



# Behaviour for Learning Policy 2021-24

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## Introduction

At Cottenham Village College we are determined that every student should succeed and leave us after having worked hard, been kind to others and achieved their best. Our behaviour procedures are designed to ensure that all students leave CVC not only with the best examination results they can achieve but also as well-rounded citizens who can contribute positively to society.

In our classrooms the teacher is the authority figure and students are expected to follow all instructions, first time, every time, to ensure a positive environment for learning. Strong relationships and well-planned lessons are the key to a positive learning environment. We expect our students to be focused on their learning 100% of the time as this will enable them to do their best. The clear expectation of following instructions also extends beyond the classroom and in response to all adults in the organisation.

Where students choose not to demonstrate excellent behaviour we implement sanctions which must be applied **fairly and consistently**. Students are rewarded for demonstrating excellence in behaviour and learning. We expect parents/carers to support our rewards and sanctions, we communicate behaviour and house points to parents on a daily basis via the Astrea App. We also believe it to be a priority that we all have a role in teaching our students what excellent behaviour looks like in order to support them in being successful. Demonstrating excellent behaviour is a necessary precursor to success in life and the habits students enact each day form the people they become.

## Aims of the Policy

Our behaviour policy and plans are aimed at improving educational outcomes for all students by promoting and supporting their engagement with education.

We aim to develop good relationships, based on mutual respect. Our staff model the behaviour we want to see and our students must allow teachers to teach by behaving appropriately at college so that all students can reach their full potential. We encourage students to take responsibility for their behaviour, both in college and when in the wider community, and want them to feel supported as an integral part of our college community.

## Achieving Excellent Behaviour in the Classroom

Clear expectations and routines are key to excellent behaviour. Teachers consistently model high expectations (Please see Appendix 1) of student behaviour and explicitly teach the routines they expect students to follow in their classrooms and around the college. These messages about high expectations of student conduct are reinforced regularly through assemblies. Excellent behaviour is clearly defined and communicated to students (Please see Appendix 2) Where students choose not to meet these high expectations, teachers respond to correct these behaviours in a warm, but firm, manner.

## Rewards for students

Rewards play a key part in ensuring that high expectations are met and students take a pride in their college. Encouragement and praise are vital tools in the development of a young person, in particular in supporting positive mental well-being and also in building strong relationships between students and staff. It is important they are applied consistently with all students. (Please see Appendix 3)

## Sanctions for students

Our Behaviour Tariff will be used to identify the appropriate sanctions and then recorded on the college database (Bromcom). Examples that must be recorded are listed in the Behaviour Tariff (Please see Appendix 4).

Cottenham Village College will not tolerate any behaviour which might disrupt the learning of others. Equally, behaviour that might cause offence or harm to another person will be considered as a serious breach of our behaviour policy. Every child and staff member in our college deserves to feel safe, happy and able to enjoy their time in college.

Any child who chooses not to meet our expectations will be issued with a sanction. In the majority of cases we use a simple system of same day detentions which are swift and transparent. Parents / carers are notified that their child is in detention at lunchtime to enable them to change end of day arrangements if necessary.

Sanctions are issued as behaviour points which link to a centralised detention system and reflection facility to ensure students have the opportunity to consider and correct their behaviour. Where students are finding it particularly difficult to meet expectations, we work more closely with students and their families to ensure they have every opportunity to succeed and conform to our expectations.

Teachers will implement a range of behaviour strategies to ensure a positive learning environment. If a child then chooses not to meet our expectations they will be clearly instructed that they have a 'C1 – Verbal Warning'. If they continue to fail to meet expectations following the C1 they will be issued with a 'C2 – Behaviour Point'. This will be clearly communicated to them with a reminder of the detention at the end of the day and placed on the student's Bromcom record. If the inappropriate behaviour continues they will be issued with a 'C3 – Removal' and the teacher will request support to remove them from the classroom to be placed in the reflection room. Support is available primarily through requesting help through the on-call system. SLT are also on call to support colleagues and can be contacted via radio. Only one C2 can be issued per lesson unless the student fails to complete their homework **and** chooses not to meet our behaviour expectations in that lesson.

If a student has been issued a C2 detention prior to lunchtime they should go, at the end of the same day, to room 6020 if it is for homework or to the main college hall for behaviour where they will be met by a member of the HOY/HOF team or SLT. They will be required to work in silence from 3.10-4.10pm. If the C2 detention has been issued after 1.30pm then it will carry over to the following day.

If a student is removed from a lesson (C3) a successful restorative meeting should take place with their teacher before they are permitted to return to lessons in that subject (or to tutor time). This will be co-ordinated by the Pastoral Administrator along with the member of staff who issued the C3. If a restorative meeting is not able to take place in time for the next lesson, the student will be required to go to the Reflection Room for that lesson until such a time as the meeting can take place. Students will be expected to reflect upon the choices they made and the reason for their isolation.

Further details outlining additional sanctions can be found in Appendix 5.

## Detentions

Teachers have a specific legal power to impose detention on pupils aged under 18. The following staff have been authorised by the Principal to impose detentions:

- all teachers including trainee teachers
- supply teachers
- cover supervisors
- any other paid employee

The Education Act of 2011 removed the obligation to give parents/carers 24 hours' notice of an after college detention, so that same-day after-college detentions may legitimately be imposed. In the interests of student safety, however, we send out an email communication during lunchtime to inform parents/carers that the detention has been set, so that appropriate arrangements may be made to ensure that the student is able to get home safely afterwards. Page 7 Detentions set during Period 5 will be carried over to the next day to ensure that parents/carers have enough time to make arrangements for their child/ren to be collected if necessary.

## Suspensions

There is no list of set behaviours for which a student can and cannot be suspended, and the decision to exclude lies with the Principal (or Vice Principal in the Principal's absence). A student can only be suspended for a

disciplinary reason (e.g. because their behaviour violates the college's behaviour policy). They cannot, for example, suspend a student for academic performance/ability, or simply because they have additional needs or a disability that the college feels it is unable to meet. A student can be suspended for behaviour outside of college, or for repeatedly disobeying reasonable instructions.

We will take reasonable steps to set work for students during the first five days of a suspension. From the sixth day of a suspension, suitable full-time education must be arranged for students of compulsory college age (primary and secondary school age), except for Year 11 students (final year of secondary school) whose final exams have passed.

For the first five college days of any suspension, parents/carers must ensure that their child/ren of compulsory school age is not in a public place during college hours without very good reason. Parents/Carers must also ensure that their child/ren attends any new full-time education provided from the sixth day of exclusion (unless they have arranged suitable alternative education themselves).

## **The power to discipline beyond the college day**

College disciplinary measures may legitimately be applied in response to any non-criminal bad behaviour and bullying which occurs off the college premises and which is witnessed by a member of the staff or reported to the college by a member of the public, even out of college hours, especially:

- when on the way to and from college;
- when participating in work experience placements, educational visits or sporting events;
- when wearing college uniform, or being otherwise identifiable as a member of the college;
- if the behaviour poses a threat to another student, member of staff or member of the public (which may be a physical threat, or a threat to emotional well-being, such as abusive use of internet, text or social media), especially when there is a link to being a member of the college or the Trust as a whole;
- when the behaviour could adversely affect the reputation of the college.

## **Partnership with Parents/Carers**

Effective home-school liaison is one of the best means of ensuring that each individual student can work happily and successfully and that the college as a whole can function well. The principles of this are embodied in the Home-School Agreement). Day-to day communication between parents/carers and college is facilitated by the availability of email and text messaging, the Astrea App and Bromcom. Form Tutors and the Student Services team work together with parents/carers, for example in the formulation of PSPs (Pastoral Support Plans).

It should be noted, however, that the Education and Inspections Act 2006 makes it clear that the right to regulate students' conduct and impose sanctions does not depend on individual parental permission. The right derives from being a member of the college staff or being an authorised volunteer on college business such as trips and visits and may extend to students' behaviour beyond the college itself. Parents/Carers also have a duty to encourage their children's good behaviour at college.

## **Supporting Behaviour**

Where a student is causing significant concern in terms of their behaviour we aim to support them in improving their behaviour to enable them to meet our expectations. This is a staged approach and could include:

- Being on report to their Tutor
- Being on report to their Head of Year
- Issuing a "Time-Out Card" which students can use to spend a short amount of time with a designated member of staff to 'cool-off'
- Restorative meetings between students and staff or students and other students
- Meeting with parent/carer

- Sharing good practice between staff during meetings and via email, with a focus on strategies to support individuals
- Specific subject support from the teacher or Head of Department
- Meeting with the in college pastoral support team
- IBP – Individual Behaviour Plan
- PSP – Pastoral Support Plan
- Referral to district services
- Referral to a counsellor
- Referral to Alternative Provision provider
- 'Post-Suspension Meetings', which take place after a suspension, aimed at preventing further suspensions

CVC recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

- CVC's special educational needs co-ordinators will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

Each teacher should be clear about the prior attainment and individual needs of each student and should be particularly aware of those with:

- Education, Health and Care Plans (EHCP) / Individual Student Plans (ISPs) for students with special educational needs or disabilities
- Personal Education Plans (PEPs) for students who are looked after by the Local Authority
- Pastoral Support Programmes (PSPs) for students who are at risk of suspension
- Student-focussed risk assessments or Health Care Plans for students with complex medical needs.

## The Power to Confiscate or Search

Section 550ZA of the Education Act 1996 and the Schools (Specification and Disposal of Articles) Regulations 2012 give teachers the power to search students without consent for a number of 'prohibited items'. For the purpose of this policy, these include:

- Knives and weapons
- Laser pens
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vape pens and liquid
- Any food/products that may contain cannabis oil, referred to as 'edibles'
- Fireworks
- Pornographic images
- Aerosol spray
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Where appropriate, items will be returned at the end of the college day. However, other arrangements may be made or imposed according to particular circumstances, e.g. times when an individual or all students have already been warned about items that could be confiscated. College staff can search students for any item which is banned by the college rules. Mobile phones, other devices with internet connectivity (e.g. smart watches) and ear/headphones will be confiscated until the end of the day and should be collected by the student's parent/carer if

they are used seen or heard during the college day. They may be used after the end of the college day or within the premises following the completion of an extra-curricular activity after 4pm.

Where possible all student searches will be carried out in the presence of at least two members of staff, including one of the same gender as a student and one who is a member of the Senior Leadership Team. In some circumstances, the police will be asked to give assistance. The search may proceed without the presence of the police in accordance with the Violent Crime Reduction Act 2006. Weapons and knives will be handed over to the police. Parent/carers will always be contacted should any 'prohibited items' be found during the search.

At CVC, the safety and wellbeing of every student is an absolute top priority, and we take great care to ensure that our academies are safe and enjoyable environments for everyone. We, therefore, have a robust policy of immediate suspension of any child who brings offensive weapons, including knives, into college; this is highly likely to be permanent. All searches will be recorded on our internal Safeguarding records (CPOMS).

Consideration will be given to all of the circumstances, including motivation and intent, surrounding a breach of the behaviour policy.

## **Physical intervention**

See DfE guidance: Use of reasonable force in schools (Please see Appendix 6)

## **Guidance and other relevant policies**

The following guidance and policies work alongside our 'Behaviour for Learning Policy' to help us achieve the aims of this policy and our wider college aims:

- The most up to date government guidance on behaviour in schools can be found here: Behaviour and discipline in schools – DfE - January 2016 (<https://bit.ly/391SZYA>).
- The college takes a firm stand on offences affecting individuals, including bullying. Please see our Anti-Bullying Policy for more information.
- Persistent breaches of our Uniform Policy will result in intervention, consistent with this Behaviour for Learning Policy.
- All lessons should be well-planned in accordance with the guidance given in the Teaching and Learning Policy.
- When enforcing any of the details of this policy, account will be taken of the range of individual student needs in determining the appropriate use of sanctions in accordance with the Equality Act 2010.

# APPENDIX 1: Achieving Excellent Behaviour in the Classroom



Clear expectations and routines are key to excellent behaviour. Teachers consistently model high expectations of student behaviour and explicitly teach the routines they expect students to follow in their classrooms and around the college. These messages about high expectations of student conduct are reinforced regularly through assemblies. Where students choose not to meet these high expectations, teachers respond to correct these behaviours in a warm, but firm, manner.

High Expectations in the Classroom are defined by:

## 1. READY TO LEARN BY

- Being organised; have the right equipment everyday
- Wearing the correct uniform in the correct way
- Arriving on time and settling quickly
- Sitting in your seating plan
- Using the toilet and filling water bottles before school or at break and lunch times – NOT during the lesson

## 2. MAXIMISE LEARNING BY

- Being positive, doing your best and keep trying
- Following all instructions from all staff
- Listening to each other
- Being responsible for your own learning
- Completing homework with care and handing it in on time
- Responding to your teachers' feedback

## 3. SHOW RESPECT BY

- Being respectful towards everyone in the school community
- Remembering that manners matter
- Showing respect to others and understanding their feelings
- Being a good role model to others
- Always placing litter in bins
- Responding to requests and instructions appropriately

## 4. SHOW RESPONSIBILITY BY

- Listening to adults and other students
- Taking responsibility for your own actions
- Making the school a safe place
- Playing your part in school life
- Taking pride in yourself, others and our school

# APPENDIX 2: Excellent Behaviour

Excellent behaviour at CVC is where students demonstrate that they can:



- Arrive at college and all lessons on time
- Wear full college uniform and look smart at all times
- Have the correct equipment for all lessons
- Move around the site quietly, sensibly and with purpose
- Refrain from conflict or physical contact with others
- Be kind, polite and treat others with respect
- Work hard and remain focused on the task in all lessons
- Listen to and always follow all instructions from all staff
- Take responsibility for their own actions
- Take care of the buildings and resources
- Behave appropriately on the way to and from college
- Be ambassadors for CVC on college trips and when out in the community
- Make a significant contribution to the life of the college and their local community
- Complete all homework tasks on time and to the best of their ability

Students should expect to be rewarded for demonstrating excellent behaviour but equally must expect sanctions to be applied if they fail to do so.

## APPENDIX 3: House Points and Rewards

Rewards play a key part in ensuring that high expectations are met and students take a pride in their college. Encouragement and praise are vital tools in the development of a young person, in particular in supporting positive mental well-being and also in building strong relationships between students and staff. It is important that colleagues try to ensure that the number of house points awarded exceed the number of behaviour points, though this should not discourage colleagues from sanctioning a student using a behaviour point (as a guide last year the ratio of SHINE (now house) points to behaviour points was 5:1).

The principal way of rewarding students on a day-to-day basis is through awarding house points which are recorded on Bromcom. It is important that house points are awarded for excellence, not simply for meeting our expectations.

Staff may wish to award house points for the following:

Excellent piece of classwork	Helping someone else
Excellent piece of homework	Trying hard before asking for help
Full marks (or high score) in a test	Making an excellent contribution to discussion
Demonstrating resilience	Looking after someone else
Representing the college	

Students are rewarded for the number of house points they have collected. In each weekly assembly the Head of Year will congratulate students who have been awarded the highest number of house points. In the final week of each half term a celebration assembly is held to congratulate students who are deserving of recognition. Rewards are presented in assemblies each half term and are cumulative throughout each college year:

No. of achievement points	Reward	Presented in assembly by
10	TBC	Tutor
25	TBC	Tutor
50	TBC	Head of Year
75	TBC	Member of SLT
100	TBC	Principal

# APPENDIX 4: Behaviour Tariff

Level	Incident - This is by no means an exhaustive list but it gives an indication of the behaviour incidents that may occur	Immediate Consequences	Staff Responsible	Follow-up Consequences
CO	<b>Communication Log</b>			
C1	<b>C1 – Verbal Warning – 1 Behaviour Point</b>	<b>C1 behaviour may result in:</b>	All Staff should record the behaviour event on Bromcom the same day as the behaviour event.	Form tutor to track the number of C1 behaviour points, particularly looking at Low Level Disruption.  Low Level Disruption is not tolerated. If a student receives 3 or more C1s in a DAY a 1 hour same day detention is allocated and recorded as C2 - Disruption to Learning.
	Lack of equipment/PE Kit/Books	Verbal warning		
	Uniform issue	Change seating plan		
	Dropping litter	Time out to access learning (no more than 2 minutes)		
	Chewing gum	Lunchtime litter pick		
	Lateness to school			
	Lateness to lesson			
	Disruption to Learning			
	Refusal to work / lack of effort			
	Refusal to follow reasonable instructions			
C2	<b>C2 – Behaviour Point – 2 Behaviour Points</b>	<b>Continued C1 or C2 behaviour may result in:</b>	All Staff should record the behaviour event on Bromcom and select appropriate immediate and follow up actions.	Notes on Bromcom to inform tutor, parents/carer of the incident.  Reflect, repair and restore  Appropriate educational consequence
	Disruption to Learning	Change seating plan		
	Refusal to work / lack of effort	Time out to access learning (no more than 2 minutes)		
	Refusal to follow reasonable instructions	A 1 hour, same day centralised detention		
	Mobile phone used, seen or heard			
	Failure to complete homework			
	Verbal abuse/Rudeness – adult			
	Verbal abuse/Rudeness – pupil			
C3	<b>C3 – Removal from lesson – 3 Behaviour Points</b>	<b>Continued C1-C2 or C3 behaviour may result in:</b>	All Staff should record the behaviour event on Bromcom and select appropriate immediate and follow up actions.  Follow up actions/Investigations will be completed by HOY/SLT.	Notes on Bromcom to inform tutor, parents/carer of the incident.  Letter sent home to parent/carer via school communications system.  Reflect, repair and restore Appropriate educational consequence.  If a student receives 2 or more C3s in a week then a parental meeting with the HOY is completed.
	Disruption to Learning	Removal to the IER to the same point in the day, the following day		
	Refusal to work / lack of effort	Internal Exclusion the following day		
	Refusal to follow instructions	A 1 hour, same day centralised detention		
		Internal Exclusion the following day and a A 1 hour, same day centralised detention		
	Inappropriate language (swearing)			
	Missed Detention			
	Failed Detention			
	Verbal abuse/Rudeness – adult			
Verbal abuse/Rudeness – pupil				
C5	<b>C5 – 5 Behaviour Points</b>	<b>Continued C1-C3 behaviour may result in:</b>	All Staff should record the behaviour event on Bromcom.  Follow up actions/Investigations will be completed by HOY/SLT.  Suspension (1-3 days) This decision will be made by the Principal or members of the Senior Leadership Team deputising for the Head Teacher. This is an official exclusion and will be recorded on the student's record.  Permanent exclusion This decision will be made by the Principal.	Notes on Bromcom to inform, parents/carer of the incident. When recorded on Bromcom event should be left open, HOY and SLT should be notified.  Letter sent home to parent/carer via school communications system.  Reintegration meeting with Head of Year or Senior Leadership Team.  Reflect, repair and restore.
	Failure to complete time in IER	A 1 hour, same day centralised detention		
	Serious disruption/persistent disruption to Learning	Internal Exclusion the following day and a A 1 hour, same day centralised detention		
	Refusal to work / lack of effort	Removal to the IER for the remainder of the day		
	Refusal to follow instructions	Internal Exclusion the following day		
		Suspension (1-5 days)		
	Verbal abuse/Rudeness – adult	Permanent Exclusion		
	Verbal abuse/Rudeness – pupil			
	Drug/alcohol/smoking related incident			
	Physical Violence – adult			
	Physical Violence – pupil			
	Bringing a dangerous or prohibited item on site			
	Unsafe Behaviour			
	Damage to school/other's property			
Theft				
Throwing items				
Truancy – internal				
Truancy – external				

## APPENDIX 5: Interventions and Sanctions

Sanction	Notes
<b>Behaviour Points</b>	Recorded on Bromcom by the teacher/cover supervisor in the lesson where any level of action has been taken to modify behaviour that does not meet expectations. The points are centrally monitored by Form Tutors, HoY and the Pastoral Team.
<b>After-college detention</b>	<p><i>The Education and Inspections Act 2006</i> gives legal backing to the detention of students on disciplinary grounds at the end of a college session, without the consent of parents; <i>The Education Act 2011</i> removed the obligation to give 24 hours' notice to parents, but it is good practice to ensure that parents are notified of the detention in the case of a <i>same-day detention</i>.</p> <p>Detentions will be reasonable and proportionate to the offence. In the event of dispute, the Principal or another member of the Senior Leadership Team is authorised to issue a ruling. There is no legal right of appeal against detentions.</p> <p>Where there is particular difficulty about transport home, the timing and date of a detention may be the subject of negotiation between parents and teachers but this does not remove the right to detain.</p> <p style="text-align: right;"><b>Duration: 60 minutes – 3.10 – 4.10pm</b></p>
<b>Internal exclusion</b>	Students may be withdrawn from lessons, breaks or lunchtimes in order to work on their own or in the internal reflection room. There is no legal right of appeal against internal exclusion. Students may also be suspended from one college's learning community and placed in the reflection room of the partner academy/school/college. This ensures that learning is uninterrupted and restorative work can be conducted.
<b>Behavioural Reports Pupil Support Programme (PSP)</b>	<p>Aspects of progress and conduct, including attendance, homework and behaviour, are monitored by use of a variety of targeted reports, including Departmental, Head of Year, and SLT reports.</p> <p>These are intended primarily as forms of support which give students additional opportunities to demonstrate responsibility. There is a strong expectation that students on report will make significant improvement in the area or areas being monitored.</p> <p>A PSP is a more formal document, available for use with students identified to be at risk of significant underachievement and/or permanent exclusion. It records the behavioural improvement required and sets deadlines for review. In normal circumstances, a PSP will be drawn up at a meeting involving staff, parents and the student. A multi-agency assessment may be considered for students who display continuous disruptive behaviour.</p> <p>Failure to meet the targets set in a PSP is a serious matter that could warrant suspension or permanent exclusion.</p>
<b>Suspension or Permanent Exclusion</b>	<p>Serious incidents of indiscipline or repeated lower level misconduct may result in:</p> <p><b>Suspension</b> from college. A student may be suspended for up to 45 days in any one college year. Where a student has been suspended for 15 days or more in one college term we are required to complete a PEAP document (Pre-suspension assessment plan) to ensure we are doing everything we can to help and support the student to modify their behaviour.</p> <p><b>A Managed Move</b> (or alternative provision) will be arranged in partnership with the District Team. A full risk assessment will be completed before any move is finalised.</p> <p><b>Permanent Exclusion</b> may be imposed in response to the most serious forms of misconduct, including proven malicious allegations against staff, and/or in situations where suspensions have not brought about a required change in a student's conduct.</p> <p>Only the Principal or the Vice Principal, may suspend students. In practice, suspensions are usually considered and recommended to the Principal by other senior staff. There is a legal right of appeal against all forms of suspension and permanent exclusion. This is restated in letters to parents concerning suspensions and permanent exclusion. Further details are readily available from the local authority</p> <p>The Trust receives termly reports on suspensions and deals with matters of appeal and review through members of the Procedures Committee.</p>

## APPENDIX 6: Physical intervention

See DfE guidance: **Use of reasonable force in schools**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

**Any physical intervention should only be used as a LAST RESORT. Students should be made verbally aware if you are intending to do so, although, some instances may require immediate physical intervention to reduce risk of harm or injury to themselves or others.**

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing significant disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Recording of physical intervention:

The following should be included in a record of intervention. This can be completed using CPOMS:

- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

**Physical restraint would be applied appropriately trained staff where possible.**