



Grace Academy

Student Behaviour Policy

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1. Principles

Grace Academy seeks ‘...to provide a positive environment for learning, which inspires all to discover, develop and fulfil their potential and aspirations.’ It seeks to create an inclusive, caring learning environment through;

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the Academy’s policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

Grace Academy is committed to the promotion of positive behaviour and full attendance for all students and to supporting students to develop their social, emotional and behavioural skills. This policy provides the framework within which all staff, students, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

The Academy has two key values that underpin this commitment:

- meeting the needs of all students
- including all students, regardless of their ability or background

The promotion of self-discipline and respect for others also guides the Academy’s actions to promote positive behaviour and full attendance, and informs the Academy’s response to any kind of bullying or intimidation.

These values inform the behaviour of all members of the Academy community - students and adults alike - and will form the basis upon which the Academy asks for support and assistance from parents, carers, other members of the community and supporting agencies.

We aim to:

- work to sustain a caring happy community founded on Christian principles, fostering a love of learning
- use positive and age-appropriate methods to develop responsibility, mutual respect and independence
- boost self-esteem and a respect for individual differences
- develop skills of co-operation, collaboration and negotiation
- teach students how to work and play in a variety of social settings
- teach students to appreciate the choices and consequences of their words and actions
- ensure that all adults act as role models so that every-day behaviour reflects our shared values
- use rewards and sanctions to reinforce agreed behaviour

- teach students constructive ways of dealing with negative emotions and of resolving disputes
- ensure that students are punctual, motivated, appropriately dressed and prepared for their Academy routines
- prepare students to take increasing responsibility for their own learning, including looking after equipment.

2. Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance.

- Staff should use the most appropriate method of teaching, which draws on students' experiences and values their contributions
- Students should be received into a classroom where routines are established and high standards of behaviour and attendance are expected
- Explicit and regular praise should be used for all types of achievement

All staff have a responsibility to model, promote and teach social, emotional and behavioural skills. Staff need to use learning and teaching approaches that will support students to develop these skills.

The Religious Education and Values and Standards programme provides explicit learning opportunities for this. All subject areas need to create the climate and conditions for learning that promote these skills and allow them to be practised. All students can become successful learners, confident individuals and responsible members of the community.

3. Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the Academy community, including parents and carers.

The Governing Body will establish, in consultation with the Principal, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. The Governing Body will support the Academy in maintaining high standards of desired behaviour of students and staff.

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

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

This will include:

- monitoring fixed term and permanent exclusions; and
- ensuring the needs of students at risk of permanent exclusion are met

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the Academy. The Academy will encourage parents to work in partnership with the Academy to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the Academy any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

4. Training

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

5. Grace Academy Expectations

Grace Academy has very high expectations for all our students, their learning, their progress, their dress, their conduct and their behaviour. We expect all students to follow our simple code:

Respect for myself

- to demonstrate my respect for my rights to learn and to the best teaching and facilities available
- to attend at the Academy, punctually, with full uniform and equipment
- to participate and give my full effort in all lessons - 'doing my best'
- to respect my individuality - talents, skills and abilities

Respect for others

- to conduct myself and behave in a manner that shows my respect towards staff, other students and the community
- to show a clear understanding that bullying of any kind is totally unacceptable at Grace Academy
- to contribute positively to the life of the Academy, lessons and the community
- to commit to never disrupt the learning of others

Respect for the Environment

- to care for and look after the outstanding facilities and building of Grace Academy
- to look after the property of other people and to never abuse it
- to commit to eradicate litter, graffiti and vandalism
- to take an active part in protecting the local and worldwide environment

Through the Code of Conduct, students are informed about the expectations the Academy has of their behaviour, the manner in which these expectations will be rewarded and the response students can expect if they choose not to meet these expectations. It is based on respect for self, for others and for the

environment. It is designed to encourage students to develop responsibility for their own behaviour and attendance.

6. Code of Conduct

We should all be:

- considerate (we treat everyone as an individual with equal rights)
- polite and helpful always
- co-operative with everyone
- friendly towards everyone
- hard working (we do our best)
- honest about everything
- responsible for our actions
- punctual
- self-respecting
- respecting of others
- respecting property and the environment

7. Classroom Expectations

- (a) Arrive on time and be prepared to learn
- (b) Sit in your allocated seat
- (c) Put up your hand when you want to speak
- (d) Follow instructions the first time
- (e) Do the work set as well as you can and allow others to do the same
- (f) Respect yourself, others and the environment in which you are working

Departments may also have additional rules e.g. safety instructions etc

8. Rewards

Frequent praise and reward for achievement are features of learning and teaching at Grace Academy, so that students receive recognition for their positive contributions to Academy life. Rewards include:

- Praise from the Teacher
- Comments made in the planner
- Text messages sent home
- Postcard home
- Letters of congratulation

- Phone call to Parents/Carers
- Credits awarded through the Academy Rewards Scheme
- Celebration Assemblies – gift vouchers, certificates, special prize draws
- Special Awards evening
- Availability of trips

9. Climate for Learning

Consequences should be used to help students make appropriate choices about their behaviour and attendance. Where they choose to breach the Code of Conduct, students have a right to expect fair consequences, applied consistently. Whole groups will not be punished for the poor behaviour of a few, nor will a sanction be imposed that may humiliate students.

There is a relationship between the requirements under the Equality Act 2010 and the consequences system.

Promoting good student behaviour

- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students will remember what is asked of them
- Rules are consistent, fair, and will be kept
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via a note in the student's planner or phone-call)
- When students have worked hard to support others, in or out of the Academy, they will be commended – exemplary acts will be commended in year group assemblies

10. The Code of Conduct and the Charter

10.1 Principles:

We should all be:

- considerate (we treat everyone as an individual with equal rights)
- polite and helpful always
- co-operative with everyone
- friendly towards everyone
- hard working (we do our best)
- honest about everything
- responsible for our actions

- punctual
- self-respecting
- respecting of others
- respecting of property & the environment

10.2 Teachers Will:

- ✓ Provide high quality teaching and learning
- ✓ Respect and value each student as a unique individual
- ✓ Record, reward and celebrate good performance and progress
- ✓ Provide a safe, well-ordered and caring environment in which a personal learning programme can take place
- ✓ Encourage excellent attendance and punctuality
- ✓ Encourage each student to work to the best of their ability and reach their maximum potential
- ✓ Provide a personalised and challenging curriculum, which meets individual needs
- ✓ Provide opportunities for students to discuss issues and recommend changes
- ✓ Provide regular mentoring time for students
- ✓ Provide progress feedback and assessment to inform learning
- ✓ Provide regular formal reports and meetings on each student's progress
- ✓ Provide an extended curriculum in Key Stage 3 & 4
- ✓ Provide a wide variety of enrichment activities e.g. trips, visits and events
- ✓ Support an exciting Business and Enterprise specialism with opportunities to work with external partners
- ✓ Keep parents/carers informed about Academy developments
- ✓ Listen to and respond quickly to any concerns
- ✓ Enforce our values and ethos with all members of the community
- ✓ Promote pride in our community and in our students' successes

10.3 Parents/Carers Will:

- ✓ Support the Academy and its values and encourage their child to adopt a positive attitude at all times
- ✓ Send their child to the Academy daily, on time, in full uniform and equipped for learning
- ✓ Take an interest in his/her education by encouraging him/her to complete all coursework and homework, and by providing other opportunities for learning
- ✓ Keep the Academy informed about any issues which might affect his/her learning

- ✓ Attend Parent's/Carer's meetings to ensure I am fully aware of my child's progress
- ✓ Support the Academy and its policies
- ✓ Ensure that doctor/dentist appointments and family holidays are taken out of Academy time.

10.4 Students Will:

- ✓ Wear the uniform with pride and maintain a neat, clean and tidy appearance
- ✓ Take responsibility for my learning and support the learning of other students.
- ✓ Work to the best of my ability at all times
- ✓ Arrive at the Academy fully prepared and equipped (i.e. a bag, books, pens, pencils, calculator and PE kit when required)
- ✓ Complete all work, homework and coursework and hand it in on time
- ✓ Adopt a positive attitude towards, and participate fully in, the life of the Academy
- ✓ Move sensibly and safely around the Academy,
- ✓ Arrive at the Academy and to lessons on time
- ✓ Achieve excellent attendance at all times.
- ✓ Look after the Academy environment and take pride in its appearance.
- ✓ Take care of personal and Academy equipment.
- ✓ Have regard for the safety of others
- ✓ Follow the Academy Code of Conduct.

11. Unacceptable Behaviour

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the Academy rules; or make suitable reparation.

Disciplinary action, in line with this policy, will be taken where students are found to have made malicious accusations against academy staff.

12. Strategies for Managing Behaviour

All strategies for managing behaviour are focused on achieving a positive Climate for Learning. By implementing a rewards system, by providing support structures, identifying unacceptable behaviours, and by operating clear and appropriate strategies, Grace Academy will encourage positive behaviour. All aspects of behaviour are monitored and placed on a database from which staff can respond to patterns of positive behaviour and devise strategies as appropriate.

Three basic principles observed in managing behaviour

- Rewards - the Academy's system for rewarding students who try hard, show commitment and demonstrate clear improvement and progress.

- Identifying and not tolerating behaviour that is anti-social, dangerous or harmful to others AND their learning in the Academy community.
- Implementing strategies to deal appropriately with poor behaviour.

‘Positive Teaching’ strategies should be applied in between the issuing of all sanctions.

13. Suspicion of Theft, Weapons or Illegal Drugs

The Academy Leadership Team will lead this activity and is authorised to search bags, uniform and lockers.

The Academy will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider Academy community.

14. Reports

The Academy operates 3 levels of report:

- Faculty Report - If problems are recurring within a department a student may be placed on Faculty report
- Tutor Report - if the tutor is concerned with the number of sanctions being given
- Head of Year Report - if problems seem to be more widespread

15. Lates

Students who arrive after the start of the Academy day will be issued with a detention of 10 Minutes, repeat offenders will receive a 30 minutes to 1 hour detention. Other sanctions will be served for persistent lates.

16. Exclusions

The Academy’s response to challenging and disruptive behaviour will be made in the context of the behaviour policy and will encompass a range of strategies with exclusion as one option. The Department for Education’s exclusion guidance shall be followed in line with the current legal position.

17. Student Behaviour Outside the Academy

Students’ behaviour on Academy business is subject to this Student Behaviour Policy

Students’ behaviour on a journey to or from Academy can be grounds for exclusion. The Principal will use their judgement in such matters

For behaviour outside Academy, but not on Academy business, the Principal will decide if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

18. Support Systems for Students

Grace Academy is committed to the concept of equal outcomes for all students. Some students will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The Academy will ensure that differentiated strategies are available to students to meet their particular needs.

The Academy monitors students whose behaviour causes concern and organises appropriate support to meet their individual needs.

This support might include:

- regular college reviews to identify those students most at risk, included as part of regular academic progress reviews
- Child Concern meetings through the Common Assessment Framework
- support from Children's services
- short courses on elements of social, emotional and behavioural skills
- support from the Community
- contact with parents/carers in the early stages of a problem
- intervention through the Academy's Student Support and Learning Support teams
- referral to the Academy's SENCO with an IEP drawn up and additional in-class support.
- referrals for specialist advice, either for individual students, or more generally, for whole Academy issues relating to behaviour and attendance
- consultation with parent/carers and family sessions
- one-to-one counselling with a trained specialist
- Pastoral Support Plan (PSP)
- Personal Education Plan (PEP)
- alternative curriculum considered
- changes of teaching group or class
- managed moves investigated

19. Support Systems for Staff

All staff have a responsibility to promote and maintain positive behaviour and full attendance in the Academy. At any time staff may ask for and will receive support and additional advice.

Standards of behaviour and attendance are monitored regularly to ensure that success is identified and recognised and areas for improvement are included in an action plan to address the problem. It is the responsibility of all staff to monitor behaviour and attendance and Heads of Department/TLC/Curriculum Leads should be aware of trends in their subject areas.

20. Support Systems for Parents/Carers

Grace Academy is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern to the Tutor or Head of Year about managing the behaviour and attendance of their child are offered support from a range of services.

If Academy staff have concerns about a student's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to work, together with the Academy, towards a solution to the problem.

The Academy will make all relevant documentation on behaviour available to parents and carers in a user-friendly and accessible format.

The Academy will provide opportunities for parents and carers to contribute to the Academy's policy and strategies for promoting positive behaviour and attendance. This will be through participation in regular audits, the involvement of parents/carers in Academy support activities, cultural and social events and other activities that promote positive partnerships between the Academy and the wider community.

21. Right of Restraint

A key objective is to maintain the safety of staff and students and to prevent serious breaches in Academy discipline or serious damage to Academy property. Reasonable force to prevent a student committing an offence, causing personal injury to any person or causing damage to property or prejudicing the maintenance of good order and discipline can be used. The Principal allows teachers or other members of staff to use the minimum degree of force necessary to achieve the desired effect. Records will be kept of such incidents. (See Appendix 1 for further clarification.)

22. Monitoring

To ensure that high standards of behaviour and attendance in Grace Academy are maintained, the Academy has systems for monitoring behaviour and attendance, including punctuality. These systems include monitoring the behaviour and attendance of individual students, so that actions to promote positive behaviour and minimise both authorised and unauthorised attendance are constantly improved.

Monitoring mechanisms include - Reviews of exclusion data to determine the nature of exclusions and whether any particular group of students (for example, by sex, ethnicity or SEN) is over-represented in these figures. The data collected covers factors such as the behaviour leading to the exclusion, the setting, the subject, the time of day and the adults involved. The Academy monitors all incidents of racial abuse. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the student.

Positive and negative behaviour and attendance is reviewed and analysed to inform action planning at an individual, group or whole Academy level.

23. Policy Review

This policy will be reviewed every three years.

The Directors in conjunction with the Principals and staff will monitor and conduct a review of the policy and associated guidelines in order to evaluate and maintain its effectiveness. The outcomes of reviews will be communicated to all involved as appropriate.

24. APPENDIX - Information on the Use of Reasonable Force or Restraint

Statement of position on the use of reasonable force or restraint

The Academy supports the view that the use of force or restraint is a legitimate strategy when applied professionally in situations in which non-physical interventions and/or warnings have either failed or are not an option. It is not part of normal disciplinary / classroom management process and should only be used in exceptional circumstances.

Context

The Academy holds the view that students learn best in a calm and secure learning environment in which both students and teachers are clear about the expectations held about conduct and attitude.

All students are taught via the Values and Standards and Tutor programmes about managing their emotions including anger and those in particular need of additional help are by arrangement given assistance by Student Support Centre and the Learning Support teams.

In any conflict situation which may be escalating to the point where reasonable force or restraint may become necessary staff must where possible de-escalate/calm the situation. They should not use force when there is significant risk of injury to themselves or others but allow the child to leave and immediately summon help.

24.1 Background

'A member of staff who has used appropriate physical restraint will have a reasonable defence to any possible legal action against them, if:

- (a) *The purpose of the intervention is due to one or more of the reasons given below*
- (b) *And, no more force was used than was reasonably necessary in the circumstances'*

Provided staff read and follow guidelines, staff should therefore not hesitate to act in an emergency. Indeed, teaching staff have a legal obligation to safeguard the welfare of children in their care.

Staff need to be sure that where they have acted reasonably they will receive the support of their colleagues, Principal, the Academy's governors and the Local Authority

24.2 Introduction

This policy is based on guidance outlined in Circular 11/07 – 'The Use of Force to Control or Restrain Students'. The circular refers to the Education and Inspections Act 2006 which clarifies the position regarding the use of physical force by teachers and other staff to control or restrain students. Staff should also refer to the whole Academy behaviour policy on behaviour and discipline and DfE guidance 'The use of Force to control or restrain students' published in 2010.

At Grace Academy we believe that the use of reasonable force is only necessary to prevent a student from:

- Committing a criminal offence

- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the Academy or among any of its students, in the classroom during a teaching session or elsewhere, such intervention would only occur if normal positive behaviour management had not worked.

All teachers are empowered to restrain but in emergencies any member of staff in the Academy may carry out restraint. Any force used should always be the minimum needed to achieve the desired result.

The use of restraint should always be a last resort. If practical before intervention, a calm warning or instruction to stop should be given and every effort should be made to achieve a satisfactory outcome without physical intervention. **In all circumstances help must be sent for, even when immediate intervention is necessary.**

Restraint can take a variety of forms, many of which are outlined in 'The use of Force to control or restrain. Staff should always avoid touching / holding a student in a way that might be considered inappropriate. Force, where used, should always be reasonable. There is no definition of 'reasonable force'; it should always be proportional to the circumstances of the incident. It should be used only to control or restrain and never with the intent to cause pain or harm. It must, therefore, be the minimum needed to achieve the desired result. In any action, due regard has to be taken to the age, understanding and sex of the student.

Regular changeovers of staff should where possible occur during a protracted holding episode, the student must continue to be given opportunities to calm and de-escalation strategies should be attempted. Techniques used should seek to avoid injury to the student, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student remains safe. Any adjustments to professional technique are examined in the recording and reporting phase of the procedures in light of any issues arising out of a crisis episode.

The Academy accepts and understands that in accordance with the law corporal punishment is forbidden.

24.3 Reporting

Where restraint has been necessary, the incident must be reported to the Principal and logged. In the event that the Principal is absent the incident must be reported to a Vice Principal. A report should be written and filed using the Grace Academy report form which can be obtained from the Principal's P.A.

In the event of an injury occurring, the appropriate accident recording and reporting process and procedures must be followed. Parents/carers of the student involved will always be advised of an incident and it may be necessary for it to be followed up by other disciplinary action or pastoral support.

Individual Academy staff may be provided with training on the use of restraint and will then be expected thereafter to arrange guidance for all other staff members both teaching and non-teaching. All parents/carers must be made aware of this policy. All new members of staff, part time staff and supply staff will be expected to read this policy.

24.4 Foreseeable Restraint

If the Academy is aware that a student is likely to behave in a way that may require restraint a risk assessment will be undertaken and an Individual Behaviour Plan made and shared with all the relevant people. An Individual Behaviour Plans (IBP) will address:

- Agreed ways of managing the student;
- Involving the parents to ensure that they are clear about what specific action the Academy might need to take;
- Briefing staff to ensure they know exactly what action they should be taking;
- Ensuring that additional support can be summoned if appropriate.

24.5 Possible Restraint Scenarios

Examples of situations that may require physical restraint are:

- A student attacks a member of staff or another student;
- Students are fighting;
- A student is engaged in, or is on the verge of committing deliberate damage or vandalism to property;
- A student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A student is running in Academy in a way in which he or she might have or cause an accident likely to injure themselves or others;

24.6 Scenarios Where Restraint is Not Appropriate

The following scenarios are where physical restraint are not to be used:

- A student decides to abscond from a class or tries to leave the Academy grounds. DO NOT attempt to deter them physically.
- A student is behaving in a way that is seriously disrupting a lesson. Send for On-call. The remainder of the class will be removed leaving the disrupter behind.

24.7 Types of Physical Intervention

Physical intervention can take several forms. It might involve staff in:

- Physically interposing between students;
- Holding;
- Pushing;
- Pulling;
- Leading a student by the arm;
- Shepherding a student away by placing a hand in the centre of the back;
- In extreme circumstances, using more restrictive holds.

24.8 Preferred Practice

DO:

- Wherever possible plan appropriate positive intervention and involve parents/carers and colleagues.
- Know the procedures within the Academy/setting's guidelines for the use of physical restraint. Discuss these with the Principal or Vice Principals if you are unsure of any point.
- Be aware of students who have been physically restrained before and what happened.
- Send for adult help early if things begin to get out of hand and restraint seems likely.
- Assess the situation before acting.
- Stay calm – do not over-react.
- Use minimum restraint for minimum time until the situation is calm.

Report the incident to the Principal or Vice Principal as soon as possible and complete a report form.

Consult your Line Manager, Professional Association or Trade Union if you have any concerns.

Remember your professional obligations to all students in your care. This may include discussing the matter with the student as part of a post-incident support programmed.

DO NOT:

- Place yourself at risk: do not attempt to restrain a student who obviously carries a “weapon”.
- Attempt to restrain a student when you have lost your temper.
- Allow the situation to get out of control.
- Use unreasonable force.
- Place yourself at risk of false allegation: avoid being alone with any student.

24.9 Post Incident Support for Staff

Consideration must be given to the possible effects that restraining a student has on a member of staff. Apart from the possibility of suffering a physical injury staff may need time to recover in a quiet place with support from a colleague.

24.10 Parents/Carers

Parents/carers will be informed by telephone as soon as practical after the incident. This will normally be done by the Principal or Vice Principal.

Any telephone contact will be followed up with an invitation to the parent to come into Academy to discuss the incident.

24.11 Equality and Diversity

Staff need to be aware that the age, gender, culture and particular needs of the student should also be taken into account where possible. Students that have suffered abuse may react badly to being physically restrained.

24.12 Training for Staff

Where appropriate individual Academy staff may be provided with training on the use of restraint.

The Academy will provide whole staff up dates at least annually. Any training will follow specific guidelines.

24.13 Record Keeping

The importance of accurate and up-to-date recording of all incidents involving physical restraint is recognised. Any incident must be recorded on the Academy reporting form available from the Principal's PA as set out within the Restraint Policy. The completed form should be returned to the Principal's PA.

Statements may need to be taken from witnesses immediately after the incident. This should be undertaken by the Principal or Vice Principal who did not have any direct involvement with the incident.