents / carers will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate section to check for detentions.

Appendix 11: Taking into Account Individual Need

SEND, EAL, CLA, Medical Needs, Young Carers

Where a child is covered by SEN and disability legislation, reasonable adjustments and targeted support will be considered by the school as required under the Equality Act 2010.

Teachers will use Learning Passport strategies to engage students, to meet learning need and in doing so, will first and foremost aim to prevent students from exhibiting poor behaviour.

Teachers will make use of other relevant information stored centrally, SIMs student profiles, linked documents and pastoral briefings to support vulnerable and complex needs students as required in the classroom.

If behaviour leading to repeated sanctions is directly related to a diagnosed learning need, the school will implement strategies and make reasonable adjustments with the aim of allowing the student to meet expectations. Additional training and information is given to staff when necessary. We act on the guidance of appropriate outside agencies when making reasonable adjustments for students with additional needs.

If a sanction is imposed, consideration will be given to the need for reasonable adjustments and/or targeted support to assist the student during the sanction.

Examples of reasonable adjustments for sanctions might be: differentiated work for detention, different seating plan for detention, differentiated work for inclusion and/or exclusion, flexi seating in inclusion, shorter and varied tasks in inclusion, time out in LINK for inclusion, timely one to one assistance in inclusion, allowing fidget toy, shorter day in inclusion or for exclusion, time out with mentor.

If after, these reasonable adjustments have been made, a student's behaviour still fails to improve then they can be subject to a serious sanction including permanent exclusion.

Appendix 12: Support and Intervention for Students

- Clear and Proactive Positive Behaviour Policy – high expectations
- Regular reminders of Class Codes and Corridors Codes
- Behaviour for Learning assemblies
- Open door approach
- Staff highly visible / meet and greet / staff duties before, break, lunch and after school / the HUB
- High quality rewards system
- Robust Safeguarding Policy and procedures
- Daily Form Tutor Time – a student’s first point of call
- Student Reception – help desk
- Student voice through form representatives and the Student Parliament (council)
- Report cards/ Positive Report Cards and daily mentor
- Attitude to learning Report and daily mentor
- Punctuality report card
- Time Out card
- Medical Pass
- Toilet Pass
- Health or Medical Care Plan
- Academic support from teachers and relevant lunch/after school clubs
- ICT support and homework club in the ELC – lunch and after school until 4pm
- KS4 homework club every lunch
- KS3 homework club every lunch
- E- learning: e.g., Seneca, Hegarty Maths
- KS4 - Extra Maths, English and Science sessions after school
- A wide range of extra-Curricular activities and clubs after school
- ATL/Progress support from Year Coordinator
- Mentoring from the PBO (Pastoral and Behaviour Officer)
- Staff Mentor
- Leadership Team mentor
- Half term fresh start with Late to School policy
- Banked 6 daily credits every day, for all students
- Progress Review Lesson
- SMART targets from subject staff
- Intervention 10 groups
- Attendance challenge groups
- ATL challenge groups
- Breakfast club
- Hardship Fund
- Peer mentoring
- Post-16 Buddy
- Attendance Strategy Leader
- Referrals to LINK
- SENDCo and SEND team: Inclusion register, Learning Passport, TA support, LINK, briefings, EHCP, Ed Psyche referral, advice

- Mental Health First Aid Trainers
- Mental Health first Aid 1:1 bespoke sessions
- PDP small group sessions
- Leeds Faith in Schools Sessions
- Pastoral Support Plans
- Behaviour Contracts
- Weekly parent/carer contact
- Regular parent/carer meetings
- Family Support Referral/ Parenting classes
- Referral for Adult counselling for parents/carers.
- Bespoke interventions for a student after a School Around the Child Meeting
- Referrals to Horsforth Children's Services for a range of services
- Police intervention
- External speakers i.e. Knife crime performers, Police, Fire
- Targeted assemblies
- Focus weeks, i.e., Mental health Week, Anti- Bullying Week
- Lifeskills lessons – healthy lifestyles, healthy relationships, drugs education, RSE, risk and safety
- In school Careers advisor – impartial advice and guidance, careers interviews and meetings with parents and students
- Early Help
- Referrals to Mindmate – school counsellor
- Assistance with online counselling – KOOTH and CHAT HEALTH
- Referrals to external support agencies, i.e. Forward Leeds, CAMHs, Battle Scars, Medical Needs Teaching School
- Home Visits
- Student Safety Plans and Student Support Plans
- Individual Risk Assessments
- Bespoke Curriculum
- Reduced or phased timetable (only in exceptional circumstances: Appendix 13)
- Accessing wave 1 – 3 support from the North west Area Inclusion Partnership
- Managed Moves to another school
- Alternative Provision
- Behaviour Curriculum pathways
- Social Care – Duty and Advice.

This is not an exhaustive list.

Appendix 13: Reduced Timetables, Alternative Provision, Managed Moves

Students on reduced timetables

All students, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have and school has a statutory duty to provide full time education for all students. This is defined as 25 hours of education a week.

Reduced timetables are only considered in exceptional circumstances and will only be used in the following circumstances:

- as part of a reintegration and phased approach for students who have not attended school for a period of time due to prolonged illness, disability, mental health issues, family circumstances, etc.
- as a short term, **temporary**, planned intervention of managing students at risk of permanent exclusion in order to provide support and/or respite for the student which will never be used in isolation and always be part of a wide range of interventions/support for that student.

Reduced timetables will only be used when key staff have explored and implemented all other appropriate options for support and intervention for the student (see Appendix 12). Consideration of a reduced timetable would be taken at a *School around the Child* meeting with key members of specialist staff present and in agreement.

This may lead to discussions with specialist support services and/or referral to the Area Improvement Partnership alongside an Early Help Assessment and the school may decide to initiate external agencies before a reduced timetable is issued.

In all situations a written plan must be put into place which clearly sets out:

- What support will be put in place to enable the student to return/attend school on a full-time basis as soon as possible
- How work will be provided to the student whilst they are not on the school site and how progress will be monitored and reported
- How the safety of the student will be assured when they are not on the school site. An Individual Pupil Risk Assessment should be completed for any student on a part-time timetable
- A time limit to when the student is expected to attend school on a full-time basis again, with appropriate targets to gradually increase attendance during the period agreed
- School will report the number of students on a reduced timetable to The Local Authority and LSCB through the statutory annual review audit

Students on Alternative Provision Programmes

Alternative Provision

For some students we reserve the right to place them on a partial or full-time alternative placement/ provision.

Partial placements are used where a student is struggling to cope with 5 days a week in school and their behaviour is placing them at risk of permanent exclusion. Students will be placed on a temporary “turnaround” programme which is suitable to their ability and will be supported through work being provided by school where appropriate. These programmes will be reviewed on a regular basis and students will be visited by a member of staff from school.

Students are placed on full-time alternative placements when they have been involved in a serious incident where there is need for considerable time to pass before a student can be re-integrated back into school or if the school is not the most appropriate setting, after all other interventions have been implemented. Students will be placed on programmes that are suitable, securing the best possible outcomes and will be visited and supported by a member of staff.

The progress, attendance and safeguarding procedures of these students will be closely monitored and review meetings held with parents/ carers on a regular basis.

Managed Moves

Some students find it difficult to conform to our expectations and some of these students benefit from a fresh start at another school. The placement of students at other schools is done through the process of a Managed Move. Students remain on the roll of Horsforth School but attend another local school from the North West Area Inclusion Partnership (NWAIP) on a trial basis.

The Managed Move can be supported by an outreach worker, from the NWAIP. The trial period usually lasts for the equivalent of a half term, but schools may decide to extend this period.

Where these placements are successful the hosting school will choose to take the student onto their roll on a permanent basis. If the placement is not successful, the student will return to Horsforth School, where further interventions and support will be considered.

Appendix 14: Mobile Phone Confiscation and Sanction procedures

	School will:	Student:	Parent /carer:
1st confiscation	Confiscate the phone Store in HUB safe Log the offence	Collect phone themselves at end of the day from HUB Friday 90 minute Headteacher Detention	Will receive a school text to notify of first offence Remind child of acceptable use at school
2nd confiscation	Confiscate the phone Store at the HUB Log the offence Transfer to the LT safe Contact home	Will receive a full day in inclusion	Notified by phone if possible (text, if not) Make an appointment between 7.30 -5pm to collect the phone from Leadership Team at school
3rd confiscation	Confiscate the phone Store at the HUB Log the offence Transfer to the LT safe Contact home	Will receive two full days in inclusion	Notified by phone if possible (text, if not) -Make an appointment between 7.30 -5pm to collect the phone from Leadership Team at school
4th confiscation	Confiscate the phone Store at the HUB Log the offence Transfer to the LT safe -Contact home to arrange a meeting with the Deputy Headteacher	Will receive three full days in inclusion	Notified by phone if possible (text, if not) -Make an appointment between 7.30 -5pm to collect the phone from Leadership Team at school Attend a meeting to discuss that: student does not bring their phone to school and is subject to a search or handing it to the HUB every morning for the duration of the day.

If a student refuses to hand over phone they will be issued with 1 extra day inclusion on top of their allocated sanction.

Refer to the Mobile Phone Policy for more details

Appendix 15: Items banned from Horsforth School

The aim pursued in confiscation property is maintaining an environment conducive to learning and one which safeguards all members of the school community. These items will be confiscated and parents/carers will be contacted regarding their return.

Fire lighting equipment:

Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic / vaping cigarettes
- Any equipment related to taking or smoking of drugs
- Alcohol
- Any form of illegal drug.

Weapons and other dangerous implements or substances such as:

- Knives, pen knives, switch blades, sharp objects
- Razors, razor blades, sharpener blades – which have been removed
- Catapults
- Guns (including replicas, water guns and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Fireworks
- Dangerous chemicals.

Other items:

- Caffeinated / sport energy drinks, chewing gum, large bags and blocks of confectionary
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Mobile phones/electronic devices may be brought to the school but must be switched off and in a bag during the entire day whilst on school site

Students must not bring into school any form of Stolen Property. Nor buy or sell anything on school site.

We reserve the right to ban/confiscate other items that impact on school behaviour or health and safety of our community as they arise.

Appendix 16: Searching, Screening and Confiscation

Searching

Horsforth School is committed to safeguarding and promoting the welfare of the members of its school community. Therefore, there may be occasions when designated staff find it necessary to search the person or the belongings of a student.

Schools are permitted to search students under the Education and Inspections Act 2006 and DfE Guidance for Schools on Searching, Screening and Confiscation (February 2014).

The Headteacher can authorise a search of students or their possessions (including bags and lockers) without consent if there are reasonable grounds for doing so. However, in the rare occasions where designated staff search a student, the student is always asked to comply first, to give consent and help staff in their search.

For major safeguarding breaches searching students may have to be done without consent, and reasonable force may have to be used to carry this out. Headteachers have the power to do so for suspected weapons, drugs, alcohol and stolen property.

Horsforth Guidance for Searches:

With consent:

- Only authorised, designated staff can search (Leadership Team and Designated Safeguarding Officers DSOs or Pastoral Staff)
- Two members of staff are present, one member of staff should be the same gender as the student being searched if possible
- Designated staff can search for any item banned from Horsforth School
- School does not need formal, written consent from parents, it is enough for staff to ask the child to turn out their pockets, coats, and bag
- Staff can ask the child to remove a coat and any outer clothing (clothing which does not touch the skin) Parents will be informed if this is the case.

Without consent:

- Only authorised, designated staff can search (Leadership Team and DSO's) and for weapons, drugs, alcohol and stolen items
- Two members of staff are present, one member of staff should be the same gender as the student being searched if possible
- School does not need formal, written consent from parents
- Staff will search bags and lockers for the 4 prohibited items
- Staff may use positive restrictive interventions to do this
- If the student refuses to remove outer clothing, (clothing which does not touch the skin) it is referred to the Leadership Team and Police if there is a strong suspicion and nothing is found. Police can conduct personal searches. Parents will be informed.
- Searches of this kind should be logged on SIMs.

General power to confiscate

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Besides the items banned at Horsforth School, all members of staff can confiscate the following items:

- Mobile Phones and Electronic devices, including ear phones, Air pods, headphones
- Jewellery
- Incorrect uniform or outdoor clothing that is worn inside / incorrectly.

Clothing, jewellery, and drinks will be returned at the end of the day from the HUB, all other items will be returned when school have contacted parents unless otherwise stated in this policy.

Where we find stolen items, these will be given to the police. Any weapons or items that are evidence of an offence must be passed to the police as soon as possible. Weapons will only be returned to a parent/carer and not to a student.

School will inform the student's parents/carers or guardians where weapons and knives, alcohol, drugs of any form, cigarettes of any form, stolen items, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property are found, although there is no legal requirement to do so.

Screening Students

School staff or the police can screen students for weapons or phones, using portable wands.

Appendix 17:

CARE AND CONTROL PROCEDURES (Positive Restrictive Interventions)

This was written using Department for Education 'Use of Reasonable Force, Advice for head teachers, staff and governing bodies. July 2013' and it relates to the Education Act 1996 and Education and Inspections act 2006.

This forms guidance for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. These procedures include information on the use of reasonable force to control or restraint pupils which are referred to by school as Positive Restrictive Interventions. Parental consent is not required to restrain a pupil.

Purpose:

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school/provision respond positively to our Positive Behaviour systems and authority of all staff. This ensures the well-being and safety of all pupils and staff in school/provision. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of positive restrictive interventions may be required. Horsforth School acknowledges that use of positive restrictive interventions are only part of a whole setting approach to behaviour management and as a last resort and where possible by staff who have been appropriately trained by the LCC Health and Safety team.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand the behaviour policy and their responsibilities in the context of their duty of care and in taking appropriate measures to prevent escalation and in knowing what to do if positive restrictive interventions are deemed necessary
- (ii) Are provided with appropriate training to deal with these difficult situations.

Legislation:

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility what would be an offence for an older pupil)¹;
- causing personal injury to, or damage to the property of, any person (including the pupil himself);

- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. (Section 93 of the *Education and Inspections Act 2006* makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

The application of any form of physical intervention places staff in a vulnerable situation. It can only be justified according to the circumstances described in these guidelines. Staff, therefore, have a responsibility to follow this and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Positive restrictive interventions will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions of Positive Restrictive Interventions or Positive Handling:

No legal definition of reasonable force within a school's context exists, however for the purpose of this policy and the implementation of it in Horsforth School:

'Positive restrictive intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property'.

The scale and nature of any physical intervention at Horsforth School 'must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause'. (DfES/DOH Guidance for Restrictive Physical Interventions, July 2002).

This guidance aims to provide a transparent overview of how we use physical contact to both care for and, where appropriate control our pupils. Working within philosophy of 'Every Child Matters' with a particular focus in relation to the strands of 'staying safe' and 'enjoying and achieving', our Care and Control policy describes the acceptable physical interaction between staff and pupils on a daily basis. Based on the principles of moving from least intrusive to more restrictive holding we have divided interaction into three definable areas.

Physical Contact:

Situations in which physical interaction occurs between staff and pupils to either care for pupils who may be distressed or have severe and profound learning disabilities, or in subject areas such as physical education in order to promote inclusive learning opportunities and deliver the National Curriculum.

Positive Physical Intervention:

This may be used to divert a pupil from a destructive or disruptive action, for example guiding a student using a caring C on the back of their arm. The techniques implemented here will include 'turn, gather, guide' and the 'friendly or small child hold'. The important factor within these situations is the compliance of the child as a result of the intervention. Staff may need to block a student's path with their arms across the space the child may enter but will not come into contact with the student.


Positive Restrictive Interventions: Physical Control and Restraint/Restrictive Physical Intervention:


This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents are recorded and reported to parents and will be stored on CPOMs in an accessible way.


As indicated the level of compliance from the student determines whether or not the interaction is an intervention or a control/restraint. If in doubt, then staff should always record the incident using the school's standard recording form.

Underpinning values:

Everyone attending or working in this school has a


right to:  recognition of their unique identity;


 be treated with respect and dignity;


 learn and work in a safe environment;

 be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

 individual consideration of pupil needs by the staff who have responsibility for their care and protection;

 expect staff to undertake their duties and responsibilities in accordance with the school's policies;

 be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;

The school will ensure that parents/carers and pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school. In turn parents/carers will have committed themselves through the 'Home School Agreement' to promote the good behaviour of their child and that efforts have been made by them to ensure that he/she understands and follows the school's Behaviour Policy.

Authorised staff:

At Horsforth School, the power to use positive restrictive interventions applies to any member of staff if they are using their right to exercise duty and care, including any other person to whom the Headteacher has authorised to have control or charge of pupils. This can also include people to whom the Headteacher has given temporary authorisation to have control or charge of pupils such as unpaid volunteers. The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (e.g. a trip or visit).

The school provides training for staff and HR retains a list of all those that have designated specific training from LCC.

Physical techniques are not used in isolation and Horsforth School is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition, procedures will be put in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's;

- age,
- gender,
- level of physical, emotional and intellectual development, special needs,
- social context.

They also provide a gradual, graded system of response.

Where appropriate IPRA's, Positive Behaviour Support Plans, Positive Handling Plans are written for individual children needing this level of support,

IPRA's (Risk Assessments) are completed for a child when physical restraint may need to be used in the context of the identified target behaviour(s) and environments in which they occur. The DSL has attended the LCC training for IPRA writing.

Strategies for dealing with challenging behaviour:

As endorsed in the school's Positive Behaviour Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident.

- Verbal and non -verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
 - that this is a repeated request for compliance;
 - an explanation of why observed behaviour is unacceptable;
 - an explanation of what will happen if the unacceptable behaviour continues.
- A statement of intent that physical intervention may well be used alongside a reminder that holding will cease when the child shows compliance. If possible, summon assistance from on call staff. Staff will give students a way out and choices.
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Training in physical intervention given to staff will include sections on the current legal framework, background, theory and rationale behind the T.E.A.M. T.E.A.C.H. Approach as well as an understanding of personal space, body language and a personal safety curriculum prior to any physical techniques being taught.

Appendix 18: Discipline beyond the School Gate

The School have a statutory power to discipline students who misbehave outside of the school grounds (The Education and Inspections Act 2006). The DfE guidance, (Behaviour and Discipline in Schools, 2016) states, *“Teachers have the power to discipline pupils for misbehaving outside of the school premise. To an extent which is reasonable”*

Horsforth School will therefore investigate and put in place appropriate sanctions for any non-criminal, poor, inappropriate behaviour and/or bullying which occurs off the school premises and which is witnessed by a staff member, reported to the school or evidenced through the use of social media, text messages or email.

This will include any misbehaviour that occurs when a student is:

- taking part in any school-organised or school-related activity or
- travelling to and from school or
- wearing the school uniform or
- in some other way identifiable as a student of the school.

It will also include any misbehaviour at any time, whether or not the above apply, that:

- could have repercussions for the orderly, safe running of the school or
- poses a threat / humiliation / violation to another member of the school community or member of the public or
- could adversely affect the reputation of the school
- that is illegal.

Each incident of inappropriate behaviour committed off the school site will be considered on an individual basis but in deciding any sanctions to be taken, consideration will be given to the extent to which the behaviour may have repercussions for the orderly running of the school or might pose a threat to the school community or wider community.

Parents/carers will always be informed of sanctions and reasons.

We may involve the input of the Police.

Appendix 19: Malicious allegations against members of staff

In the event an allegation against a member of staff the Headteacher will order a full investigation using the Director of Human Resources and the Deputy Headteacher.

If shown to be malicious the student(s) involved will be dealt with according to the severity of the allegation.

Sanctions could include withdrawal from classes taught by the member of staff, inclusion, fixed term or permanent exclusion.

Where appropriate the Police or Pastoral Lead will work with the student to make them aware of the possible legal ramifications of malicious allegations under the Protection from Harassment Act 1997.

A restorative practice session will be offered to the member of the staff whom the false allegation has been made against and HR will offer support to the member of staff.

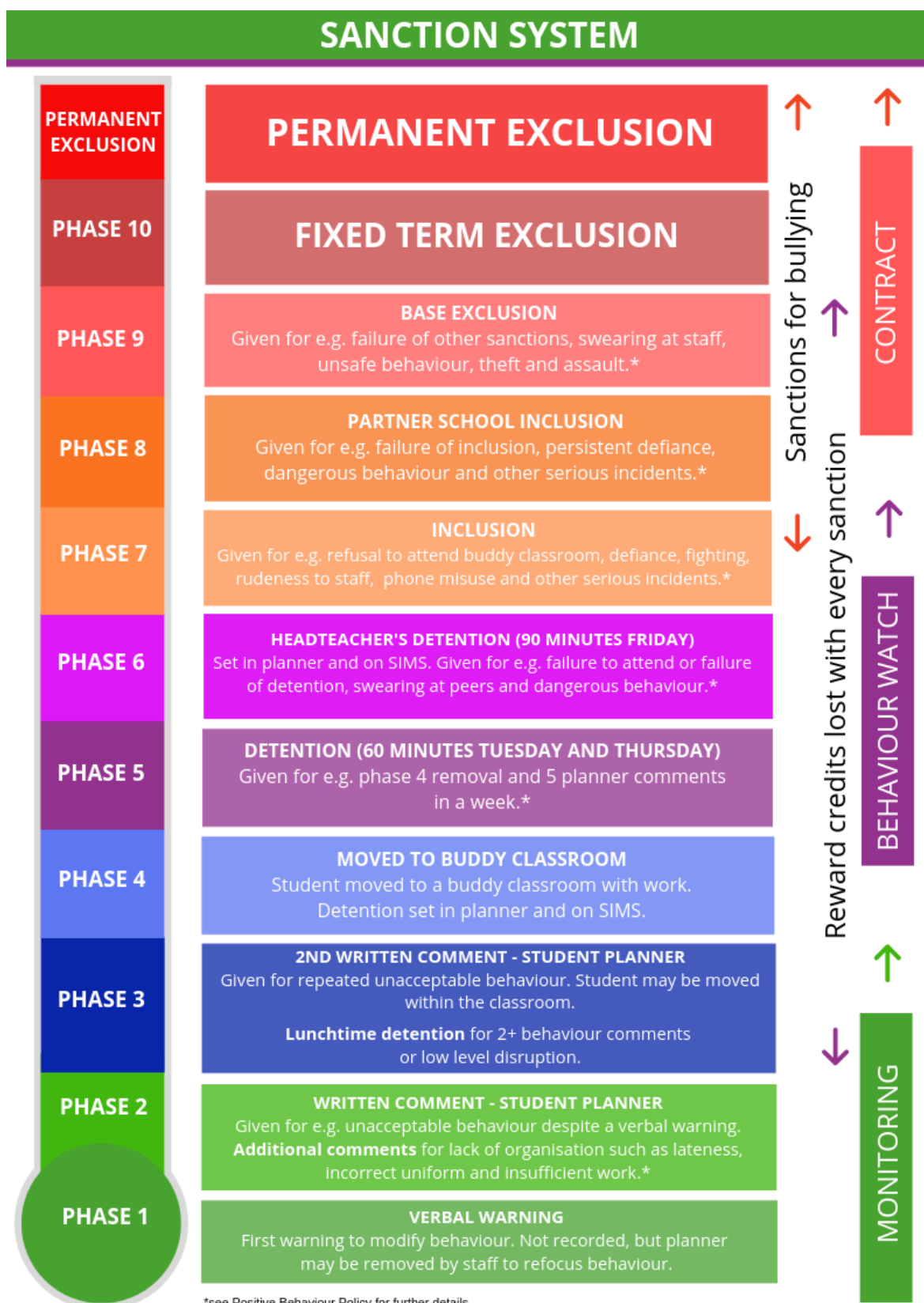
Where the allegation has been made by a person who is not a student the police will be asked to consider whether legal action should be taken against them.

Any malicious allegations will be referred to the Local Authority Designated Officer (LADO) for recording and action where necessary.

Appendix 20: The Rewards and Recognition Chart



Appendix 21: The Sanctions System Chart



Appendix 22: Linked Policies and Guides

Please read this policy in conjunction with the following policies/guides:

- Anti-Bullying
- Child Protection
- Uniform
- Inclusion
- Exclusion
- Mobile Phone
- Home/School Agreement
- Attendance Policies