



BEHAVIOR AND MOTIVATION POLICY

Behaviour and Motivation policy

| Date | Review Date | Deputy Head | Assistant Head (Pastoral_) | Nominated Governor |
|----------|-------------|------------------|----------------------------|--------------------|
| 05/10/21 | 01/09/22 | Mr Steve Delaney | Mrs Sue Davies | Mr Pete Gaskell |

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Heads of Year

| | |
|-------------|---------------------|
| Year 7 | Miss Felicity Smith |
| Years 8 & 9 | Mrs Elle Jones |
| 10 & 11 | Mr Luke Pettitt |
| 12 & 13 | Mr Owen Davis |

Housemasters

| | | |
|---------|--------------------|--------------|
| Cader | Mrs Sian Mulvihill | 07956 575087 |
| Snowdon | Mr Jon Demery | 07956 576148 |
| Tryfan | Mr Nick Cogger | 07956 576373 |

SLT (Pastoral)

| | | |
|----------------|------------------|--------------|
| Deputy Head | Mr Steve Delaney | 07498 501272 |
| Assistant Head | Mrs Sue Davies | 07498 501276 |

Headmaster

| | |
|-----------------|--------------|
| Mr Andy Russell | 07498 500979 |
|-----------------|--------------|

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following policies or legislation:

- Independent School Standards Regulatory Requirements Part 3 Regulation 9 and 16 (September 2017)
- Education and Inspections Act 2006
- Equality Act 2010
- Behaviour and Discipline in Schools (2014)
- Keeping Learners Safe March 2021 (Welsh Government)
- National Minimum Standards for Boarding Schools, Care Inspectorate Wales, 2003

Introduction

St David's College is a registered charity run as a Trust by a Board of Governors. Its *Mission Statement* sets out the overall aims of St David's College and this can be explained as three broad strands – these are to develop and enrich the whole person in body, mind and spirit. Thus, St David's College aims to:

- 1. Enhance learning in the classroom to raise your standards of achievement, so that you reach your full potential and are well prepared for the world beyond school.**
- 2. Enhance Outdoor Education, sport and activities to provide stretching but attainable challenges, thereby raising your self-esteem and confidence, which spread into all areas.**
- 3. Enhance the community spirit and family atmosphere through an ethos based on Christian teaching and provision of opportunities for discovering a personal faith.**

We offer activities for pupils which complement and develop their academic life, and which enhance and add quality to the co-curricular. We provide an environment for pupils in which they can achieve at the highest level academically and otherwise, where the differences between pupils are celebrated and where the aim is to ensure that no pupil is disadvantaged. Personal pastoral care and positive staff and pupil relationships provide the support and care to nurture and enhance this, and the physical facilities provide access for pupils to explore their interests and enthusiasms.

St David's College is an Independent mainstream day and boarding school. We believe that in order to enable effective education to take place, good behaviour in all aspects of school and boarding life is necessary. Just under 40% of the pupils at St David's College are boarders. A successful boarding community runs on trust and respect for all. We have to be able to trust boarders even when we cannot see them and boarders have a responsibility to maintain the trust between house staff and themselves. In a boarding school it is not possible to keep an eye on each and every pupil for every minute of the day. Even if this was practical it would not be desirable. Young people need their own space and time in which to grow and develop.

Aim

The Behaviour and Motivation policy should encourage pupils to value themselves and others by respecting rights and tolerating differences. It is important that as a staff body we use praise to communicate value, that rewards are not seen as bribes and that there is always constant, positive feedback for appropriate behaviour. The policy will set out how positive behaviour is noticed, acknowledged and rewarded and that where sanctions are applied that they are appropriate, consistent and commensurate with the severity of the inappropriate behaviour. It will set out for both pupils and staff the procedures and protocols for the application of both rewards and sanctions.

Key points regarding behaviour

It has long been established that rewards are more effective than sanctions in motivating pupils. Therefore, by praising and rewarding consistently good or improved behaviour this will encourage others to act similarly. In fact, the Elton Report noted that a rewards/sanctions ratio of 5:1 is an indication of a school with an effective rewards and sanctions system.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around school, so that positive behaviour is instantly recognised and rewarded. A more formal structure of merits, prizes and awards is used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour. This is done in a tutor group, class, year or house with phone calls home from subject teachers and tutors, personalised letters to parents, certificates of recognition throughout the curriculum and celebration assemblies for formal school recognition of excellent achievement. As with sanctions such rewards are recorded in 'daybook' and a behavioral audit is carried out at the end of a term to monitor emerging patterns and ensure there is consistency and no bias.

The school supports all academic and residential staff in the application of sanctions that are applied in a fair and consistent way that takes into account a pupil's age, ethnicity, gender and specific learning difficulty. The Education and Inspections Act 2006 confirms and clarifies the right of a school to impose disciplinary sanctions on a pupil where their conduct falls below the standard which could reasonably be expected of them. At St David's College we have a scale of disciplinary sanctions which allows responses which are reasonable and proportionate. These penalties have three main purposes, namely to

- Impress upon the pupil that what he or she has done is unacceptable;
- Deter the pupil from repeating that behaviour;
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

The information gathered in the end of term audit for both rewards and sanctions will form part of the Self Evaluation system for whole school development. This will help to identify common times and locations for issuing sanctions and so identify where other interventions are required to support staff.

School rules

1. 100% attendance is expected from all pupils.
2. Punctuality is essential, therefore all pupils are expected to arrive on time both to school and to lessons.
3. Pupils are expected to follow instructions first time.
4. Pupils must wear full school uniform smartly and appropriately, both in school and on the way to and from school. Protective clothing for Design Technology, Science and Art must be worn if instructed by the teacher. PE kit must be worn during all lessons and fixtures. See uniform policy for more details.
5. Politeness and good manners to all members of the school community is expected at all times.
6. Pupils are expected to report any acts of bullying immediately to a member of staff.
7. Pupils are expected to move around the school in a quiet, orderly and safe manner.
8. Respect for the building and property is expected at all times. Anyone damaging the building or school property will be sanctioned accordingly, and pupils will be billed for the damage.
9. Pupils must not leave a classroom or the school site without permission. If a pupil has an external appointment then a letter/email/phone call is expected from parents/guardians or housemaster.

10. Each pupil must have the required basic equipment for school every day. This included homework.
11. All pupils stay in school for lunch and must not leave site without permission from parents/guardians, head of year or housemaster. No eating or drinking is allowed in classrooms without express permission from the teacher present.
12. All pupils from years 5 – 9 must hand their phone in to the tutor at the beginning of the day and collect no earlier than afternoon break. Any pupil found with their phone will be sanctioned accordingly.
13. All students are issued with a key fob and dorm key if a boarder. Any replacement keys or fobs will be billed - £5 for a new key fob and £15 for a new key.
14. Hoodies and hats should not be worn within the school building.
15. The following items should not be brought into school
 - Valuable articles
 - Aerosol sprays
 - Chewing gum
 - Cigarettes/vapes
 - Illegal substances or legal highs
 - Alcohol
 - Large sums of money
 - Bladed objects
 - Firearms

Rewards

All staff must respond positively to acceptable behaviour. This can occur in any area of school and at any time. It is also as relevant off site as it is on site. Each act of recognition of rights or responsibility towards others must be rewarded. Immediate verbal acknowledgement may be followed up by communication with the pupil's tutor or Head of Year. It is important that verbal praise is given immediately but not so as to embarrass the pupil or put them in an awkward position with their peers. A delayed acknowledgement may be more appropriate in some cases.

Most pupils behave in an acceptable manner most of the time and it is easy to miss rewarding pupils for what we expect as the norm. Politeness and thoughtfulness should be acknowledged in the school corridors when doors are opened for others. In the classroom when difficult words are read for others, in the dining hall where mess is cleared away without instruction or where sportsmanship is displayed on the games pitch and where regard for other pupil's safety is displayed on outdoor pursuit activities.

It is also important to recognise a pupil who steps out of their comfort zone in tackling a difficult situation or standing up to those who are misbehaving. At St David's College we actively encourage pupils to resist being passive bystanders and the rewards for such actions will encourage others to act accordingly. This is how the ethos of the school is maintained.

Use of positive encouragement and structured reward systems which recognise effort and achievement help to raise self-esteem and celebrate success. These include

- Use of praise and encouragement
- The rewards system
- Recognition of good behaviour or achievement in year, house and full school assemblies
- Praise and recognition in tutor group and house meetings
- Displaying of work

- Being awarded school prefect
- Being a member of a committee such as a boarding committee, school council, food council or eco council
- Celebrating achievement on the school website, Lions magazine or social media platforms
- Being awarded a school tie for achievement of school colours

House point system

A new reward system is to be launched in September 2020. All staff will be able to award a house point to a pupil, via an app or schoolbase, for any act of positive behaviour. In an academic year, as house points are accrued, postcards or certificates will be sent home.

50 points – Bronze award and postcard home

100 points – Silver award and postcard home

200 points – Gold award and postcard home

300 points – Sapphire award and letter from HOY home

400 points – Ruby award and letter from HOY Deputy Head home

500 points – Platinum award and Headmasters commendation

Staff will continue to record poor behaviour in a pupil's daybook, and each incident of poor behaviour will result in 1 point being deducted from their house points total.

Throughout the year there will be 'focus weeks' where pupils and staff will be reminded of a particular area of focus and all points awarded in that area will be worth double points. Some areas of focus will be

- Punctuality
- Uniform
- Correct equipment
- Acts of kindness
- Caring for the environment

End of year trip

Alongside this, pupils will also be recognized for their attendance and 'attitude to learning' (ATL) grade, which is awarded by staff in a pupil's school report. Pupils will receive points depending on their attendance and their average ATL grade. These points will be added to their total house points and the top performing pupils will be taken on an end of year trip.

Sanctions

Sanctions are applied when behaviour of a child interferes with the learning and teaching of the class; causes disruption around the school; or when staff and pupils Health and Safety is affected. St David's College ensures that a record is kept of all incidents and sanctions imposed in a pupil's log. Major sanctions are acknowledged by a formal letter home. All are recorded in the Serious Sanctions book and records kept on the pupils file.

The Sanctions Book is held and maintained by the Assistant Head Pastoral for the Headmaster as a record of the sanctions imposed upon pupils for serious misbehavior such as fixed term and permanent exclusions. This is checked and signed by the Headmaster each term in accordance with the National Minimum Standards for Boarding Schools.

Verbal warning – This is expected to be given by any member of staff immediately as incident occurs. Staff need to make clear to pupils what was wrong with their behaviour and how it can be

improved. Staff to make any appropriate changes that would allow success for the pupil, eg rearrange seating plans, new deadline given for late work, extra support in completing work

Lunch time detention – This can only be given by HOY or SLT. Detention occurs daily from 1.20pm – 1.50pm in the Minstrel gallery and is supervised by HOY or SLT.

Headmaster detention – This can only be given by SLT. Detention occurs on Friday afternoon during activity period. Supervised by the Headmaster or Deputy Headmaster.

Fixed term external exclusion – This can only be given by the Deputy Headmaster or Headmaster. Usually for a period of between 1 – 5 days. Work will be provided for the pupil to complete at home.

Permanent exclusion – This can only be given by the Headmaster in collaboration with the Chair of Governors.

HOY report card – If a pupil is giving us cause for concern, the HOY will put them on a report card. This could be to monitor attendance to lessons, punctuality, completion of prep or low level disruption.

Traffic light report card – If a pupil is giving us serious cause for concern, then they will be put on a green report card. This is the beginning of the traffic light system as referred to in appendix 1. The green report card is with the pupils housemaster, the amber report card with the Assistant Head pastoral and the red report card is with the Deputy Head. Parents will be involved during all stages of the report card system.

Persistent or serious breaches may result in a placement being terminated in accordance with the applicable contract with parents or the Local Authority.

Pupil, staff and parent expectations

All pupils are expected to follow the school rules at all times (see above).

Staff at St David's College will strive to

- Lead by example and set high standards in work and behaviour
- Provide a safe, friendly, caring and supportive learning environment
- Avoid discrimination of any sort including by gender, race, religion, disability, age or sexual orientation
- Develop a curriculum that best meets the needs of all of our students
- Challenge students' minds and be aware of differing levels of ability
- Set and mark work and homework that is relevant and appropriate
- Balance criticism with praise
- Monitor student progress and report regularly to parents
- Recognise and reward effort as well as achievement
- Show consistency and fairness in applying behavioural consequences

All parents/guardians are expected to

- Be positive and supportive of St David's College
- Take an active and encouraging interest in their child's work and progress
- Encourage their child to do his or her best at all times
- Encourage their child to balance social life and school life so that he or she arrives at school rested and ready for work
- Ensure that their child leaves for school on time, in correct uniform and with the appropriate equipment
- Attend parents evenings and other meetings regarding their child's progress and well-being

- Support the authority and discipline of the school including their child attending detentions if required to do so
- Aim for maximum attendance of their child and inform the school promptly of any reasons for any absences
- Avoid organising holidays during term time
- Organise dental and other appointments wherever possible outside of school times
- Inform the school of any circumstances which may affect their child's attitude and performance in school
- Telephone the school to make an appointment with a member of staff, if there any concerns, rather than just arriving at the school and expecting to see someone.

Pupil code of conduct

Displayed in all classrooms is the following

At SDC we expect all of our pupils to

- **Be kind and considerate to everyone**
- **Make the right choices**
- **Follow instructions from staff first time**
- **Come to the classroom prepared and ready to work**
- **Do your best**
- **Be proud of who you are**

Behaviour matrix and sanctions

No behaviour matrix can cover all eventualities. This is for guidance only. Any member of staff is expected to use their experience to decide on appropriate sanction. Any issues or complications to be discussed with HOY, HM or SLT.

| Sanction | Possible misdemeanours |
|--|--|
| <p>S1 Verbal warning</p> <p>Pupil needs to be detained for reprimand and warning.</p> <p>Appropriate changes made for success, such as</p> <ul style="list-style-type: none"> • changes to seating plan, • arrangements for repeating work, • new date for handing in homework • contact with HM if boarder • referral to HOD for input if classroom based | <p>Any of the following occurring for the first time</p> <p>Chewing gum / dropping litter</p> <p>Talking out of turn</p> <p>Lack of attention</p> <p>Arriving late without good reason</p> <p>Low level disruption</p> <p>Lack of respect</p> <p>Unkindness / Unkind comments to other students</p> <p>Not getting on with work / poor work</p> <p>Not bringing equipment to lesson / tutor time</p> <p>Minor uniform infringement</p> <p>Poor effort</p> <p>Homework not completed</p> <p>Talking when teacher is talking</p> <p>Minor breach of COVID regulations - not socially distancing from others</p> <p>Minor breach of COVID regulations – crossing bubbles</p> <p>Minor breach of COVID regulations – a day pupil entering boarding area (first offence)</p> |

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| | <p>Minor breach of COVID regulations – not wearing a mask around school</p> <p>Minor breach of COVID regulations – not washing/sanitising hands</p> <p>Minor breach of COVID regulations – not showering on entry to boarding house</p> <p>Minor breach of COVID regulations – contravening the one way system</p> |
| <p>S2 Lunch time detention</p> <p>Incident MUST be logged on Epraise and referred to HOY or HM in order to be placed on detention.</p> <p>HOY report considered if appropriate</p> | <p>Poor behaviour in class or on school premises</p> <p>Minor damage to another’s property</p> <p>Minor graffiti</p> <p>Misuse of school equipment, including ICT</p> <p>Lying to a member of staff</p> <p>Disrespectful towards staff</p> <p>Disruption in class</p> <p>Malicious gossip</p> <p>Repeated lateness to lesson</p> <p>Repeated non completion of homework</p> <p>Arguing / fighting with another pupil (if appropriate)</p> <p>Swearing in the presence of a member of staff</p> <p>Repeated breach of COVID regulations stated in S1</p> |
| <p>S3 Two or more lunchtime detentions</p> <p>Incident MUST be logged on Epraise and referred to HOY or HM who will then refer to SLT for decision.</p> <p>Contact home by email or phone</p> <p>HOY report considered if appropriate</p> <p>Traffic light report considered if appropriate</p> | <p>Damaging student property or school property</p> <p>Refusal to follow instructions after S1 and S2 issued</p> <p>Persistence in disrupting the learners of others</p> <p>Disrespectful towards staff</p> <p>Interfering with other students’ work / possessions</p> <p>Disobedience</p> <p>Poor behaviour in detention</p> <p>Truancy</p> <p>Abuse of personal, others or school IT, Accessing the dark web.</p> <p>Bullying</p> <p>Behaviour which causes distress or alarm to others.</p> <p>Unkindness to other students</p> <p>Theft</p> |
| <p>S4 Headmasters detention</p> <p>Referral from SLT only. Incident MUST be logged on daybook.</p> <p>Contact home by email or phone</p> <p>Traffic light report considered if appropriate</p> | <p>Any of the above repeated</p> |

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| <p>S5 Fixed term external exclusion</p> <p>To be decided by Deputy Head or Headmaster only.</p> <p>Incident MUST be logged on daybook and contact home made as soon as possible by SLT.</p> <p>On return to school, pupil must attend post suspension interview with SLT and / or HM or HOY.</p> <p>Consideration of involvement of police / school police liaison officer</p> <p>Behavioural contract to be considered</p> <p>Regular drug tests to be administered on return to school if appropriate</p> | <p>Bullying / cyber bullying in line with appropriate policy</p> <p>Significant incidents of bullying, including relating to race, religion, disability, sexuality or sexual orientation</p> <p>Alcohol</p> <p>Drugs or legal high – admittance to taking drugs or a positive drug test</p> <p>Swearing / aggressive / abusive towards a member of staff</p> <p>Serious assault</p> <p>Vandalism involving large scale or offensive graffiti</p> <p>Racist comments towards another student or member of staff</p> <p>Using or abusing IT system to access inappropriate information</p> <p>Disrespectful / inappropriate online behaviour</p> <p>Theft</p> <p>Refusal to take a drugs test</p> <p>Inappropriate sexual behaviour</p> <p>Possession and or sharing of inappropriate or offensive material in whatever form</p> <p>Possession of an offensive weapon</p> <p>Serious breach of COVID regulations – intentionally spitting or coughing at someone</p> <p>Serious breach of COVID regulations – refusal to adhere to rules</p> <p>Abuse, prejudice, xenophobia or racism linked to COVID 19</p> |
| <p>S6 – Permanent exclusion</p> <p>To be decided by Headmaster and Governors</p> | <p>Repeated events from S5</p> <p>Criminal behaviour</p> <p>Bringing an offensive weapon into school and/ or possessing it</p> <p>Physically attacking or injuring a member of staff</p> <p>Supplying / bringing onto school site (or school activity off site) an illegal drug or legal high.</p> <p>Fight or violence against another student leading to serious harm</p> <p>Aggravated sexual, homophobic or racial assault</p> <p>Arson</p> <p>Cyber infringement that compromises school system, and or, reputation</p> <p>Bullying (dependant on severity and guidance from bullying policy)</p> |
| <p>Housework – boarders only</p> <p>To be decided by HM or duty staff</p> | <p>Late for breakfast, tea, dorm call</p> <p>Disruption in the boarding house</p> <p>Lack of respect towards other boarders</p> |

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| Contact home by email, phone or other means appropriate to parent's location | Repeated breach of COVID regulations – entering other boarding areas without permission |
| <p>Gating – boarders only</p> <p>To be decided by HM or SLT</p> <p>Contact home by email, phone or other means appropriate to parent's location</p> | <p>Vandalism or graffiti within the boarding house</p> <p>Lack of respect / abusive towards a member of duty staff</p> <p>Violence towards another pupil</p> <p>Theft</p> <p>Repeated breach of COVID regulations – entering other boarding areas without permission</p> <p>Smoking or vaping</p> |
| Immediate transfer from onsite education to online education – COVID 19 addition | Repeated and serious breach of COVID 19 regulations where the Headmaster feels that, for the safety of others, the pupil cannot immediately return to school. |

Reporting and dealing with poor behaviour

All incidents of serious behaviour should be reported to the appropriate member of staff as soon as possible. This could be the pupils tutor, head of year, housemaster or Assistant Head Pastoral, depending on the severity. It is imperative that ALL incidents are recorded on daybook about ALL pupils involved.

Physical Intervention

Guidance on Restraint

These guidelines are formulated against a backdrop of guidance set out by the Department for Education and Skills on the use of reasonable force and restraint pursuant to powers under the Education and Inspections Act 2006.

Use of behavioural procedures and restraint is a sensitive topic. This document is meant to provide reassurance and support to teachers and to ensure that practice in school is always in the best interests of the pupils concerned. It supplements the College's standalone policy, 'Use of force to control or restrain pupils'.

What is physical restraint?

1. Restraint occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will.
Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities.

There are other situations where physical contact may be necessary eg; demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite

good intentions.

2. It is a procedure for dealing with an unsafe or crisis situation.
3. It must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation.
4. Deliberate use of physical contact to punish a pupil, cause pain or injury or humiliation is unlawful, regardless of the severity of the pupil's behaviour or the degree of provocation.

The use of physical restraint

1. Restraint should only be used in circumstances where there are good grounds for believing that the pupil is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property. Restraint should be used rarely to secure compliance with staff instructions; other methods should always be considered first.
2. If the school is aware that a pupil is likely to behave in a way that may require physical restraint it will be sensible to plan how to respond, should such a situation arise. This plan should be shared with parents and other staff taking account of the school policy and legislation. If physical restraint is likely to be necessary this should be included in the pupil's Individual Education Plan (IEP) together with information on: de-escalation strategies; the manner in which the pupil will be held; how support can be summoned if needed; any medical factors to be considered.

Types of Restraint

1. Restraint occurs whenever a member of staff, using intentional force, physically restricts a pupil's movement against the pupil's will. This may mean restraining a pupil or moving him/her by physical means. The procedures of restraints apply to pupils of either sex and of any age.
2. Restraint can be:
 - Partial - restricting and preventing particular movements.
 - Total - as in the case of immobilisation.
3. **Partial Restraint** covers a wide range of techniques which can be applied in degrees to meet particular circumstances. It may involve:
 - Physically moving a pupil from a situation where there is an imminent risk of a violent incident and where the pupil has refused to respond to a reasonable verbal request.
 - Holding pupils to restrict their movements.
 - Retaining a pupil in a confined area in order to prevent individuals or property being damaged. (It is illegal to lock a pupil in a room or cupboard which they cannot leave of their own volition).
4. **Total Restraint** is where pupils are held in such a way which prevents them from moving. This could mean a pupil being held on the floor. This is an extreme form of restraint and would be used only when an assault was being thought a serious risk to others.
5. Staff should be aware that for some pupils the use of physical restraint may act as a positive re-enforcer for their behaviour.

The Legal Framework

- Section 93 of the Education and Inspections Act 2006 allows teachers, and other members of staff at a school who are authorised by the head teacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property.

The guidance extends this to maintaining good order and discipline, for both on-site and offsite activities.

- There is no legal definition of reasonable force. The Criminal Law Act (1967) allows any person to use such force as is reasonable in the circumstances to prevent an offence (eg. physical assault) being committed. Reasonable minimal force must be a matter of personal judgement. It is permissible:
 - a) in order to remove the danger of another person being assaulted
 - b) when a person is wilfully damaging property.
- The use of any degree of force or restraint is unlawful if the circumstances do not warrant the use of physical force. The degree of force employed *must* be in proportion to the circumstances of the incident and the potential consequences.
- The law requires that force should be used only when every other approach has been tried and all practical methods to de-escalate the situation have been employed. Where a member of staff has clearly over-reacted and the use of force was unreasonable or excessive, he/she may be liable to disciplinary, civil or criminal proceedings.
- In cases of physical restraint, a written report must be kept on the child's file and this will need to include:
 - a) How the incident began and progressed including a description of the pupil's behaviour.
 - b) What was said by each party?
 - c) The steps taken to defuse/calm the situation.
 - d) The type of restraint used and with what degree of force, and for how long.
 - e) The pupil's response and outcome of the incident.
 - f) Injuries sustained by the pupil, another pupil, or a member of staff and any damage to property.
- It is recommended that this report be written within 12 hours of an incident occurring, and that the pupil is checked by a member of staff independent of the incident to ascertain if injuries have been sustained. (A pro-forma incident report form is included as Appendix A).
- It is always advisable to inform parents of an incident involving their child, and give them the opportunity to discuss it. The Headteacher will need to consider whether to inform parents straight away or at the end of the school day, and whether this should be done in writing or orally.

Complaints

The possibility that a complaint may be lodged by a parent whose child has been physically restrained cannot be ruled out. This is less likely if the parents are party to the planning which has taken place and are informed about the necessary actions, in agreement and informed appropriately should an incident occur.

In circumstances where a complaint is lodged it would be for a disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances.

To meet such circumstances, it is important that the school has procedures for managing complaints. It is expected that the member of staff involved would make time available to meet with the pupil and his/her parents/carers to discuss the incident. Such meetings should also be attended by the Headteacher or a senior member of staff.

Assistance may also be sought from a governor, Education Welfare Officer or member of a voluntary organisation to support pupils and parents/carers.

Training

- It is the responsibility of the Headteacher to ensure that staff are fully informed of the school policy and understand what it entails.
- It is the responsibility of the Headteacher to arrange training or guidance to staff, through a senior member of staff in charge of child protection.

- An up-to-date list of authorised staff who have undergone training should be maintained within school and teachers should know who they are.
- Headteachers should be aware that there are no government approved training techniques for physical restraint.

Appendices

Pupil code of conduct

At **SDC** we expect all of our pupils to

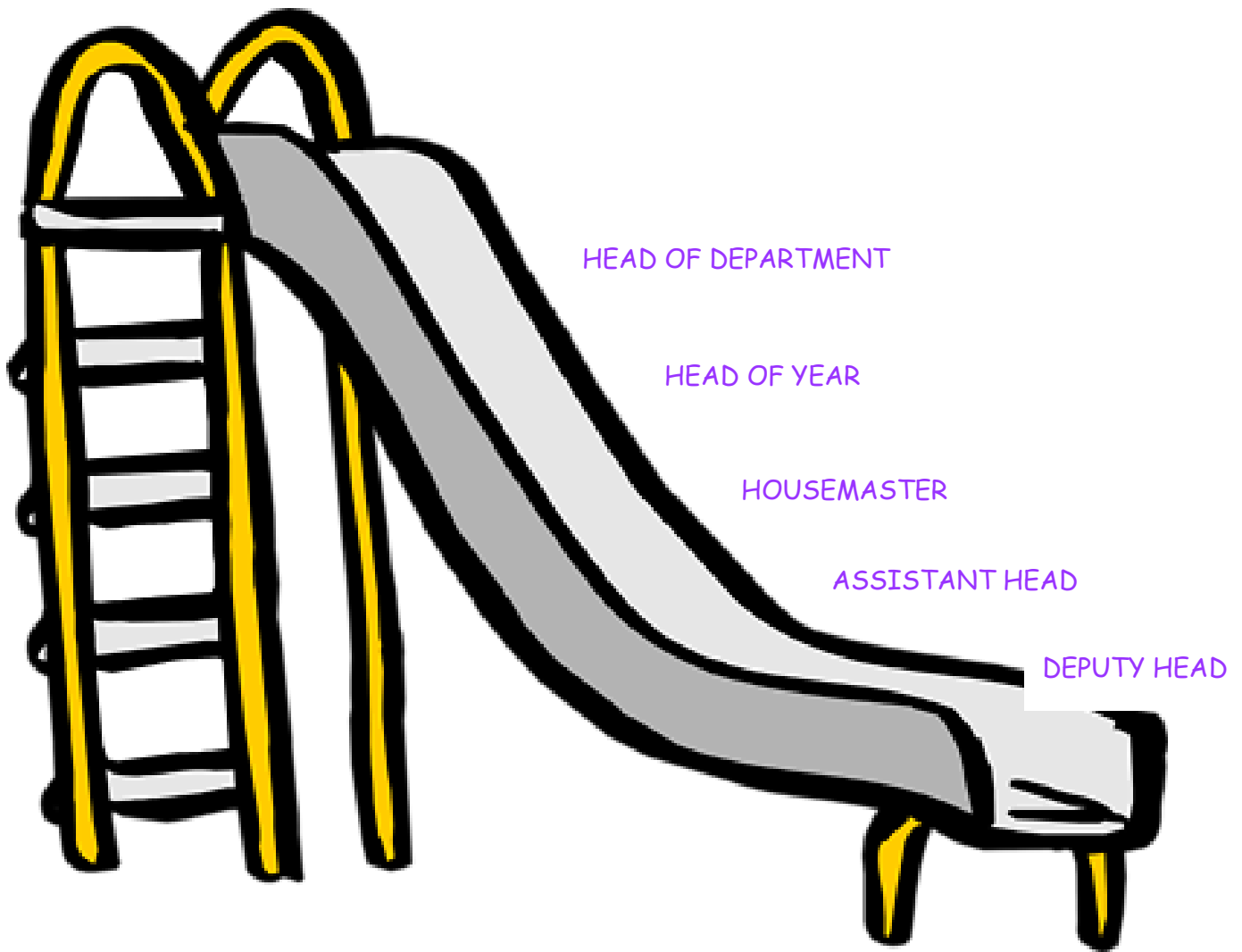
- **Be kind and considerate to everyone**
- **Make the right choices**
- **Follow instructions from staff first time**
- **Come to the classroom prepared and ready to work**
- **Do your best**
- **Be proud of who you are**

For those pupils who do not follow our code of conduct, the following procedure will be followed.

GOOD BEHAVIOUR!

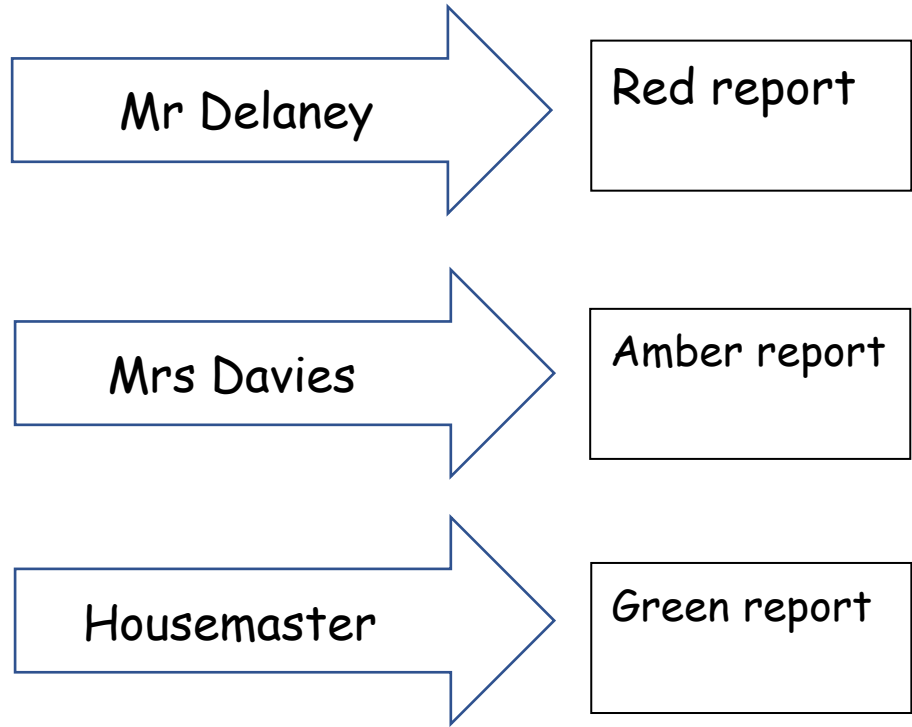
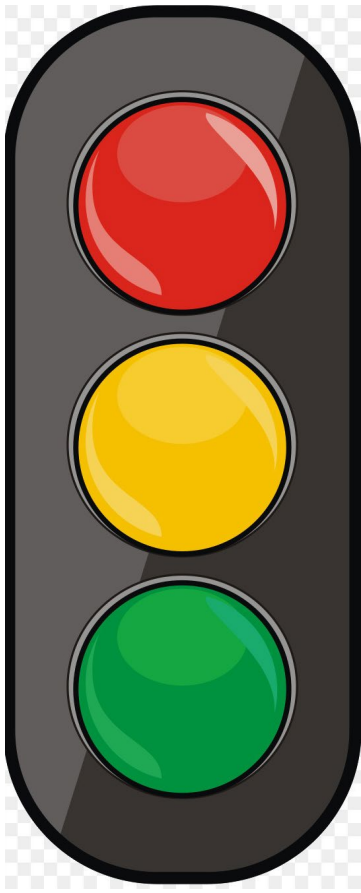
As behaviour starts to slide, pupils will be escalated through the ranks of staff.

CLASS TEACHER



Heads of year may put a pupil on report to tackle issues such as punctuality, organisation and poor behaviour. Pupils should use this opportunity to change and put things right. However, if the poor behaviour continues, then the pupil will start the 'traffic light' report card system.

As a pupil begins a report card, parents are invited in to school to meet with staff to discuss the issues. A review date is agreed upon, giving the pupil a set time to change their behaviour, or risk being escalated to the next report. The red report signifies the end of the road if behaviour does not significantly improve.



Appendix 2

Responding to and managing serious behaviour.

Are pupils safe?

Any injuries? send to SAN. Notify home immediately if appropriate.

Initial complaint received.

Prepare for interviews. Do victims / perpetrator want someone with them during interview?

Notes

Write and record all interviews fully. Put on daybook.

Contact parents

Inform parents of everyone involved.

Sanction

Discussion / decision of sanction with deputy head and Head. Inform parents.
If temporary exclusion – letter sent to parents.

LA involvement

If LA funded, contact them to advise.

School record

Record details in serious book in SDa room AND daybook.

Safeguarding issue

If safeguarding issue, inform governor for safeguarding

Appendix 3

RESTRAINT – INCIDENT REPORT FORM

1. Basic information

Name of School:

Name of Pupil:

DOB:

Year:

2. Events leading to this incident

2.1 Where did the incident occur?

2.2 When did the incident occur? Time:

Day/Date:

2.3 How did the incident begin?

3. Describe the incident

3.1 What was happening at the time?

3.2 Was anyone else involved?

3.3 Did anyone else see what happened? (give details)

3.4 What behaviour was the pupil presenting that warranted restraint?

3.5 Was there damage to property or an assault on a pupil or staff during the incident?

3.6 What did you do to try to defuse the situation before using restraint?

3.7

(i) How was the pupil restrained? (describe)

e.g. two people escort; one person wrap; supine control

(ii) For how long?

(iii) By how many staff members?

(iv) Were they authorised?

4. Injuries sustained

4.1 Was anyone injured? **YES / NO**

If yes, give details

4.2 Was this recorded in the accident book? **YES / NO**

4.3 Was the pupil checked for injuries by a member of staff who was not involved in the incident? **YES / NO**

If yes, by whom?

5. Implications for future planning

5.1 What do you think this behaviour was about?

e.g. attention; emotional release; task escape mechanism; other

5.2 What would you do differently next time to avoid the need for physical restraint?

5.3 Are other staff aware of the need for a planned response to the pupil? **YES / NO**

6. Follow up Action

6.1 The incident was reported by:

6.2 Parent/Carer was informed by:

Telephone Letter (with pupil) Letter (post) Personally

When were they informed? Time:

Date:

Incident form completed by:

Post held:

Date:

Copies to:

School File

Appendix 4

Rules for each house

1. Take-aways are allowed on Saturday nights only. Permission may be given for ordering on other nights, due to good behaviour, a birthday celebration or other reason, however permission MUST be received FIRST by housemaster/mistress ONLY.
2. Being late for dorm call could result in pupil being put on housework, or other appropriate punishment. This may be given by the sixth former on duty but agreed on by the duty member of staff.
3. Pupils in year 9 and above can go into town on a Saturday and Sunday afternoon, but must SIGN OUT first and go in groups of 3 or more.

4. Any pupils with a games console, MUST have appropriate age rated games. Any games that are not appropriated will be confiscated by staff and returned to pupils parents/guardians.
5. Any pupils MUST also have age appropriate DVDs. Any DVDs found that are not appropriate will be confiscated by staff and returned to pupils parents/guardians.
6. There should be no visitors from other houses until after 5pm.
7. Pupils are not allowed to sell food, drink or other items to others under any circumstances.
8. There should be no day pupils in house, unless permission has been given by housemaster/mistress.
9. All rugby boots and dirty footwear need removing at the front door of the house.
10. Anyone wishing to order a taxi, must go through their housemaster/mistress.
11. Any pupil wishing to move furniture around in their dorm must get permission from housemaster/mistress first.
12. Smoking/vaping/drinking in dorms is strictly FORBIDDEN! This could result in suspension.
13. Girls in boys houses, and vice versa, is only allowed with permission from housemaster/mistress FIRST, and pupils must stay in common room/kitchen only.