Behaviour Management Policy - Students

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General Principles

1 Statement of Policy

- The mission of our Academy is to maximize the now, the time students spend in the Academy, prepare for the next – prepare students for their next steps and lay the foundations for later, the unknown steps later in life.
- It is the policy of the Academy to ensure that we achieve this mission through our curriculum principles. Central to achieving all of our principles is a strong, consistent behavior policy. This policy sets out our expectations of conduct within the Academy and beyond the gates.
- The two key principles which apply throughout the policy are “No limits” and “Respect”.
- In short, we have high standards of our conduct, so that all can flourish, be safe and secure.
- Our principles in full are:
  NO LIMITS (setting challenging targets for each other)
  RESPECT (for yourself, others, our environment and education)
  SUPPORT (helping others when you can see they need it)
  BROADENING HORIZONS (getting involved in more than just learning)
  COMMUNITY (working together)

2 Other Policies

This policy should be read in conjunction with the following:

- Respect Policy (Anti-bullying/prejudice)
- Single Equality Scheme Policy
- Uniform Policy
- Suspension Statement
- Acceptable Use Policy
- Home Academy Agreement

3 Key Principles

Managing around 1300 students can be a challenge. Rules and expectations are vital in providing safety and success for all.

The first key principle of this policy is “No Limits” that students have No Limits in:

1. Academic expectations
2. Challenges we set ourselves now and in the future
3. Standards we hold ourselves to

Through high expectations in conduct, we allow all, the best possibility to flourish

The second key principle applied throughout this policy is “Respect”

1. Respect for others
2. Respect for ourselves
3. Respect for our environment and
4. Respect for education

Where there is high regard for respect, a safe, secure purposeful environment is created for all.

Students should be encouraged to develop a No Limits approach and a respectful manner by understanding the consequences of their actions. The policy recognises that the default position of students is that they want to do well, respect others and value education. The aim of the policy is to ensure this occurs across all of the students all of the time. The policy provides a framework to create the circumstances for a culture of respect to flourish. The policy allows structures to manage situations where actions fall below the expectations set out in this policy.

Working together –we can ensure the best possible environment for all, please refer to the Home Academy Agreement.

4 Aims

The aim of a whole Academy policy on behaviour and discipline is to ensure:

- That all can learn to their No-Limits potential
- That students feel respected, safe and secure
- That all expectations are enforced with consistency and without excuse
- To provide support for all students to not put limits on themselves or others
- That staff are able to perform their jobs, free from disruption and abuse
- That for the behaviour policy to work well and to be of benefit to all. then it must be consistent and adhered to.

5 Academy Consistency

All staff have direct responsibility for standards within the classroom environment and within the wider Academy. The students must be made aware of staff routines and expectations. The Academy rules and expectations will be displayed in student planners and should be used as a reference point.

The teachers and students have agreed the rules so that:

- That the Principles of No Limits and Respect can be followed by all
- There is a common and agreed framework of No Limits and Respect
- Students are clear about Academy expectations

- Expectations are displayed in student planners as a reference point for all lessons
- That the Fair Deal allows input from students at the appropriate time

6 Specific Areas

In addition to the Academy rules, it will be necessary for some teachers to develop more specific rules in line with the nature of the subject; the equipment commonly used and the layout of the room. Health and Safety considerations will guide these specific rules in the more practical subjects.

7 Respect our education

Classroom Routines

Effective classroom routines are key in maximising learning for all. Students are expected to engage with classroom routines.

Classroom Processes

Set out below is "The Academy system for managing behaviour in the classroom". This does not replace the need for effective routines, responses and relationships.

The check system is a classroom sanction that will be applied as a corrective reminder if a student makes a poor choice or breaks a classroom rule. Reasons for a check include:

- Poor work
- Not following the seating plan
- Not actively listening to the teacher
- Disrupting own or others learning
- Talking over the teacher
- Anything else that a student has been reminded about by a teacher

The check system will follow the routine below:

- Friendly warning – the student will be reminded of the expectations in the classroom
- Check 1 – This is a second reminder of the classroom expectations
- Check 2 – Matrix – The student will be sent to isolation for the rest of the lesson and a 50 minute same day detention.

For more serious incidents, students may need to go directly to check 2. Examples of more serious incidents include – verbal abuse to staff, damage, physical contact and prejudiced actions. This is at the discretion of the adults in the room.

Low level disruption
Low level disruption can be extremely disruptive and prevent students from learning. Low level disruption are behaviors that have a high impact on the quality of education able to be delivered and do not show respect to education, the principles or staff.

Some examples of LLD are:

- Not active listening
- Turning around
- Talking over the teacher
- Talking across the classroom
- Shouting out
- Not completing work

If a student reaches a matrix, student will go directly to the matrix room.

The Fair Deal

Where students would like to discuss any action/incident then the Fair Deal outlines the appropriate ways in which to do this. This involves a sensible discussion at an appropriate time as to not cause any further disruption to learning or the Academy environment. (Not in lesson time). The Fair Deal builds on the principles of respect, support and community.

Lateness to class

Lateness can have significant impact upon learning of the late student and the learning of others within the class. Being prompt shows respect for education, others and yourself. Punctuality is a key skill and is covered by the Expert Learner Programme.

<u>For students:</u>

- Lateness is defined by students arriving at the lesson significantly later than the majority of the teaching group
- Lateness to the morning Lesson 1 session is defined by students arriving in the lesson 1 room after 8.35am or their specific start time
- Students who arrive late to Lesson 1 will receive a 50 minute same day detention.
- Persist lateness to lesson will result in isolation or further sanctions
- Where lateness persists, parents/carers will be required to attend a formal meeting to solve the issue.

Work not completed or of poor quality

Students not completing work within a lesson should follow the check system following initial support.

If the student is frequently not completing work, or consistently producing work of poor quality, staff should seek the support of the Curriculum Director. If there is still no improvement the matter should be referred to the Head of Year again with a view to parents being contacted.

If Heads of Year sanctions fail to make an impact, the student may be referred to the SLT link or Deputy Head of School.

To address progress at the earliest possible opportunity, parents/carers will be expected to attend a progress panel meeting.

Absolutes

The check system can be by-passed in the event of a more serious incident such as verbal abuse, physical contact or damage.

Students leaving lesson

During each lesson period, students should not request permission to visit the toilet unless they have a medically evidenced toilet pass. Letting a student out for the toilet should be a rare and exceptional occurrence as students should be encouraged to use the toilets before the Academy day, at break, lunchtime and after school. Frequent time out of the classroom can cause significant gaps in learning.

Students with evidenced medical problems will be provided with a pass in the planner and logged with evidence on the tracker (planner must be out at the start of the lesson and the sticker must be given, signed with a date and time), the planner should be always carried by the student. Pass to be authorised by Designated Safeguarding Lead.

Toilet passes will carry a review date and will be referred to the school nurse. Students frequently out of lesson will be referred to the school nurse/and or be required to attend a parental meeting

Any medical or time out pass that is issued must be authorised by a medical professional or, in exceptional circumstances, the senior leader responsible. Medical passes or time out passes will be time stamped and subject to passes being revoked through misuse. A sticker must be still added for individuals time out of class.

Any reason to be out of lesson will be recorded in planners by an out of lesson sticker – this must be carried with the student and time stamped.

Students should not leave a lesson without good reason and would not normally be allowed to leave a lesson. Students will only be allowed out in a medical emergency not for minor ailments, or to fill water bottles

Students out of lesson should always have a planner with permission sticker inputted. The on call team will return the student to the classroom to pick up their planner and find out why they were allowed to leave without it.

Students should never leave the classroom without a sticker in the planner from a member of staff. This includes those with a toilet pass or other pass. Students who 'walk out' will receive a 50 minute detention.

All students are expected to treat the toilet area with respect for the benefit of all students. Respectful behavior extends to all toilet areas.

8 Respect around the Academy

Students are expected to move around the Academy site courteously and with respect.

At the end of lessons, break and lunch there is inevitably going to be a degree of congestion. To ensure respect for others and the environment, we maintain a 'courteous corridors' policy.

Courteous corridors are ensuring respect around the Academy area.

"Courteous corridors" include**:**

- Sensible movement around the Academy using the one way system
- Maintaining high standards of behaviour whilst outdoors
- Moving around the Academy on the left hand side
- No chewing gum on site
- Only eating / drinking in designated areas, (not on the corridor or outside)
- Eating when seated
- Clearing plates etc. away after lunch
- Using bins/trolleys provided for any litter
- Not being on the corridors following lesson start
- Removing outdoor clothing inside
- Be aware of visitors trying to move and give way where possible. Be positive e.g. holding doors, saying hello
- Ensuring no damage is caused
- Waiting in line for the buses
- Wearing correct uniform without prompt, following the uniform policy

- Standing in the OWS seating area
- Not bringing in large fizzy drinks (above 500ml), energy drinks or fast food
- Being courteous to others using Sirius Academy North manners
- No Lapping

Some courteous corridors are especially key for safeguarding/supporting education:

- No physical contact (playing or otherwise)
- Not throwing food/items
- Moving quietly and courteously without shouting, foul language or causing disruption
- Not riding bikes across the bus stop area
- Following the one way system

Some courteous corridors are regarded as absolutes:

- Throwing a food item
- Going the wrong way on the stairs
- Misuse of toilets
- Touching the piano

These may result in internal/external suspension.

Where students 'bring the Academy into disrepute' whilst traveling on the service buses, then the Academy will apply a daily 15 minute hold back to minimize the impact of poor behavior on the buses.

Where students travel on the Academy minibus, this privilege can be removed in cases of poor behavior related to travel on the minibus.

Students will be monitored on a weekly basis for levels of courteous corridors. The sanction will be discussed with the student and parents and lunch time isolation maybe applied.

Students are expected to wait in an orderly fashion at bus stops. This includes waiting inside the school fence for buses directly outside the Academy. This is to allow for safety of students and pedestrians. Not doing so will be logged as a courteous corridor. Riding bicycles across the bus stop area poses a serious health and safety hazard.

Students are expected to behave in a respectful, courteous manner whenever they are wearing their school uniform. This includes on the way to and from school.

Academy Uniform – See Academy Uniform Policy

Mobiles/Electronics

The use of all smart devices such as mobile phones and smart watches is becoming increasingly problematic in schools and beyond. The use of these often deflect from education. The management of such devices is difficult so all smart devices have a seen or heard policy within the Academy grounds. The use of mobile phones is a key driver of cyber bullying.

Specifically this means:

- Any smart devices (phone/watch/headphones/speakers etc.) 'seen or heard' in the Academy grounds and during lessons times will be confiscated until a parent/carer collects.
- This includes in corridors, social spaces, reception and outside
- The Academy grounds are classed as anywhere inside the green perimeter fence.
- Visible mobile phones in pockets are 'seen' and will be confiscated. This includes phones obviously seen in pockets. Phones should be placed in bags and turned off.
- Any smart devices 'seen or heard' in any area of the Academy grounds (including outside) during the school day will be confiscated
- Students are allowed to carry mobile phones if parent/carers require peace of
- mind. Though these should not be 'seen or heard' and placed in their bag
- Parents are encouraged to contact the Academy to leave messages or contact in an emergency. Students can do the same out of lesson time.
- Any confiscation, a parent/carer will be required to come into the Academy to collect.
- Students who refuse to hand over their smart device will be isolated from their peers and contact made with home to resolve the issue,
- Any mobile phone confiscation or refusal will lead to mobile phone being handed in on entry for the remainder of the term.
- When in Matrix room/Sapphire, mobile phones will be handed in at the start of the day.
- If a student is suspected of using a mobile phone in their pocket, this will be confiscated. This is at the discretion of staff.
- Students showing persistent defiance related to mobile phones will be suspended.
- If a student is suspected of using a smart watch for messaging, accessing the internet, and using social media, then the same rules on using mobile phones will be applied.
- This includes use of the phone in the reception area or anywhere in the building in the school even after 15:05.

- Trips will be considered on an individual basis, and expectations will be communicated before each trip.

- For mobile devices that are needed for medical reasons eg diabetes parents will be contacted on an individual basis

Student planners

Student planners are an integral part of academy practice. Use of the planner shows a No Limits attitude and respect for education.

Students are expected to have the planner and full equipment each day on their entry to the academy. Any missing items of equipment will be bought and a charge applied to Parentmail. Equipment such as the planner/pens/whiteboard etc. should be resolved by contact being made with home and the issue being resolved by either parents bringing it in or students going to pick up. Students will not attend lessons until these are resolved.

- Planners should be available at all times and placed on the table in each lesson
- Planners are vital for many areas of the Academy including recording practice, recording messages, toilet pass and recording attitude to learning
- Planners should be carried at all times for inspection
- Essential equipment includes:

    - Red, green, black and pink pen
    - Pencil
    - Whiteboard marker
    - Highlighter
    - Eraser
    - Reading ruler
    - Glue

Water bottles

To support respect for the environment, the Academy no longer sells single use plastic bottles. Students should bring their own clear water bottle.

The reduction of large (500ml plus) fizzy drinks and energy drinks will also support the health of our students (respect for ourselves).

The Academy has provided more contactless water fountains to support students in staying hydrated.

To support the policies on planners, electronics and water bottles, students are required to carry a bag.

9 Respect for the Academy environment

Chewing gum

Students are not allowed to bring gum onto the Academy site. If students are seen to be chewing, they will be told to remove the gum and the incident recorded as a courteous corridor.

Damage

- Damage is one of the Academy's absolutes. The Academy is for everyone including future generations. It is essential we respect this environment
- Damage reduces funds directly available for learning
- Damage will result in – parental contact. Suggested payment and possible community payback and/or suspension.
- Damage will prevent students attending academy visits/events/rewards.

Truancy

Truancy is being anywhere where you shouldn't be at any given time. Every student on the corridor must have a sticker in their planner no matter the reason. If there is no sticker in the planner, this is truancy and will result in a 50 minute detention.

Truancy is a serious safeguarding issue as there is a serious disruption to learning.

More serious incidents

The Academy has a number of 'absolute' rules which are unacceptable in the Academy. These absolutes demonstrate a lack of respect and have no place in the Academy.

The "absolutes" of the Academy:

- Verbal abuse - Whatever the context, swearing/abusive language directed to staff or students, or within the hearing of staff or students is unacceptable and must result in an appropriate sanction
- Absconding (leaving the school site) - A key aspect of the Academy is to keep students safe. Absconding is a significant safeguarding risk
- Damage - The Academy is for everyone including future generations. It is essential we protect this environment. Damage reduces funds available directly for learning
- Refusal/defiance - This is a basic of respect. All students must abide by the Academy's behaviour policy which includes following instructions from adults. For the Academy to run effectively and for the benefit of all students.
- Any consequence that is given as a result of poor behaviour must be completed. This is part of being a student within the academy. Where

sanctions are owed, students will be isolated until they are complete. Continued refusal will result in other strategies being found to support the student

- Smoking and vaping - A key aim of the Academy is to support the health of all students. The Academy is a non-smoking site for all. The absolute of smoking/vaping extends to travelling to and from the Academy
- Disrepute - Respect extends into the community. This includes respecting others through social media, phones and travelling to and from the Academy. Others should be treated with respect, free from bullying, harassment or prejudice.
- Physical contact - Aggressive physical contact will cause harm to others. This can be both physical and mental harm. Every physical incident will be investigated with a sanction.
- Students must follow the instruction from adults. Punishment for severe defiance will result in a 3 or 5 day suspension. Where severe defiance continues, all Academy strategies will be explored up to and including permanent exclusion.
- Absolutes on the corridor includes going the wrong way on the stairs (due to health & safety) and throwing food or water (respect for others and the environment).
- Those who are disrespectful in the toilet area will receive internal/external suspension depending on severity.
- For incidents involving serious physical assault, all actions up to and including permanent exclusion apply. All students should be free from physical harm. Example of severe assault include premeditated, group or repeated assault. Assaults beyond the school gates and assaults premeditated through social media apply here.
- Those who record an incident will face absolute sanction.

The absolutes are:

- Verbal abuse towards staff - 3 day fixed term/internal suspension with parental meeting
- Absconding from site – 3 day fixed term suspension with parental meeting
- Damage – possible internal suspension with parental contact. Suggested payment and community payback or suspension.
- Prolonged defiance (refusal, repeatedly walking away from staff, this includes defiance of the sanction system) – 3 or 5 day fixed term suspension with parental meeting
- Smoking and vaping – 1 day internal suspension with parental contact and possible health referral and removal of vape in school
- Disrepute/bullying/prejudice – 2 day internal suspension with parental meeting and associated workshop work. Dependant on severity can also include external suspension.
- Mobile phone refusal - 3 day fixed term suspension with parental meeting and phone on entry moving forward.

- Physical contact – Minimum 3 day internal suspension and parental meeting or external suspension.
- For serious instances and any absolutes, including planned, physical contact then an external fixed term suspension or permanent exclusion would apply
- Wrong way on the one way stairs – 1 day internal suspension.
- Touching the piano – 1 day internal suspension.
- Throwing food or drink – 1 day internal suspension.
- Those who are disrespectful in the toilet area will receive internal/external suspension depending on severity.

For repeated breaking of absolutes/fixed term suspension a formal meeting will be arranged for parents/carers.

For repeated or serious infringements of the “absolutes” then all Academy strategies up to and including permanent exclusion will be used.

Character and Manners

As part of our principles, No Limits and Respect, we encourage our students to develop exemplary manners and a strong character. This is practised through our Character Education Programme but also in every day interaction.

- Students are expected to show good manners and respect at all times.
- This means that basic courtesy is demonstrated at all times including:

  - sir/miss/name,
  - please/thankyou
  - pardon,
  - excuse me,
  - good morning/good afternoon,
  - after you,
  - effective conversation
  - welfare checks (How are you?/How was your evening?)

10 TARIFFs, Sanctions and support

Where there are frequent actions then tariffs apply in order to quickly address any issues at an early stage.

Classroom based sanctions

Where low level disruption exists then students may be required by the teacher to complete sanctions. These may include (but not limited to), seat moves, parental contact, Academy detentions and/or faculty/year reports.

Students who are guilty of persistently failing to adhere to Academy expectations and/or are frequently matrixed or removed from lessons may be required to complete sanctions such as “blitz” monitoring, workshops, isolation, Year reports, SLT reports, internal alternative strategies. This will involve the student being given clear improvement targets that are closely monitored by Lesson 1 teachers, Heads of Year and Year Assistants.

Where negative actions continue to persist and/or absolutes continue to not be met then higher order strategies will be utilised to break the negative cycle. These may include the use of panel meetings, internal alternative provision, off site direction and direction to the use of external alternative provision.

The Academy, in partnership with Rise Academy, may utilise the specialisms of Rise Academy, where it is deemed the most effective cause of action to address concerns. This is in addition to internal processes such as Diamond Support.

Serious misconduct, such as: extreme violence, premeditated violence, bullying, sexual assault, the possession, use or supply of illegal substances or alcohol or the possession or use of an offensive weapon, will not be tolerated by the Academy and will lead to serious sanctions up to and including permanent exclusion for the individual or group involved in such actions. In the event of a permanent exclusion, the students’ record of behaviour will also be taken into consideration. (Refer to Exclusion Statement). Students who repeatedly break the absolutes despite high levels of support and parental engagement will be subject to more serious consequences up to and including permanent exclusion.

Permanent exclusion is the default sanction for violence against members of staff. Staff should be free to work without being subject to violence, this includes deliberate acts of violence such as throwing items or pushing items in to staff. Violence against staff also includes staff being harmed during preventing violence between students, where students do not stop under instruction

The persistent breach of Academy rules and the exhaustion of relevant Academy strategies can also result in permanent exclusion.

For Sapphire Internal support where the policies of Sapphire are not followed, this will result in suspension as a final action, as Sapphire is an ultimate support strategy. This will also include the successful completion of Sapphire days.

The use of detentions

23.9 Same day after Academy detentions are compulsory. Students who fail to attend a detention will be given additional isolation time and/or parental meeting. If a student persistently fails to attend detentions, they may be given an internal suspension until all detentions are completed and/or parents/carers attend a formal meeting.

23.10 Where there is an issue with an after Academy detention, parent/carers should contact the Head of Year prior to the detention, under certain circumstances the detention can be re-arranged.

23.11 The detention process is highlighted in appendix 2.

23.12 Where students disrupt a detention or complete insufficient work, Students may be placed in isolation until the detention is completed effectively.

23.13 Students are placed in detention for 5 reasons:

1. AM Lates
2. No PE Kit
3. Matrix Remove
4. Check 2
5. Walkout
6. Sparx Maths and Sparx Science noncompletion in Years 7,8 and 9. Sparx Maths, Sparx Science and English homework noncompletion in Year 10 and Year 11. This could be escalated to isolation at the Academy's discretion.

Banned Items

23.14 Where students are suspected of having items banned by Academy policy (chewing gum, energy/plastic bottled drinks), including knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, vapes, fireworks, pornographic images and any other article likely to be used to commit an offence, cause injury or damage property, where it is deemed that there is a safety issue, force could be used to enable a search for these items. (See restraint statement). Students will face sanctions for smoking/vaping in school uniform and/or in the vicinity of the Academy.

23.15 Where banned items are deemed a threat to students' safety, they will confiscated. Where there is suspicion of possession of vapes/cigarettes there will be confiscated. Students will be placed in isolation until the vape is handed in. Defiance could lead to a suspension.

23.16 The Behaviour Policy extends beyond the school gate, including behaviour to and from school, in the local shops and on public transport. Where safety or well-being is compromised, or the Academy is brought into disrepute, the Academy will follow the same more serious incidents procedures, including all relevant sanctions. In short, the Academy has the power to extend discipline beyond the school gate. *"Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (section 90 of the Education and Inspections Act 2006 paragraph 21).*

23.17 The Academy regards malicious accusations against staff as a more serious incident and sanctions up to and including permanent exclusion would be considered.

23.18 Where appropriate, students who disrupt the learning of other students or act inappropriately to members of staff or the public, may be expected to attend restorative practice meetings. For serious offences, including physical violence and racism, restorative meetings will be attended by the Academy's PCSO link officer. Students may also be required to write formal letters of apology.

23.19 Students who have broken the absolute rules will be subject to a range of sanctions. The use of internal suspension (Sapphire) is an internal sanction and the following rules apply.

- Students agree to work in silence throughout the course of the day on a range of tasks set by staff.
- Toilet breaks will be organised throughout the day.
- Limited lunch will be available to students.
- Students who do not work appropriately, disrupt Sapphire/Matrix room, frequently do not follow instructions or walkout are subject to higher consequences.

23.20 Loss of privileges – Where students break absolutes, truant or defiant are suspended. This is likely to result on a loss of privileges. This could include reward days/events, trips, prom, sporting fixtures. Where loss of privileges occur then notification will be by letter with a clear review date.

23.20 The Academy provides a range of support strategies both internal and external in order to prevent escalation of behavior. Support strategies will be applied at the discretion of the Academy staff or through triage systems based upon need. Examples of support can be seen in appendix 6.

Appendix

Appendix 1 – Classroom Actions

Friendly Warning

A warning that is given when a student does not meet the classroom expectation

Check 1

A second warning that is given when the student does not meet the classroom expectation for a second time

Check 2

A final warning – the student is removed from the room and sent to Isolation. A same day 50 minute detention will be issued

Appendix 2

Sanctions Review and Escalations

Sanctions

Isolation	08:30 – 15:05	Uniform/Jewellery issue/1-7 sanction defiance/CC/LLD/Sparx
Internal Suspension at Sapphire	09:00 -15:05	Absolutes Persistent Truancy Matrix Repeated defiance Verbal Abuse Failed to attend detention

Detention	Reason for detention
50 min Detention	Matrix/Late to school/Truancy/Walk Out/No PE Kit

Appendix 3 – Absolutes

Action	Consequence
Verbal abuse towards staff	3 day fixed term/internal suspension with parental meeting
Absconding from site	3 day external suspension with parental contact
Damage	1 day internal suspension with parental contact. Suggested payment and community payback or suspension.
Prolonged defiance (refusal, repeatedly walking away from staff, this includes defiance of the sanction system)	3 or 5 day fixed term suspension with parental meeting
Smoking and vaping	1 day internal suspension with parental contact and possible health referral and removal of vape in school
Disrepute/bullying/prejudice	2 day internal suspension with parental meeting and associated workshop work. Dependant on severity can also include external suspension.
Physical contact	Minimum 3 day Internal suspension and parental meeting. Possible external suspension.
Mobile Phone Refusal	3 day fixed term suspension with parent meeting. Phone on entry moving forward.
Wrong way on the one way stairs	1 day internal suspension.
Throwing food or drink	1 day internal suspension.
Touching the piano	1 day internal suspension.
Those who are disrespectful in the toilet area	Internal or external suspension dependent upon severity

Appendix 4 – Restraint Policy

This statement is designed to clarify the Academy's position on the use of force. The staff of the Academy expect to never use force or be put in a position where the use of force is necessary. However, following DfE guidance the Academy should not have a policy of no contact to ensure a duty of care can be met, that the safety of students, staff and property can be met as well as the smooth running of the Academy is maintained.

The Academy maintains that any need for the use of reasonable force in terms of control or restraint is extremely serious and will be sanctioned appropriately. Checks will be set in place to ensure the reasonable nature of any force used.

Any use of force should be reasonable, for example, to guide away from a situation or break up a fight.

In extreme cases, restraint may be necessary. In these cases, every effort will be made to avoid causing injury, but this may be unavoidable.
All staff have the power to use reasonable force * including volunteers and those accompanying a school trip.

As a general rule the use of reasonable force may be used when: -

- Preventing students from hurting themselves or others, from damaging property or from causing disorder.
- To both control or for restraint.

Some examples of situations where reasonable force could be used are: (not exhaustive)

- Removing disruptive students from a classroom, preventing pupils from disrupting school events or trips.
- To prevent a student from leaving a room if it is possible that the safety of themselves or others may be compromised or that it would lead to behaviour that would disrupt the behaviour of others.
- To prevent an attack or to stop a fight.
- To retrain a student at risk of harming themselves.
- In addition, reasonable force may be used in order to search for knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images and any other article likely to be used to commit an offence, cause injury or damage property.

There is no requirement to seek parents' permission for the use of force.
Force would not be used as a punishment or to search for items banned by school policy (except from those highlighted above). Reasonable considerations would be made with those with SEND.

Staff, where doing so, wouldn't compromise safety, always request support from the senior team especially in the case of the use of "control".

The use of reasonable force should be reported and logged with the safeguarding lead as a double lock to ensure correct procedure. Parental contact will be made with serious incidents as per absolutes procedures.

This procedure will not apply for other examples of contact highlighted through DfE guidance.

Sirius ACADEMY NORTH
WHERE STARS ARE BORN

The Fair Deal



RESPECT

Respect for others, respect for education.
Following the fair deal means:

- Report issues at an appropriate time (out of lessons).
- Show respect and not disrupt learning.
- Give your opinions calmly after the lesson.
- Follow instructions.
- Always be respectful to staff, other adults and other students.

SUPPORT

The Academy will:

- Listen to you at the correct time.
- Use all of the evidence available to decide on sanctions.
- Treat you fairly and consistently.
- Use the checks, except in more serious incidents.

COMMUNITY

If you have an issue:

- Talk to the teacher, year team or duty staff before school, break, lunch or after school.
- Attend the resolution session at the end of the Academy day.

Appendix 6 – The Fair Deal