

Preston School



A Business & Enterprise Academy

BEHAVIOUR AND REWARDS POLICY

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BEHAVIOUR AND REWARDS POLICY

A STATEMENT OF VALUES

At Preston School we recognise a core set of values. Inherent in these values is the overriding belief that all students can learn and must have the opportunities to learn.

- We recognise the worth of each individual, by valuing the personal qualities they demonstrate in their learning, living and working.
- We recognise the experience of young people by valuing the talents and skills they bring into their schooling experiences and we commit to ensure that schooling enhances these talents and skills.
- We embrace difference by valuing diversity in ethnicity, religion, nationality and race.
- We display integrity, by valuing openness, trust, negotiation, fairness, honesty and respect for all people.
- We foster ambition and independent spirit by valuing each individual's abilities, aspirations and desire to explore and create.
- We acknowledge the role of networks by valuing the way in which people can work together and collaborate
- We acknowledge the place of school in the community, particularly the broader global community, by valuing the essential nature of the relationship between schools and the social and economic environment in which they operate.

RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with policies on bullying, attendance, teaching and learning, equal opportunities, mobile phones, physical restraint and racial discrimination.

RATIONALE

We believe that it is important to treat students and colleagues with the same basic courtesy and respect that we would wish students to show to staff and each other.

We aim to provide a positive and rewarding culture permeating every aspect of school life that enables students to achieve their educational potential.

Recognition of Achievement is the focus of the policy. We aim to manage the behaviour of our students through positive reinforcement. While sanctions are included in the policy, they are not the driving-force behind the management of behaviour at Preston. The policy considers consequences for undesired behaviour, which refers to all responses to unwanted behaviour or rule breaking.

The policy seeks to manage behaviour through the provision of high quality lessons for students that encourage students to choose to behave well. Where staff are well trained in the delivery of quality lessons and behaviour management techniques in their classrooms, aware of the needs of students, monitoring the learning taking place and motivating all students to be successful, there are many opportunities for students to behave well. Where teaching and learning is good or better, everything else moves in the right direction.

Most, if not all staff, will encounter difficulties in behaviour management to a greater or lesser extent at some point in their careers. This policy seeks to enable staff to feel comfortable in acknowledging these difficulties and to support staff in their best endeavours. It suggests ways in which staff can evaluate their own practice, preparation and response to situations to try to ensure that they are using the most effective ways of carrying out their work. This process is essential to maximising the chances of good behaviour. The policy provides support mechanisms for staff through resources and procedures within school.

In the main, behaviour should be viewed as the student's response to the environment. The behaviour and the environment should be the focus for intervention and change rather than the individual student. Where problems continue to arise, planned, staged systems are in place to help to overcome the individual difficulties a student may be experiencing.

Ultimately, we would like students to manage their own behaviour, take responsibility for their own actions and to do so regardless of extrinsic rewards. As students move through the school, the opportunities for taking on responsibility should increase and we would hope that students do so for the intrinsic rewards of mature behaviour.

The adage, "Nothing succeeds like success" would be appropriate to describe this approach to managing behaviour. We are on the lookout for positive behaviours that we want to encourage and reward and use the achievements of students as starting points for further developments.

Parents/carers must be kept informed of their son/daughter's progress and achievements. Similarly, where a student's behaviour is cause for concern, parents/carers must be informed at an early stage. It is through working together that we will achieve the highest possible academic and behavioural standards for each student.

AIMS OF THE BEHAVIOUR AND REWARDS POLICY

Through the policy we should:

- Improve the quality of teaching and learning throughout the school.
- Have standards of behaviour which are agreed and implemented consistently by all members of the school community
- Reward good behaviour and apply sanctions for inappropriate behaviour in a consistent manner
- Maintain the momentum of recognizing and rewarding good behaviour so that it becomes embedded in the work of all staff
- Ensure that the rewards offered are relevant and valued by students
- Resource the policy in a way which will help to ensure its success
- Increase students' self esteem through consistent, meaningful positive recognition
- Create a positive classroom environment for staff and students through the recognition of achievements
- Teach appropriate behaviour and establish positive relationships
- Praise students often
- Recognise students' responsible behaviours with rewards
- Motivate students

- Increase parental contact through letters and phone-calls home regarding student success
- Ensure that all students can achieve recognition of their successes.

REWARDING ACHIEVEMENT

We aim to increase student's self-esteem through consistent, meaningful positive rewards. Students' success is acknowledged and recorded in a range of ways including:-

- Merits
- Positive postcards home
- Phone call home
- Learning Manager Student of the Month
- Celebration assembly
- Zero Club
- Gold, silver and bronze students
- Free Chip Friday vouchers
- Principal Commendations
- End of term whole school rewards assembly
- Presentation evening

Rewards can come in the form of verbal praise, written praise, merits, certificates, post cards, additional trips and Love to Shop vouchers.

Merits

Merits will be awarded for a number of reasons:-

Merit category	Points value	Proposed criteria
Good work	1	<ul style="list-style-type: none"> • Work completed in class in line with ability and expectations.
Great work	2	<ul style="list-style-type: none"> • Working to above target grade standard or to a significantly high level compared to students target and potential. • Great team work • Great contribution
Good Homework	1	<ul style="list-style-type: none"> • Homework completed and handed in on time and in line with ability and expectations.
Great Homework	2	<ul style="list-style-type: none"> • Piece of homework work completed to above target grade standard or to a significantly high level compared to students target and potential.
Great Citizen	1	<ul style="list-style-type: none"> • Representing the school in a sports fixture • Involvement in school performance. • Helping at a school event • Positive contribution to AM or Year group. • Helping another student. • Representing the school in the local community.

Merits will be recorded by staff onto the school system and staff will add comments to explain the reason for the merit being awarded as appropriate.

Positive Postcards

Learning Managers, Heads of School and Assistant Heads of School will send postcards home as appropriate to celebrate student achievement and success.

Postcards can be sent for a number of reasons including:-

- Outstanding piece of work
- Great Effort
- Contribution to School Life
- Improved attendance
- Well done

Principal Commendations

Student can be nominated by any staff member to receive a Principals Commendation, this may be as a result of an outstanding piece of work or a role they have placed within the school community.

Zero Club

Each term there will be a Zero event which students with Zero behaviour points will be invited to. On Zero day students may wear non- uniform, attend the celebration event and will be entered into a prize raffle in the final assembly at the end of term.

Gold, Silver and Bronze Student (proposed for September 2015)

When a student qualifies for Zero/Great club they will also become a Bronze student, upon the second time they qualify for Zero/Great club they will become a Silver student and on the third occasion they will be a Gold student. Students will be presented badges in assembly to identify their achievement.

Celebration Assembly

Each half term the Learning Managers will hold celebration assemblies for their students, within this students will be recognised for their hard work and achievement. Awards will be presented including Student of the Month.

End of term whole school rewards assembly

Each term rewards are presented for the following reasons:-

- Top AM group in each Year Group for Merits
- Student with the highest number of Merits in each Year Group.
- Staff Nominations draw

Staff should use the rewards system to:

Create a positive classroom environment for staff and students through the recognition of achievements.

- Teach appropriate behaviours and establish positive relationships.
- Praise students often.
- Recognise students' responsible behaviours with rewards.
- Motivate students.
- Increase parental contact regarding student success.
- Ensure that all students can achieve recognition of their successes.

REWARD THRESHOLDS

Certificate	Upper School	Lower School
Bronze	15 merits	25 merits
Silver	30 merits	50 merits
Gold	50 merits	100 merits
Principal Commendation	75 merits	150 merits
Governor Commendation	100 merits	200 merits
Gift Voucher	125 merits	250 merits

ACHIEVEMENT AND GUIDANCE MONITORING

Students can be placed on AG monitoring at any point in the term either in response to a referral through the identification process or at a progress check or attainment report.

Students on AG monitoring will be shared in the following ways

- Staff notified by staff member overseeing AG monitoring
- AG monitoring notice board in the staff room

Level 1	AM or SSO
Level 2	Assistant LM or SSO or Ass HOS
Level 3	Learning Manager or HOS
Level 4	SLT

Criteria for when a student may require AG monitoring

- Attendance Concerns (over 10 absences)
- Punctuality to class concerns
- Poor engagement in learning
- Lack of personal organisation
- Disruption of own and/or others learning

Identification Process

- Through LM and/or HOS meetings
- SIMS reports identifying behaviour logs
- 1:1 LM meetings with VP (AG)
- 1:1 HOS meetings with VP (LE)
- Progress check
- Attainment Report
- Concerns raised by several teachers to LM
- Concerns raised by several teachers to HOS

Student should never be on more than one AG monitoring at a time and it is the responsibility of the person placing the student on this to ensure they liaise with the students LM/HOS and notify all teaching staff and AM.

Actions

At all levels if a student is under AG Monitoring contact will be made with parents in the following ways

Level	Action	Staff Member
Level 1	Phone call home at start and end of monitoring	AM or SSO
Level 2	Letter from AM at start and end of monitoring	Ass LM or SSO or Ass HOS
Level 3	Meeting with Learning Manager at the start and end of monitoring	LM or HOS
Level 4	Meeting with SLT at the start and end of monitoring	SLT

Monitoring strategies which should be used as appropriate include:

- Report Card
- Daily review by SSO
- Daily review by LM
- Daily review by SLT
- Individual Behaviour Plan
- LM Detention (Thursday 3-4 pm)
- SSO after school session
- 1:1 mentoring
- Group mentoring
- LM supervision at social times
- School counsellor
- SEAL intervention

DEALING WITH UNDESIRE BEHAVIOURS

In any school community, there will be students with challenging behaviours. It is up to us, as a school and as individual staff, to do everything we can to provide all

students with the learning environment that they need and the consistency of approach to their behaviours that will enable them to move on and achieve success.

Even when the learning environment is good, there will be a minority of students who find it difficult to choose to respond appropriately to the learning opportunities on offer. We aim to manage these behaviours through planned interventions and strategies.

Students should understand that it is their behaviour that triggers the system of consequences.

Staff should appreciate that relatively minimalist consequences can be effective.

Bullying will not be tolerated at Preston. A separate policy details the ways in which we address this issue.

Preston school has a physical restraint policy that will be followed in the rare occasions that a staff member may need to physical restrain a student to prevent injury to the student, member of staff or other students. Physical restraint is not something that is undertaken lightly.

Sanctions

It is not generally helpful to identify learning tasks with punishment or to withdraw students from a necessary part of the curriculum as punishment.

Detentions

After school detentions will be used as a medium level sanction, with parents/carers given notice of the detention through a phone call, text or letter sent home.

When on duty for a detention, staff should:

- ensure students sit apart
- silence reigns
- work is set and monitored by the duty teacher
- work must be neat, tidy and of a good quality
- poor behaviour or work will mean a second school detention

Appropriate detention tasks

- Students should be allowed to eat their lunch at this time within the detention room if a lunchtime detention is set.
- C4 Detention - The member of staff may decide to either remain in the detention allocated room for the time or at 1:15pm when any Year 9, 10, 11 students have arrived take the students out onto the field for community service.
- Appropriate community service activities include – litter picking, tidying classrooms.
- Rubber gloves, litter pickers and bin liners for students to use whilst litter picking are stored in the SOO office.
- Work set should be appropriate; this is not an opportunity for them to do their homework.
- The staff member running the session may set work related to their subject area or based on a current affairs or citizenship issue.

SLT Detention

Students causing significant concern or repeatedly failing to follow instructions such as missing school detention will be placed in this detention which will run from 3.00 – 4.30 on a Friday evening. All letters for this detention are sent out by Tuesday of the week before. On the morning of the detention the student will receive a reminder warning them that failure to attend may result in isolation. During Senior Leadership Detentions, students will be given tasks to complete that aim to refocus the student onto more appropriate ways of responding to the situation that triggered the detention. These materials encourage students to take part in the school and wider community as responsible citizens.

Preston school has identified a number of appropriate sanctions where a student displays behaviour which is impacting on their own learning or safety or that of others.

Sanctions should:

- be immediate and discreet and provide opportunities to make low level responses to student behaviour.
- seek to modify and ultimately change behaviour.
- include a range of procedures that will come into play when students choose to contravene the school expectations.
- be fair, appropriate and commensurate with the cause.
- be applied consistently but take into account individual circumstances.
- not be applied to whole groups of students.
- avoid humiliation of students.

Sanctions that can be used include:

Sanction	Why	When	Where	Staffed by	Admin by
C4 lunchtime detention	C4 exit from a class	On the day C4 is received or within 24 hours	C4 detention room	C4 staff duty rota in 2014/15 to be reviewed for 2015/16	SSO Team
Whole School Detention	Lateness, inappropriate behaviour at social times, bullying, truancy of 1 lesson, accumulation of behaviour points.	Thursday 3-4pm	Room 12	LM on duty rota	JS

Head of School Detention / SOL detention	TBC	3-4pm on allocated day	Allocated room	Ass HOS/HOS on duty rota	JS
Period 6	Failure to complete homework to a good standard	Daily 3-4pm on day HWK was not handed in	LRC	Designated staff on rota	JS / JI
SLT	Significant incident including rudeness to staff, persistent failure to follow requests, failure to attend Period 6, or WS detention accumulation of behaviour points.	Fridays 3-4.30pm (5pm for P6)	Room 12	SLT on duty rota	JS
Isolation	Significant breach of behaviour and rewards policy, truancy, failure to attend SLT detention, accumulation of behaviour points, bullying, verbally or physically abusive behaviour.	Monday and Wednesday	Isolation room	Behaviour and Inclusion Support Worker	LP
Exclusion (Fixed term or permanent)	Significant breach of behaviour and rewards policy, accumulation of behaviour points, bullying, verbally or physically	Within 24 hours of incident	Off site	Supervised by Parents.	LP/JS

	abusive behaviour.				
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Escalation of Sanctions

In the event of a student failing to attend a detention the following escalation procedures will take place.

Failure to attend	Escalation to	Form of contact home	Person responsible for ensuring escalation process is followed
C4 detention	WS detention	Letter from VP	SSO/JS
Whole school detention	SLT detention	Letter from VP	JS
P6 detention	SLT detention (2 hours) then follow escalation procedure, see appendix xx	Letter from VP	JS
SLT detention	1 day in isolation	Letter from VP	JS/LP
1 day Isolation	Parental meeting with Principal and possible fixed term exclusion	Letter from Principal	JS

THE ROLE OF KEY STAFF

All staff members hold a responsibility to ensure the policy is followed in a consistent approach. Each staff member has a key role to play.

The role of Subject Teacher

Subject Teachers should be planning interesting, engaging and differentiated lessons that facilitate student's engagement in learning and positive behavior. Subject Teachers should call in parents of any student where they have reason to be concerned. Academic mentors should be notified if a subject teacher is meeting with a parent. The subject teachers may decide to request that the Assistant Head of School issues a report card for the student. Parents may be called in earlier at the subject teacher's discretion. The Assistant Head of School should be informed of such action prior to its taking place and all interviews and telephone conversations should be recorded on SIMS as a parental contact. If there is still no improvement after the interview with the parents, the case should be referred to Assistant Head of School for further action and, if appropriate, to the Head of School. To consistently follow the school behaviour and rewards policy.

The role of the Assistant Head of School (AHOS)

To provide support to subject teachers where there are persistent incidents where students learning is being disrupted by their own behavior or that of another students. Support subject teachers with parental meetings as appropriate. Provide support through sending letters, meeting with parents and monitoring report cards to ensure that each student's behaviour within their area facilitates the learning and progress of all students. Assistant Head of School should call in parents for any student where they have reason to be concerned all interviews and telephone conversations should be recorded on SIMS as a parental contact. Assistant Heads of are responsible for developing strategies which will ensure that student support is effectively managed by teachers in the classroom. They are responsible for ensure all members of their team are working within the schools behaviour and rewards policy and adopting a consistent approach towards high expectations and behaviour management. Liaison with Learning Managers will be a key part of this role and Assistant Heads of School should liaison with students Learning Managers at the point they are concerned and meeting with parents.

The role of Heads of School (HOS)

Heads of school should have oversight of student engagement within learning within their school of learning. Heads of school should monitor and intervene where there are significant concerns around a student's behavior within the school of learning. Heads of school should call parents in for a meeting as an escalation from a previous meeting with an Assistant Head of School or where there has been a significant single incident within their specific school of learning all interviews and telephone conversations should be recorded on SIMS as a parental contact. Heads of school should support Assistant Heads of School through developing strategies and monitoring student's behaviour and intervening at an early stage. Behaviour and rewards should be a fixed item on SOL agendas and information about specific students and actions taken and concerns shared with Learning Managers. Heads of School can place students on a report card and daily monitoring as they feel appropriate as a supportive mechanism to help students modify and manage their behaviour. They are responsible for ensure all members of their team are working within the schools behaviour and rewards policy and adopting a consistent approach towards high expectations and behaviour management. Liaison with Learning Managers will be a key part of this role and Assistant Heads of School should liaison

with students Learning Managers at the point they are concerned and meeting with parents.

The role of the Student Support Officers (SSO)

The Student Support Officers are responsible for:

- Managing C4 exits
- Providing mentoring and support for students who struggle to manage and self regulate their behaviour
- Provide advice to staff where a students behaviour is disturbing their own learning and others
- Observe students behaviour in class as a strategy to plan further support and intervention
- Liaise with Parents and staff around behaviour incidents
- Liaising with staff around all incidents of a C4 or higher
- Contact Parents where an isolation or exclusion has been given
- Manage lost property
- Lend equipment and uniform to students who have arrived at school without key equipment and/or correct uniform
- Support the behavior and rewards policy
- Support the late students
- Support the school policy on uniform, hair and make up
- Meet weekly with the Vice Principal Achievement and Guidance

The role of Academic Mentors (AM)

The Academic mentor has responsibility for:-

- Oversight of all the students conduct within their AM group.
- Monitoring uniform and makeup of the students within their AM group.
- Ensuring all students start each day with appropriate equipment and prepared for learning.
- Liaison with class teachers where there are issues that may impact on students engagement in learning.
- All interviews and telephone conversations should be recorded on SIMS as a parental contact.
- Liaison with parents where there are concerns around behaviour and engagement in learning across a number of subjects.
- Celebrating student success.

The role of the Learning Manager (LM)

Learning Manager should have oversight of student engagement within learning within their Year Group. Learning managers should monitor and intervene where there are significant concerns around a student's behavior across a number of different schools of learning. Learning managers should share students barriers to learning, both short term and long term with class teachers and make staff aware of any significant incidents or changes in a student's life as appropriate. Learning Managers should call parents in for a meeting as an escalation from a previous meeting with an Academic Mentor or where there has been a significant single incident for example bullying. All interviews and telephone conversations should be recorded on SIMS as a parental contact. Learning Managers can place students on

a report card and daily monitoring as they feel appropriate as a supportive mechanism to help students modify and manage their behaviour. They are responsible for ensuring all members of their Academic Mentor team are working within the schools behaviour and rewards policy and adopting a consistent approach towards high expectations and behaviour management. Liaison with Assistant Heads of School and Heads of School will be a key part of this role and Assistant Heads of School should liaison with all teaching staff who teach a student at the point they are concerned and meeting with parents.

The role of the Senior Leadership Team (SLT)

Significant incidents will be dealt with by the Vice Principal (Achievement and Guidance), and, in exceptional cases, the Principal. The SLT will support staff in classes and corridors, by maintaining a high presence through a daily patrol throughout the day. They are responsible for ensuring all members of staff are working within the schools behaviour and rewards policy and adopting a consistent approach towards high expectations and behaviour management. SLT and HOS and LM will liaise both informally as appropriate and formally through the calendared Attainment report joint meetings.

The role of the Duty Staff

All staff members undertake duties at break time, lunchtime, before and after school within the duty rota. All staff hold responsibility for being active in their supervision and reporting any incidents of poor behaviour to the appropriate staff member as identified within the behaviour and rewards policy. Staff are responsible for arranging a swap in the event of planned absence on a day that they have a duty.

The Role of Administration Support

Administration support for this policy will be carried out by the following people:-

- Report running – TBC

- SLT and LM detention administration – JS

- C4 detention admin - SSO

- Isolation admin – LP

- Fixed term and permanent exclusions admin – JS and LP

Template letters are provided within the appendices of this policy.

Behaviour Management Procedures

To support staff in being consistent across the site in their use of consequences the following matrix provides some guidance. Further guidance is available in each classroom on the C board.

Behaviour Consequences and Intervention

BEHAVIOUR CONSEQUENCES MATRIX

	Behaviour	Initial response by	If necessary referral to	Action	Possible Consequences
	C1 – This is not entered onto SIMs. However it means the student should not receive a merit for the lesson.				
CLASSROOM	C2 and C3	Classroom teacher	aHOS	aHOS monitoring	
	C4	Classroom teacher	aHOS	SSO meets student. Student attends next lesson	Text home by SSO C4 lunchtime detention and reflective sheet completed
	C5 – escalation of behaviours at C4, refusal to engage with SSOs.	SSO	SSO / HOS	SSO book isolation Contact home	Text home by SSO C4 lunchtime detention Whole School detention
	C6	SSO	SLT / HOS	Contact with home	Letter home from SLT. 1 day isolation. Senior staff member to call home.
	Failure to have correct subject specialist equipment	Classroom teacher	aHOS	Classroom teacher contacts home on second occasion in that subject.	Daily equipment checks by AM Daily equipment loans by AM. Persistent issues referred to LM Subject specialist equipment issues picked up by Ass HOS at 3 rd occasion and phone call home.
	Use of mobile phone without permission	Classroom teacher	Emergency alert button on SIMS to call SSO	Phone placed in safe in front office to be collected by student at 3pm If SSO involved HOS to be notified	Please refer to mobile phone policy. 1 st occasion – removal of phone until 3pm 2 nd occasion – Parents to collect phone 3 rd Occasion – removal of phone until half term
SOCIAL	Poor behaviour at break or lunch	Person on duty	SSO on duty / LM on duty	SSO to investigate and report to LM	Isolation at break and / or lunch time for a period of time. RJ conference Contact home

	Damage to the school site or property	Person on duty or who witnesses it	LM	SSO/LM	Community service with member of the site team. Duration to be dependent on incident.
UNIFORM	Incorrect Uniform, wearing make up or piercings	Member of staff who sees the student	AM / LM	SSO to notify AM and LM	See Uniform consequences flow chart. 1 st incident = log 2 nd incident = log 3 rd incident = LM letter and detention 4 th Incident = Parent meeting with LM. LM Persistent ongoing incidents can lead to SLT detention, isolation and exclusion.
TRUANCY	Truancy – single lesson	Classroom teacher and Attendance Officer	Attendance Officer SSO	AO to check whole day attendance AO to contact home	HOS Detention to make up work missed.
	Truancy – one than 1 lesson in a day	Classroom teacher / Attendance Officer	LM	LM contact parents	1 day isolation Attendance report card monitored by AM/LM
ASSAULT	Physical assault – against a student	Person who witnesses it or it is reported to	SSO to investigate and gather statements Referral to SLT	Contact home RJ conference	Isolation if provoked or Fixed term exclusion if unprovoked or Permanent Exclusion In all cases meeting with Parents, student and LM/VP
	Physical assault against a member of staff	Member of staff	SLT	Contact home RJ conference offered	Fixed term exclusion or Permanent Exclusion. In all cases meeting with Parents, student and VP and Principal
BULLYING/VERBAL ABUSE	Bullying – 1st Incident	Person who witnesses the incident or who it is reported to.	LM	Meeting with student RJ	Log on SIMS. LM detention
	Bullying – reoccurring	This should be reported to LM	LM / SLT	RJ conference	SLT detention
	Blasphemy	Person who witnesses it	HOS if in class LM if outside of lesson time	HOS/LM contact home as appropriate.	HOS/LM detention as appropriate
	Swearing / verbally abusive language at a student	Class teacher	SSO to refer to SLT	Contact home by SSO RJ conference	Phone call from LM 1 day isolation RJ

	Swearing and/or abusive language in front of a member of staff	Class teacher	SSO to collect statement, ensure it is logged on SIMS Referral to HOS/LM	HOS / SSO contact SLT	1 day isolation HOS to phone parent if in class. LM to phone parent if in social time
	Swearing and/or abusive language directed at a member of staff	Teacher	SLT	Contact home RJ conference offered	Fixed term exclusion Reintegration meeting with HC
	Racist or religious discrimination or homophobic behaviour towards another student.	This should be reported to LM			Phone call home SLT detention/Isolation/Fixed term exclusion or Permanent Exclusion Possible Police involvement
	Malicious use of electronic devices and social media	This should be reported to LM	LM SLT	Contact home	Phone call home SLT detention/Isolation/Fixed term exclusion or Permanent Exclusion Possible Police involvement
PROHIBITED ITEMS	Smoking	Person who witness it	LM to action	Contact home 3 points on SIMS	Lunchtime detention for first incident. See Smoking section of policy for further information
	Bringing alcohol onto site	Member of staff	SLT to investigate	Contact home Parents to come in	Fixed term exclusion or Permanent exclusion. In all cases meeting with Principal and Parents
	Drinking alcohol	Member of staff	SLT to investigate	Contact home Parents to come in	Fixed term exclusion or Permanent exclusion. In all cases meeting with Principal and Parents
	Drugs	Member of staff	SLT to investigate	Contact home Parents to come in Possible police involvement	Fixed term exclusion or Permanent exclusion. In all cases meeting with Principal and Parents
	Possession of a dangerous and/or offensive weapon	Member of staff	SLT to investigate	Contact home Parents to come in Possible police involvement	Fixed term exclusion or Permanent exclusion. In all cases meeting with Principal and Parents

Isolations

These are usually for 1 day only, however can be for 2 or more days if felt appropriate. Isolations run from 8.30 am – 4.15 pm. Isolations can be given due to incidents as identified above, due to accumulation of behaviour points and/or significant breaches of the behaviour and rewards policy. In some cases isolations may be arranged in another schools isolation room due to the severity of the incident which triggered the isolation.

Fixed Term Exclusions

These can be single days or for 2 or more days. The duration is the decision of the Principal and each incident and situation will be looked at carefully when deciding how long a student is excluded for, previous repeat incidents may also be taken into consideration.

Permanent Exclusion

The Principal reserves the right to recommend permanent exclusion of a student due to a single significant breach of the behaviour and rewards policy which posed a significant health and safety risk to other members of the school community. Other incidents where a permanent exclusion may be recommended include incidents involving violence towards others, drugs, alcohol and persistent disruptive behaviour over a sustained period of time.

BEHAVIOUR INTERVENTIONS

Cumulative Points	Behaviour Intervention	Consequence	Staff member overseeing
5 in one subject	Letter home from Ass HOS and Ass HOS to discuss with student.		AHOS
10 in one school of learning	Letter home from AHOS SOL Achievement and Guidance Monitoring report by AHOS (1 week)	1 hour HOS Detention TUESDAY	AHOS
10 across more than one school of learning	Letter home from AM AM Achievement and Guidance Monitoring report by AHOS (1 week)	1 hour LM Detention THURSDAY	AM
25 in one school of learning	Phone call home from HOS and follow up letter SOL Achievement and Guidance Monitoring report by AHOS (1 week)	1 hour HOS Detention TUESDAY	HOS
25 in one school of learning	Phone call home from LM and follow up letter LM Achievement and Guidance Monitoring report by LM (1 week)	1 hour LM Detention THURSDAY	LM
40	Letter from VP (AG) home LM Achievement and Guidance Monitoring report by AM/LM (4 weeks)	SLT detention 1½ hours FRIDAY	LM
60	4 weeks daily Monitoring by Student Support Team. Team around a child meeting to be held with teaching staff, LM, SSO, SENCo. Follow up meeting with Parents	1 day isolation	LM and Named SSO
90	Behaviour Contract for 10 weeks monitored by LM. Reporting daily to LM	1 day FTE and reintegration meeting with LM and Parents.	LM
120	Behaviour contract monitored by VP (AG) for 10 weeks. On Achievement and Guidance monitoring for 2 weeks, reporting daily to VP (AG)	2 day FTE and reintegration meeting with Parents, LM, VP (AG)	VP (AG)
140	Behaviour contract monitored by VP (AG) for 10 weeks. On Achievement and Guidance monitoring for 2 weeks, reporting daily to Principal. Managed transfer offered.	3 day FTE and reintegration meeting with Parents, LM, Principal	Principal.
160	Placed on Pastoral Support Plan monitored by VP (AG).	4 day FTE and reintegration meeting with Parents, VP (AG), Principal and member of Governing Body.	Principal

200	5 day fixed term exclusion and reintegration meeting. Review of Pastoral Support Plan and managed transfer or alternative considered.	5 day FTE and reintegration meeting with Parents, VP (AG), and Principal.	Principal
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Smoking

Preston School regards itself as a health-promoting organisation. Preston School has a No Smoking Policy which should be read in full.

Preston School recognises that their staffs act as role models for pupils in all aspects of school life, including health promotion. In light of the evidence that second hand smoke causes damage to health this Smoking Policy has been implemented to;

- protect the staff, children and young people, visitors and contractors from the effects of tobacco smoke;
- acknowledge the educational role of the organisation in discouraging children and young people from starting to smoke;
- to be a health promoting organisation
- raise awareness of the dangers of smoking through the Personal Social and Health Education Programme; and
- help smokers to quit.

No Smoking Policy – Actions bring consequences

Incident	Person responsible for logging the incident	Intervention / consequence actioned by	Consequence
A student is seen standing with students who are smoking on site or in uniform and off the school site.	Member of staff who observes the student logs the event on SIMS and emails the students Learning Manager	LM	1 st incident - LM letter home. 3 points on SIMS. Loss of a lunchtime. 2 nd Incident – LM letter home. WS detention. 3 points on SIMS 3 rd Incident – LM and Parent Meeting. 3 points on SIMS. SLT detention. All further incidents = 3 points on SIMS, SLT letter home and SLT detention.
A student is seen smoking on site or in uniform and off the school site.	Member of staff who observes the student logs the event on SIMS and emails the students Learning Manager	LM	1 st incident - LM letter home. 3 points on SIMS. Loss of a lunchtime. 2 nd Incident – LM letter home. WS detention. 3 points on SIMS 3 rd Incident – LM and Parent Meeting. 3 points on SIMS. SLT detention. All further incidents = 3 points on SIMS, SLT letter home and SLT detention.

Evaluation and monitoring

This policy will be evaluated and monitored through the Governors Welfare committee and will be on an annual review cycle.

Linked Polices

The following polices link closely to this policy and should be read in partnership with this policy:

- Teaching and Learning Policy
- Physical restraint policy
- Anti Bullying policy
- Special educational Needs Policy
- Child Protection and safeguarding Policy
- Complaints Policy.
- Mobile phone Policy.

Appendix 1 – Text taken from Teaching and Learning Policy

At Preston School, we believe that all our students deserve the very best learning experiences and this involves detailed planning, preparation and research. Each lesson should have shared learning outcomes. Typically they include:

- Knowledge
- Understanding
- Skills
- Capabilities
- Values
- Personal Development

Four essential components should be considered when planning a lesson.

Component 1 – The structure of the lesson.

Our lessons contain these elements.

1. The Starter Activity

- Waking up and applying minds
- Establishing expectations of being on task and engaged from the beginning
- Valuing and applying the work done in between lessons

2. Objective Setting – sharing learning outcomes

- Drawing the big picture (how does this lesson fit with what went before and what is to come)
- Being explicit about what we will know, understand and be able to do
- Selling the benefits of the lesson

3. Motivating and activating the learner through engaging activities

- Establishing prior knowledge

- Introducing key concepts and terms
- Sharing “learning scaffold” how are we going to tackle the problems?

4. Demonstrating or modeling what new learning looks like

- The teacher modeling or demonstrating learning
- Students rehearsing and demonstrating new learning
- Creating opportunities for sustained periods of concentration to develop new skills, concepts and deep learning

5. Consolidating learning

- Consider what has been learned and how we have learned
- Consider how what has been learned could be useful elsewhere
- Confirm homework and its role in consolidating learning

Component 2 – Assessment for Learning (See Assessment, Recording and Reporting Policy)

We work with students so they understand how their work is assessed and how they can improve. Work is marked regularly and help comes in the form of verbal and written feedback which sets targets for future learning and contributes to academic mentoring. Lessons are planned knowing how students learn best and they enable pupils to feel that they have made progress. Praise reinforces good learning.

Component 3 – Challenge and support

We assess student learning with care. Lessons are planned at the right level so that students are challenged but develop confidence in their ability to learn. Learning is always related to context so that pupils can make sense of their learning for the future. Lessons should be creative by nature and include a variety of activity that enable learners to learn in different ways. Lessons are inclusive, differentiated and timed so that all students can demonstrate how well they can learn.

Component 4 – Taking responsibility for learning

Well planned lessons help students to understand how they learn best and will teach students how to work independently as well as how to work with others. There are clear guidelines for behaviour and students know what is expected of them. Other pupils are not allowed to block or slow learning down. There is a relationship of mutual respect. Seating plans are recommended for use by all staff. These should be held centrally by the Head of School and attached to any lesson plan for cover purposes.

Appendix 2 –

Preston Student Expectations

By consistently achieving these 20 simple basic expectations you will be a Great Student at Preston.

Behaviour for Learning

- To show respect towards all members of the school community and take responsibility for my own actions and the impact that they have on myself and others.
- To always behave in a way that is appropriate and allows yourself and others to learn.
- To not be verbally abusive to members of the school community or use blasphemy or swear words.
- To be a kind, caring, considerate and helpful towards all members of the school community and treat others in a way you would like them to treat you.
- To listen to, accept and tolerate others views and beliefs.
- Behave in a way which allows you and others to feel safe and happy at school and follow the schools Anti bullying policy.
- To represent myself and my parents and Preston School in an appropriate way in the local community.
- To use the internet and IT safety and appropriately so not to endanger others or cause harm or upset.

Attendance & Punctuality

- To arrive at school on time each day.
- To arrive at all lessons on time and fully equipped to learn.

Smart Uniform

- To wear my uniform with pride and in line with uniform expectations.
- To follow the schools expectations around hair, make up, piercings and jewellery.

Interest in Learning

- To aspire to be the best I can in all that I do.
- Always strive to achieve my target grade or better and complete all classwork and homework to the best of my ability.
- Contribute to all learning activities within lessons including asking questions to help develop my own learning.
- Take responsibility for my own organisation and learning and ensure I meet all deadlines for homework and coursework
- Respond fully and carefully to advice and feedback given to me by my teachers.

Care for the site and resources

- Take pride in Preston School site, including using the bins for litter.
- To take responsibility for my own actions and the impact that they may have on the site.
- Report incidents where the site has not been appropriately treated to a staff member.

The following will be the CONSEQUENCES if you prevent the learning of others taking place.

C1 First misbehaviour – Verbal warning

Your name put on board

C2 Second misbehaviour – Verbal warning

Your Name goes on the board – behaviour log on system (one point)

C3 Third misbehaviour – Verbal warning

Your Name goes on the board - behaviour log on system (two points)

C4 Fourth misbehaviour – You will be exited from the classroom

C4 lunchtime detention - behaviour log on system (three points)

C5 Fifth misbehaviour – You will be given a further consequence for poor behaviour in the Student Support office.

Whole School Detention and a letter home – behaviour log on system (four points)

C6 Sixth misbehaviour – Senior Staff involvement.

1 day in isolation until 4.15pm and a letter home, SLT phone call home – behaviour log on system (five points)

Please note where serious breaches of discipline occur, higher level sanctions will result as identified within the policy.

Appendix 3 – WHAT DOES GOOD LEARNING LOOK LIKE?

How to be a successful learner

There are five categories of learner as outlined below. These will be identified on your reports. If you are an outstanding student you will gain grade 4s, a good student will gain grade 3s whilst a student who is causing serious concern will gain grade 1.

Grade 5 - Outstanding Student:

You have a superb attitude to learning, your motivation is outstanding and your behaviour is impeccable. You will achieve your full potential or better.

The following describes you: -

- ✓ Attend school for 97.5% and above and always punctual. - **Resilience**
- ✓ All equipment is brought to school and used appropriately – **Resourcefulness**
- ✓ Always well organised and ready to start at the beginning of a lesson – **Resourcefulness**
- ✓ Show initiative, responsibility and independence in learning at all times – **Resilience**
- ✓ Always completes classwork – **Resilience**
- ✓ Always completes Independent Learning Assignments (ILAs) to a high standard and hand them in on time - **Resilience and Resourcefulness**
- ✓ Always works well with others – **Reciprocity**
- ✓ Always takes note of advice and guidance, does not make same mistakes , Sets challenging but achievable targets for improvement – **Reflectiveness**
- ✓ Whole attitude positively supports the progress of other students in class - **Reciprocity**

Grade 4 – Very Good Student:

You have a positive attitude to learning, your motivation is good and your behaviour is usually of a high standard. You will achieve your full potential or better.

The following describes you: -

- ✓ Attend school for 95% or above and is always punctual – **Resilience**
- ✓ All equipment is brought to school and used appropriately – **Resourcefulness**
- ✓ Usually well organised and ready to start at the beginning of a lesson – **Resourcefulness**
- ✓ Show initiative, responsibility and independence in learning on most occasions – **Resilience**
- ✓ Usually completes classwork – **Resilience**
- ✓ Usually completes Independent Learning Assignments (ILAs) to a high standard and hand them in on time - **Resilience and Resourcefulness**
- ✓ Usually works well with others – **Reciprocity**
- ✓ Usually takes note of advice and guidance, does not make same mistakes. Sets challenging but achievable targets for improvement – **Reflectiveness**
- ✓ Supportive and offers help to other students - **Resourcefulness**

Grade 3 –Good Student:

You have a satisfactory attitude to learning, your motivation is sufficient to complete tasks appropriately and occasionally your behaviour needs to be modified. You should achieve your target grades

The following describes you: -

- ✓ Attendance is average at 95% and lateness is not a regular problem – **Resilience**
- ✓ Equipment is brought in daily in a school bag - **Resourcefulness**
- ✓ Occasionally have to be reminded about organisation and your approach to responsible learning – **Resourcefulness**
- ✓ Can complete tasks independently but sometimes need encouragement and guidance – **Resilience**
- ✓ Complete classwork – **Resilience**
- ✓ Complete Independent Learning Assignments (ILAs) to a satisfactory standard but may need to be reminded about meeting the deadline - **Resilience and Resourcefulness**
- ✓ Can work well with others – **Reciprocity**
- ✓ Takes some note of advice and guidance, sets targets for improvement – **Reflectiveness**

Grade 2 – Improvement Needed:

Your attitude, motivation and behaviour needs to improve. You are less likely to succeed and may be stopping the learning of others.

The following describes you: -

- ✓ Attend school below 95% and may often be late. - **Resilience**
- ✓ Equipment is regularly forgotten or not brought in a school bag – **Resourcefulness**
- ✓ Disorganised and never ready to start at the beginning of a lesson – **Resourcefulness**
- ✓ Lack initiative, are irresponsible and cannot work independently – **Resilience**
- ✓ Do not complete classwork – **Resilience**
- ✓ Do not always complete Independent Learning Assignments (ILAs) If completed it is only to a minimal standard - **Resilience and Resourcefulness**
- ✓ Doesn't often work well with others – **Reciprocity**
- ✓ Do not take note of advice and guidance, continues to make same mistakes , Do not set targets for improvement – **Reflectiveness**
- ✓ Stop others from getting on with their work – **Reciprocity**

Grade 1 – Serious cause for concern:

Your poor attitude, lack of motivation and inappropriate behaviour has resulted in you having major difficulties in managing your own learning. You are stopping other students from learning.

The following describes you: -

- ✓ Attend school below 85% and may often be late. - **Resilience**
- ✓ No equipment or school bag – **Resourcefulness**
- ✓ Disorganised and never ready to start at the beginning of a lesson – **Resourcefulness**
- ✓ Lack initiative, are irresponsible and cannot work independently – **Resilience**
- ✓ Classwork is never completed and you are failing to respond to the help and support already in place – **Resilience**
- ✓ Do not complete Independent Learning Assignments (ILAs) You are not using the help available - **Resilience and Resourcefulness**
- ✓ Do not work well with others – **Reciprocity**

- ✓ Do not take note of advice and guidance, continues to make same mistakes ,
Do not set targets for improvement – **Reflectiveness**
- ✓ Stop others from getting on with their work – **Reciprocity**

Appendix 5 - Exclusion Template Letter

Date

Parent Addressee
Address Block

Dear Parent Salutation

Forename Surname (AM Group)

I am writing to inform you of my decision to exclude Forename initially for a fixed period of (number of days) day (s). This means that s/he will not be allowed in school for this day. The exclusion is for day and date.

I realise that this exclusion may well be upsetting for you, but the decision to exclude Forename has not been taken lightly. Forename has been excluded for this fixed period for the following reasons;

- **REASON**

Physical assault against a pupil
Physical assault against an adult
Verbal abuse/threatening behaviour against a pupil
Verbal abuse/threatening behaviour against an adult
Bullying
Racist abuse
Sexual misconduct
Drug and alcohol related
Damage
Theft
Persistent disruptive behaviour
Other

You have a duty to ensure that Forename is not present in a public place in school hours during this exclusion. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified date. If so, it will be for you to show reasonable justification.

We are able to set work for Forename to be completed during the period of his/her exclusion. Should you wish work to be set, please do not hesitate to contact reception.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact the Clerk to the Governors' here at the school as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

A reintegration interview has been arranged with name of staff member and position on Day, Date and Time. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of Forename's school record. Due to confidentiality restrictions,

you will need to notify me in writing if you wish to be supplied with a copy of Forename's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0845 345 4345 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 9.00am to 6.30pm Monday to Friday.

Yours sincerely

Mr G Morrison
Principal

Appendix 6 - Isolation Template Letter

Date

Parent Addressee
Address Block

Dear Parent Salutation

Forename Surname (AM Group)
ISOLATION

I am writing to advise you that Forename will be placed in isolation on Day and Date due to (reason).

The isolation has been set for Day and Date will take place from 0830 to 1600. Forename should see all the teachers that s/he is due to have on the day of her/his isolation, before the isolation to obtain any work for completion over the course of the day.

Forename should report to Staff Member in Location.

Yours sincerely

Mrs H Cullen
Vice Principal

Appendix 7 - SLT detention template letter

Date

Parent Addressee
Address Block

Dear Parent Salutation

Forename Surname (AM Group)
Behaviour for Learning

Forename is required to attend a Senior Leadership detention. This will take place on **Day and Date** in room 12, from 3-5pm.

Reason for detention:

(Insert details)

If your child is unable to attend the detention due to extreme circumstances please let us know as soon as possible on **01935 471131** and if appropriate it may be possible to rearrange the detention. Should they fail to attend the detention without prior agreement an SLT detention will be set, and further sanctions may also apply.

If the detention is cancelled or they are absent from school, the detention will be reset for the same time and date the following week.

Yours sincerely,

Staff Name
Position

Appendix 8 - LM Detention Template Letter

Date

Parent Addressee
Address Block

Dear Parent Salutation

Forename Surname (AM Group)
Detention for (Reason)

Forename has been placed in an after school detention. This will take place on **Thursday *****
2015**, in room 12 from 3-4pm

Reason for Detention:

(Insert details)

Detention Given By:

Name, Learning Manager – Year (7,8,9,10,11)

If Forename is unable to attend the detention due to extreme circumstances please let us know as soon as possible on **01935 471131 Option 1** and if appropriate it may be possible to rearrange the detention. Failure to attend this detention will lead to further sanctions.

If for any reason the detention is cancelled, or Forename is absent from school on the set date, please be aware that the detention will automatically be reset for the same day the following week.
Yours sincerely,

Staff Name
Position

Appendix 9 - Lates detention template letter

Date

Parent Addressee
Address Block

Dear Parent Salutation

Forename Surname (AM Group)
Detention for Lateness

Student has been placed in after school detention. This will take place on **Thursday ***** 2015**, in room 12 from 3-4pm

Reason for Detention:

(Insert details)

We would appreciate your support in discussing punctuality with Forename. If lateness becomes a persistent problem you may be asked to attend a meeting to discuss these concerns.

Detention Given By:

Name, Learning Manager – Year (7,8,9,10,11)

If Forename is unable to attend the detention due to extreme circumstances please let us know as soon as possible on **01935 471131 Option 1** and if appropriate it may be possible to rearrange the detention. Failure to attend this detention will lead to further sanctions.

If for any reason the detention is cancelled, or Forename is absent from school on the set date, please be aware that the detention will automatically be reset for the same day the following week.

Yours sincerely,

Staff Name
Position

Physical Intervention Policy

Staff Link:	G Morrison	Date:	December 2012
Governor Link:		Review:	December 2015

School Values and Policies

At Preston School, we recognise a core set of values. Inherent in these values is the overriding belief that all pupils can learn and must have the opportunities to learn.

- We recognise the worth of each individual by valuing the personal qualities they demonstrate in their learning, living and working.
- We recognise the experience of young people by valuing the talents and skills they bring into their schooling experiences and we commit to ensure that schooling enhances these talents and skills.
- We embrace difference by valuing diversity in ethnicity, religion, nationality and race.
- We display integrity by valuing openness, trust, negotiation, fairness, honesty and respect for all people.
- We foster ambition and independent spirit by valuing each individual's abilities, aspirations and desire to explore and create.
- We acknowledge the role of networks by valuing the way in which people can work together and collaborate
- We acknowledge the place of school in the community, particularly the broader global community, by valuing the essential nature of the relationship between schools and the social and economic environment in which they operate.

The school behaviour policy outlines how staff at Preston School create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the school Inclusion policy, the Health & Safety policy, and the Child Protection policy.

Purpose of this policy

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at school will fulfil their responsibilities in those circumstances.

The Principal will be responsible for ensuring that staff and parents are aware of the policy. He will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

Physical touch

The staff at Preston School believe that physical touch is an essential part of human relationships. In our school, adults may well use touch to prompt, to give reassurance or to provide support in PE.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- take account of gender issues

At our school the school welfare officer is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

What do we mean by 'physical intervention'?

It is helpful to distinguish between:

Definition	Example	
Non-restrictive physical interventions. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so	For example: <ul style="list-style-type: none">• guiding/shepherding a person from A to B• use of a protective helmet to prevent self-injury• removal of a cause of distress

	wish	
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none"> • isolating a child in a room • holding a pupil • blocking a person's path • interpositioning • pushing/pulling

and between:

Emergency/unplanned interventions	Occur in response to unforeseen events
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil

When is restrictive physical intervention permissible at Preston School?

Restrictive physical intervention is rarely used at Preston School. However, it will be necessary when its aim is to prevent a pupil injuring themselves or others (For example, pupils playing in a dangerously rough manner) or to prevent them damaging property (For example, pupils throwing a heavy object at/near to expensive computer equipment). [Section 550A, DFES Circular 10/98]. Further guidance can be found with the Local Authority.

Risk assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience.

Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate or in an emergency situation. Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. Guidance on this and more formal risk assessment is given in the school policy on risk assessment.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Who may use restrictive physical interventions?

In this school all teachers are authorised. In addition, a list will be attached to this policy of non-teaching support staff who are also authorised. The Principal will ensure that those on this list are aware and understand what is involved. The Principal will review this list termly to ensure that it is up to date.

Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the principal. Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school. This means that visiting staff will need to ask the principal for authorisation.

How staff at Preston School might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- use the minimum amount of force for the minimum amount of time;
- avoid causing pain or injury; avoid holding or putting pressure on joints;
- in general hold long bones.

- *never* hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

In an emergency, staff must summon assistance by reporting the incident to the main school office or a nearby MOS, by whatever means is possible given the circumstances.

The place of restrictive physical intervention within broader behavioural planning

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the school's guidelines.

If appropriate, an individual management plan will then be drawn up for that pupil. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers. When it involves the use of a restrictive physical intervention, medical colleagues will be consulted.

Before the plan is implemented, any necessary training or guidance will be provided for the staff involved. The Principal will be responsible for establishing staff needs and for organising necessary training.

What to do after the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- details of the incident will be recorded by all adults involved *immediately* on the attached form. A copy will be sent to the School 'Health & Safety' officer.
- recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- any injuries suffered by those involved will be recorded following normal school procedures.
- the Principal will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the principal will follow the school's child protection procedures and also inform parents/carers.
- parents/carers will be informed by the Principal on the day of the incident. If this is initially done by phone, it will be followed up in writing. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by the Principal.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The Principal will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Principal will report on this information to the Governing Body annually.

Complaints procedure

Any complaint will first be considered in the light of the school's child protection procedures. If child protection procedures are not appropriate, the school's complaint procedures will be followed.

APPENDIX 1

SCHOOL POLICY FRAMEWORK

INTRODUCTION

- Specify the links between this policy and your school's SEN policy, Behaviour policy, Child Protection & H&S policies.
- Outline your broad policy on the use of touch and physical contact including how staff will be informed if there are particular pupils for whom any physical contact could be a particularly sensitive issue.
- Give your definition of a physical intervention and a restrictive physical intervention.
- State how staff will be kept familiar with the policy and their responsibilities.
- Describe how parents will be informed about this policy.

WHEN RESTRICTIVE PHYSICAL INTERVENTION MAY BE USED

- Specify the circumstances in which a physical intervention may be used giving examples for clarity.
- Distinguish between planned and emergency interventions.
- Give guidance to help staff make informed judgments in difficult situations.
- Explain how staff should respond if they feel it is unwise for them to use restrictive physical intervention in a situation which requires it (ie. ensure the safety of pupils and seek help).
- Highlight the importance of risk assessment.
- Describe the circumstances in which it would be appropriate to contact the police.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION

- Specify which staff may use restrictive physical interventions and how this may be used.
- Outline information and procedures for visiting staff.

THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS WITHIN BROADER STRUCTURAL PLANNING

- Outline procedures for the follow up to an unplanned restrictive physical intervention including risk assessment and informing parents.
- Outline procedures for drawing up and implementing an individual plan with a physical intervention.
- Indicate how planning will involve parents/carers and the pupil.
- Describe how staff can access support.

THE RANGE OF INTERVENTIONS: HOW MAY PUPILS BE RESTRAINED?

- Give guidance on the meaning of 'reasonable force' with examples of both 'reasonable' and 'unreasonable'.
- Specify principles of good practice when using restrictive physical interventions.
- Outline procedures for identifying and meeting the training needs of staff.

RISK ASSESSMENT

- Outline your school's risk assessment process [see Appendix 4], staff responsibilities within it, when it will be used and how it will inform planning.

WHAT TO DO AFTER THE USE OF A RESTRICTIVE PHYSICAL INTERVENTION

- Specify procedures for recording any incidents involving the use of restrictive physical interventions (planned or unplanned).
- Name which member of staff has a responsibility for ensuring parents are informed.
- Give information about how post incident support is provided for staff and pupils.
- Outline how the principal will monitor the use of restrictive physical intervention, take appropriate follow up action and report information to Governors.

COMPLAINTS PROCEDURE

- Detail your school's complaints procedure.

APPENDIX 2

KEY POINTS FOR TEACHERS

Physical touch

Physical touch is an essential part of human relationships. In school, adults should feel able to use touch for professionally appropriate reasons. For example, to prompt, to give reassurance, to provide support in PE. However, any touch must:

- be non-abusive with no appearance of indecency or intention to cause pain or injury.
- be in the best interests of the child and others.
- have a clear educational purpose.
- take account of gender issues.

You **must make yourself** aware of any pupil who might find physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

Your school's policy

On any day, you may find yourself in a situation where you have to make a snap judgment about whether to make a physical intervention or not. So it is very important that you are familiar with your school's policy on its use. You may wish also to read the County Education Service's guidance. **Ask for clarification and/or more advice if you feel unsure.**

Who can use restrictive physical interventions?

Whether they are formally authorised or not, all staff have the right to use reasonable force to defend themselves and others from an attack and to prevent immediate risk of injury to themselves or others. Restrictive physical intervention can be used *in certain other circumstances* (see below) by any of the school's teachers and by other staff, *if specifically authorised by the Principal*.

What is a restrictive physical intervention?

The term restrictive physical intervention covers a wide range of actions that prevent, impede or restrict movement or mobility or use force to direct. For example: isolating a child in a room; holding a pupil; blocking a pupil's path; inter-positioning between pupils; pushing and/or pulling a pupil. It can be a planned or an emergency, unplanned action.

In what circumstances can a restrictive physical intervention be used?

The use of a restrictive physical intervention should be very rare. It should be avoided whenever possible and must not be used for staff convenience. It must be justifiable as 'being in the child's best interests'.

Restrictive physical intervention is allowed, and most obviously justified, when its aim is to prevent a pupil injuring themselves or others (e.g. by playing in a dangerously rough manner) or to prevent them damaging property (e.g. throwing a heavy object at/near to expensive computer equipment). [Section 550A, DFES Circular 10/98]. Such an intervention is also allowed when its aim is 'to prevent a criminal offence'.

A pupil absconding can only be restrained if they are putting themselves at significant risk by leaving school.

Section 550A allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline....'. However, **the use of force for this purpose is unlikely to be acceptable educational practice particularly with pupils in KS2 and above**. In many cases, the use of force to achieve compliance will exacerbate the problem. You should be extremely circumspect about using a physical intervention for such a reason. Most attacks on staff are triggered by a member of staff initially touching the pupil. It is more possible with a KS1 child that limited restraint (e.g. holding a reception child's hand without significant struggle; gently holding them back - again without significant struggle) will be appropriate and acceptable. However, it is essential that such action has the *child's best*

interests at heart and that it is not used simply for convenience.

The use of a restrictive physical intervention becomes increasingly inappropriate with older pupils.

Making a judgement about whether or not to intervene physically

Restrictive physical intervention should *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate. Before deciding to intervene, you should weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention should be carried out with the child's best interests at heart. Physical contact must not be used to punish a pupil or cause pain, injury or humiliation. Guidance on this and more formal risk assessment should be given in your school policy. However, in the end, to intervene physically or not will be a professional judgment. It will be easier to make and justify that judgement if you are fully familiar with your school's policies and risk assessment procedures.

Whatever, you should not feel obliged to intervene against your better judgement. You should not place yourself at unreasonable risk. In such circumstances, you should take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Making a plan

If you are concerned that a situation may arise with a pupil that requires a restrictive physical intervention, you should carry out a formal risk assessment following the school's guidelines. If appropriate, an individual management plan should then be drawn up for that pupil. This plan should aim to reduce the likelihood of such a situation arising as well as how to deal with it if it does. Such a plan should be discussed with parents/carers. If it involves the use of a restrictive physical intervention, medical colleagues should be consulted. You should receive any necessary guidance or training *before* you implement such a plan.

What you should do in a restrictive physical intervention

When a restrictive physical intervention is justified, you can use 'reasonable force'. This is the degree of force 'warranted by the situation'. It should 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used should always be the minimum needed to achieve the desired result and for the shortest amount of time, (for example, it would be unacceptable forcefully to drag or pull a pupil when they had refused to leave the room).

If restrictive physical intervention is to be used, you should: use the minimum amount of force for the minimum amount of time; avoid causing pain or injury; avoid holding or putting pressure on joints; in general hold long bones. You should *never* hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

During an incident you must caution the pupil that his or her behaviour may be leading to restraint but this should not be used as a threat or said in a way that would inflame the situation. You must not act out of anger or frustration. It is important to adopt a calm, measured approach and maintain communication with the pupil at all times.

You should be aware of how to summon assistance in an emergency.

After an incident

All incidents of restrictive physical intervention should be reported and recorded as soon as possible, following the school procedures. Witnesses should make statements as well as the direct participants. Parents/carers should be informed, again by following the school procedures. You may wish to seek advice from your professional association.

After an incident you should seek/receive debriefing support. Similarly the pupil involved should be given such support.

APPENDIX 3

_____ SCHOOL			
INCIDENT FORM – USE OF PHYSICAL INTERVENTION			
1. GENERAL DETAILS			
CLASS:	TERM:	NUMBER:	DATE:
NAME(S) INVOLVED:	OF PUPILS	_____	
LOCATION:	_____		TIME:
WITNESSED	BY: _____		
Adults:	_____		

Pupils: _____

STAFF WRITING THIS REPORT: _____

REPORTED TO HEAD/DEPUTY (DELETE): _____

(Date/time)

FORM RETURNED: _____

(Date/time)

2. DESCRIPTION OF THE INCIDENT (WHAT HAPPENED?)

<i>Who was involved? Focus of incident</i>	<i>Nature of incident</i>	<i>Effects</i>
Pupil to pupil <input type="checkbox"/>	Verbal abuse/outburst <input type="checkbox"/>	Disruption <input type="checkbox"/>
Pupil to adult <input type="checkbox"/>	Threatened violence <input type="checkbox"/>	Distress to self (pupil) <input type="checkbox"/>
Self harm <input type="checkbox"/>	Risk of injury <input type="checkbox"/>	Distress to others <input type="checkbox"/>
Damage to property/equipment <input type="checkbox"/>	Physical abuse/attack <input type="checkbox"/>	Injury <input type="checkbox"/>

Antecedents (What lead up to the incident):

Behaviour:

Action taken to manage/de-escalate the behaviour prior to use of physical intervention:

Description of the physical intervention used:

- Was this a planned (IBP)/unplanned intervention? (delete as appropriate)
- Duration of physical intervention:
- Was anyone injured? YES/NO If YES, give details of injury and any medical support given:

3. CONSEQUENCES

Incident reported to Principal/Deputy/Other member of SMT (specify) _____

Parents Contacted – Phone/Letter Time: _____ By _____ Whom: _____

In School/Class Sanctions:

Detention Date: _____

Outside Agencies Involved YES/NO If YES, who?

Accident/Incident form/book Health and safety form/book

Other recording (specify) Other notification

Signed: _____ (Member(s) of Staff)

Date _____

4. FURTHER ACTIONS

Post Incident Support:

Staff

Staff 'Debrief' Requested YES/NO

Provided by _____ Date _____

Follow Up Session Requested YES/NO

Details _____

Pupil

Post Incident Support given
by _____ Date _____

Signed _____ (Member of Staff)
Date _____

Signed (optional) _____ (Pupil)

PLANNING AND FURTHER ACTIONS

Do any of the following need review and possible change? Please tick appropriate ones.

- Pupil individual programme (e.g. IBP/PSP)
- Teaching targets/curriculum offered
- Teaching groups
- Aspects of physical environment
- Defusing and calming strategies
- Staffing

What steps have/will be taken to address identified areas?

Was any further, related action taken by Head/Deputy YES/NO

Specify:

Signed: _____ (Head/Deputy)

Date: _____

Anti-Bullying Policy

Staff Link:	Helen Cullen	Date:	January 2014
Governor Link:	Not Required	Review:	January 2016

Anti-Bullying Policy

Preston School is a comprehensive school. That means it is for everybody. In our school we believe that everyone has a right to feel valued, safe and accepted. Each individual is valued and respected for who she/he is. We are a school where bullying is seen as unacceptable by all members of the school community.

Students need to feel safe and secure whilst they are at school in order to achieve their full potential. Students who are happy at school will be motivated and ready to take on the challenges of each day.

This policy reflects the importance placed on involving all partners of the school community. As part of the process of writing this policy we consulted with students, parents, school staff, Governors, Student Welfare Officer, Restorative Justice Team Youth and the Senior Leadership Team.

What is bullying?

Bullying is any behavior by an individual or group, repeated over time, intended to insult, intimidate or hurt another person.

Bullying can be:

- Emotional Excluding, tormenting, humiliating
- Physical Pushing, kicking, hitting, physical threats, any use of violence
- Racist Racial taunts, graffiti, gestures
- Sexual Unwanted physical contact or sexually abusive comments
- Homophobic Because of, or focussing on the issue of sexuality
- Verbal Name calling, sarcasm, spreading of rumours, teasing
- Cyber Abusive emails, internet chat rooms misuse, mobile threats, misuse of associated technology such as cameras and videos

CYBER BULLYING

Cyber bullying is becoming more frequent across the country. As a School, Preston School is committed to educating students about the dangers and impact of cyber bullying. This is achieved through:-

- School policies – acceptable user policy
- Staff training
- Assemblies
- Student education through the curriculum
- Close working with external agencies and the police
- Advice area on moodle

Preston Schools Anti-Bullying Policy

Prevention of Bullying

The school will aim to create an ethos of good behavior in which values of respect and an understanding of difference and of how our actions affect others are reinforced through:

- Assemblies, tutor time and lessons;
- Interactions between staff and students;
- The school Behaviour Policy

It is our aim that all students and staff will feel safe and secure whilst at school or involved in extracurricular activities.

Actions to achieve this include:-

- Students to be encouraged to report bullying to their academic mentor or another adult.
- Staff to respond to any incidents of bullying reported to them and to ensure their actions are effective.
- Appropriate consequences are actioned for both perpetrator and victim, through the Restorative Justice process if applicable.
- All members of the school community and stakeholders are aware of the content of the policy.
- Providing an area for the students to access advice and support through peer mentors and Moodle

Signs and symptoms of bullying

A child may indicate by signs or behavior that he or she is being bullied. Staff working with students should be aware of these possible signs and they should investigate if a student:

- Is frightened of walking to or from school
- Is reluctant to use the school or public transport
- Changes their usual routine
- Is unwilling to come to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Talks about nightmares or crying themselves to sleep
- Feels ill in the morning
- Displays a deterioration in their standard of work
- Has torn clothes or damaged possessions
- Asks for money or starts stealing money
- Continually 'loses' money or possessions
- Has unexplained cuts or bruises
- Is often hungry
- Becomes aggressive, unreasonable or disruptive
- Is bullying other children
- Stops eating

- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Gives improbable excuses for the above

Preston School Community Rights & Responsibilities

All members of Preston School community have rights and responsibilities. It is vital that every member of the community is aware of their rights and responsibilities if we are to address the issues of bullying.

Students:

Rights	Responsibilities
<ul style="list-style-type: none"> • All students have a right to learn in an environment where they feel safe and happy. • All students have a right to be themselves. 	<ul style="list-style-type: none"> • All students have a responsibility to talk to an adult if they feel that they or a friend are being bullied. • All students have a responsibility to treat members of the community with respect and in a way they would like to be treated.

Staff:

Rights	Responsibilities
<ul style="list-style-type: none"> • All members of staff have a right to feel safe and happy. • All staff have a right to teach their subject in an appropriate environment 	<ul style="list-style-type: none"> • Staff members have a responsibility to act upon any incidents of bullying that are reported to them. • Staff have a responsibility to inform the appropriate Learning manager for the student involved in the incident in order to have an overview and to put in place supportive strategies/interventions.

Parents/Carers:

Rights	Responsibilities
<ul style="list-style-type: none"> • Parents have a right to feel confident that their child is safe at school. • Parents have a right to be able to contact the school when they feel their child is being bullied. 	<ul style="list-style-type: none"> • Parents have a responsibility to encourage son/daughter to talk to someone at school. • Parent should be willing to work with the school to develop strategies to support their child.

Preston School Anti-Bullying Pledge

- Preston School operates a no blame approach to bullying.
- We take all reported incidents of bullying seriously
- We will deal with incidents sensitively
- We will take appropriate action
- We will not tolerate bullying in any form
- We will support all parties involved
- We will use restorative justice conferences with all parties involved.

Guidance for responding to bullying

When dealing with a bullying incident staff should:

- Reassure the student that they will not lose control over what happens
- Tell the student that possible courses of action will be discussed with them to find an approach with which they are comfortable
- Refer to the appropriate Learning Manager who will discuss the next steps if the agreed course of action proves to be ineffective.
- Monitor the situation and ask the student to meet with you regularly even if only to report that things are okay
- Keep parents informed and engaged throughout.

Outcomes

Possible outcomes may include:

- A genuine apology from the bully
- A reconciliation of the students
- An agreement to stop hostility
- Work in school with the bully to change behaviour
- Work in schools with the victim to provide coping strategies
- In school sanctions against the bully
- Fixed term or permanent exclusion in serious cases
- Involvement of the police
- Involvement of external agencies

Sources of support

Support for the victim could come from a range of sources and may include:

- Close friends
- Peer mentoring
- Any member of staff, particularly the Academic Mentor or Learning Manager
- Student Welfare Officer
- The School Counsellor

- Parents
- External agencies

Preston School
Student Anti-bullying Code of Conduct

The students at Preston School define bullying as intimidating and/or physical behaviour towards other people. This behaviour could force students to perform out of character or upset them. Bullying affects people lives inside and out of school. Bullying effects peoples self esteem and can stop them from learning. The students at Preston School believe that bullying is not acceptable.

If you encounter bullying you should :-

- Talk to someone you trust.
- Trust the staff to deal with bullying because if they know about it they will sort it out.
- Do not let the person bullying you see they are upsetting you.
- Stay with your friends at break and lunch in places where lots of people are.
- Think before you act – do not retaliate.
- Do not involve other students, this will only make it worse.
- If you see or hear bullying report it.
- If bullying is not talked about it can not be stopped.

CYBER BULLYING

Cyber bullying is becoming more frequent across the country. As a School, Preston School is committed to educating students about the dangers and impact of cyber bullying. This is achieved through:-

- * Staff training
- * Assemblies
- * Student education
- * Close working with external agencies and the police.

MANAGEMENT AND EVALUATION

The Governors Welfare Sub-Committee participates in the development and review of the relevant aspects of the Anti-Bullying Policy. The Senior Leadership Team will annually review the success of the policy.

LEGISLATIVE GUIDANCE

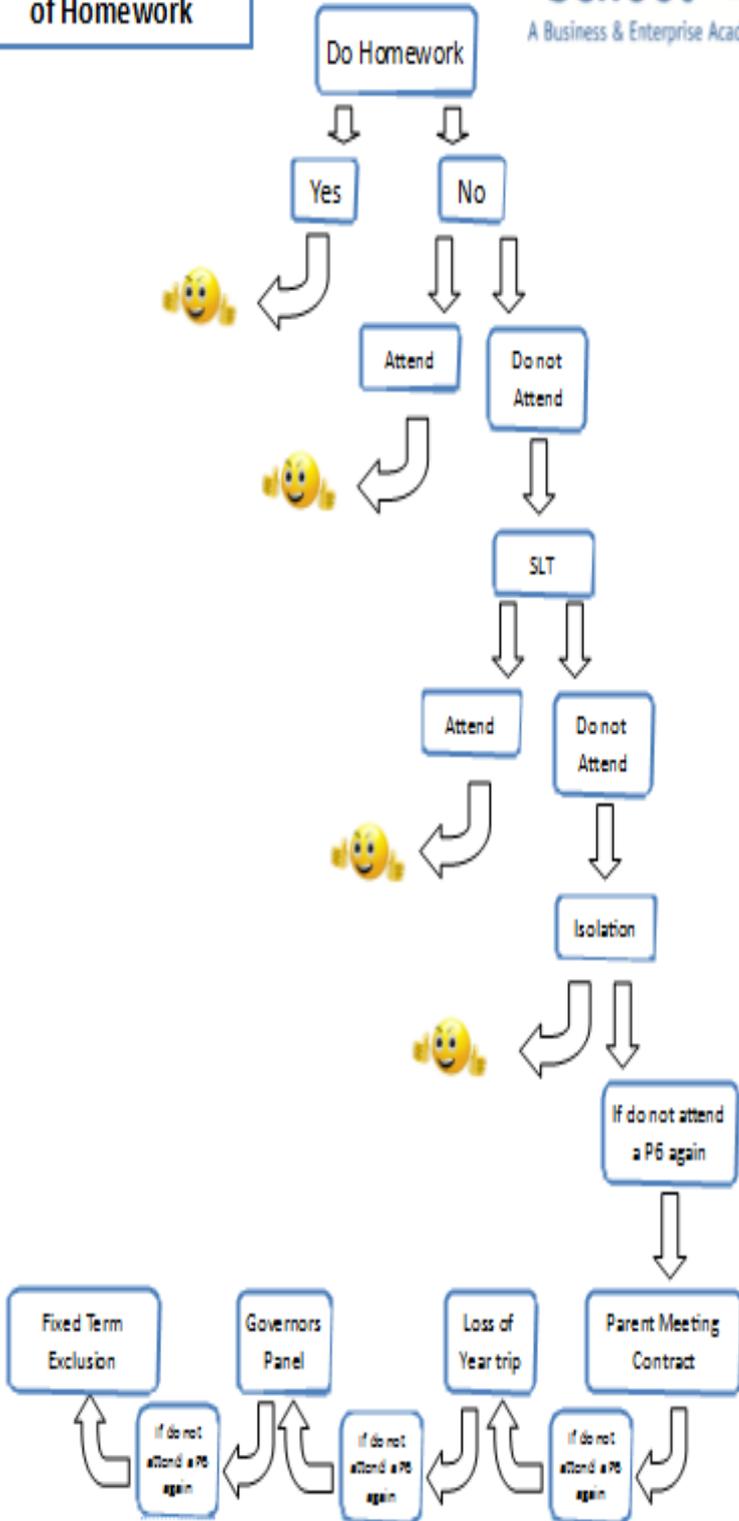
This policy has been drawn up with full regard for the 1998 Human Rights Act, which came into force in October 2000, and the 2001 Disability Discrimination Act, which must be implemented by 2004.

MONITORING, EVALUATION AND REVIEW

The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 12 - Period 6 Escalation flow chart

**Graduated Response
for Non completion
of Homework**



Appendix 13 – Equipment list

Below is the list of equipment that students are expected to have with them at all times. In addition to this students will be expected to bring with them subject specialist equipment on the correct days for example **PE kit** and **DT ingredients**.

- Planner with completed timetable
- Exercise books
- Pen
- Pencil
- Ruler
- Eraser
- Maths set
- Calculator
- Colouring pencils
- MFL dictionaries (Year 7,8 and GCSE language students)
- Fob for use in the hub (if using canteen)

In addition GCSE students should bring with them;

- Highlighting pens
- GCSE subject specific uniform eg. Specific uniform eg. Catering whites, GCSE PE top, GCSE Dance top

Appendix 14 – Mobile Phone Policy