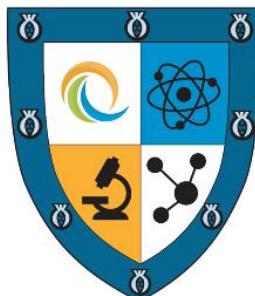




**POSITIVE BEHAVIOUR MANAGEMENT,  
EXCLUSIONS and RESTRAINT  
POLICY FOR SECONDARY SCHOOLS WITHIN  
QUEST**



UNIVERSITY  
COLLEGIATE  
SCHOOL

**January 2021**  
Review date Spring Term 2023

## **Positive Behaviour Management Policy**

The Positive Behaviour Management Policy of Secondary schools within QUEST is reviewed bi-annually.

### **Introduction**

This document embodies our Spirit of Purpose and details our approach to promote Positive Behaviour Management within the Secondary schools of QUEST.

We believe that positive behaviour in our schools is dependent on the school, the parents/carers and the child all having an equal responsibility for its success and abiding by these agreed approaches at all times. The policy should be read with reference to QUEST's SEN&D Policy.

This policy has been written in consultation with staff, parents and pupils.

### **What is positive behaviour management and why do we need it?**

Every civilised organisation depends on people behaving in a certain manner. In our Schools, the importance of every individual is equal, and as such we value all members of our school communities. Mutual respect is a vital factor in this approach and the modelling of this with all individuals encountered is the driving force behind the positive behaviour management active within schools, ensuring that effective academic and social learning.

### **Aims**

The aim of the Positive Behaviour Management Policy is:

- To encourage all members of the school community to live by the Christian or Community ethos in our schools, therefore ensure excellent standards of conduct at all times - in school lesson times and playtimes/lunchtimes, on educational visits, when representing our schools and when wearing school uniform.
- To provide a structure to assist in addressing any difficulties children may face in adhering to these standards.
- To enable pupils to understand the actions required from them to achieve positive behaviour when representing our schools.
- To ensure parents support the schools in meeting their child's behavioural needs.

In addition, the Behaviour Policy:

- Supports students to take personal responsibility for their actions- actions which are modelled through the ethos of 'Activate, Breakthrough, Cultivate'.
- Supports the work-based environment and models professional expectations in line with those of partners from industry.
- Underpins a culture of encouraging students to focus on successful outcomes.
- Has a visible strategy which promotes positive and focused conversations to reinforce expectations driven by students' aspirations.
- Encourages and supports students in their progress towards being considerate and tolerant of others, in line with the British Values statement of the UCS.

## **Commitment to Positive Behaviour**

Positive behaviour results from a commitment of all parties working together, mainly based on the tripartite approach, but also including peer relationships and interactions with all other adults within the school community. It hinges on a structure that is **clear** to all involved, based on Christian or Community principles and involving actions that are **consistent** from all modelling, and insisting on, the positive behaviour expectations.

### **The schools will deliver Positive Behaviour Management by:-**

- \* Insisting on excellent standards of behaviour, work and respect from all – staff, parents/carers and children
- \* Encouraging, praise and reinforcing good relationships.
- \* Working as a team - supporting and encouraging each other. They will embody the ethos that is agreed in our Spirit of Purpose throughout school.
- \* Acting with courtesy and consideration to all individuals.
- \* Providing a well-ordered environment with consistent and agreed behavioural expectations.
- \* Providing a clear system of rewards and sanctions in a consistent way.
- \* Providing a range of classroom management techniques to ensure excellent behaviour, for example Growth Mindset postcards. Regular communication will be used both to praise and make parents/carers aware of inappropriate behaviour, such as forgetting homework etc.

### **Pupils will exhibit excellent behaviour by:**

- Knowing, accepting and acting according to the school's positive behaviour management systems and expectations at all times.
- Having responsibility and the expectation to manage their own behaviour.
- School and parents/carers will support them if they are unable to do this.
- Understanding and actively managing their own behaviour in line with school expectations.
- Developing their understanding of others and their actions.
- Accepting and reflecting the Christian or Community values evident throughout the schools.

### **Parents/Carers will support the Positive Behaviour Management Policy by:-**

- Accepting and fully supporting the Positive Behaviour Management Policy of the school.
- Praising children for their achievements.
- Supporting staff in developing their child's ability to take responsibility for their actions.
- Supportive parenting and reinforcing school's message on standards and expectations.
- Supporting the school at strategic points for their child's development and engage with professional agencies, when requested.
- Upholding the agreed behaviour management techniques at home to provide consistency for their child.
- By accepting a place at a QUEST school, the parent/carer of each child implicitly agrees to play their vital part in upholding the schools' agreed policy on high standards and behaviour. This will be demonstrated explicitly by signing the Home/School Contract and by upholding the parental behaviour policy.

QUEST has the highest standards of expectations for all children and will deliver this through their schools and pupil outcomes.

<b>Commitment to the Behaviour Policy</b>		
<b>Commitment</b>	<b>Students</b>	<b>Staff</b>
<b>Safe Environment</b>	I will protect the environment and never litter or damage property. I will not bring into the UCS anything that might do harm or damage to other students, staff or the environment.	We will build a safe and secure community based on relationships which actively promote respect, care and opportunity for all.
<b>Dress for Success</b>	I will follow the dress code and dress professionally at all times.	We will model the professional dress expectations required in a professional workplace.
<b>Attendance and Punctuality</b>	I will take responsibility for meeting my attendance target of at least 96% and ensure that I attend every meeting and learning opportunity on time.	We will lead by example and ensure we hold students accountable for their attendance and punctuality.
<b>Progress</b>	I will know my agreed targets in all my subjects and ensure that I am doing all I can to exceed these.	We will give students meaningful feedback that helps them make progress and improve. We will ensure that students receive regular updates on their progress and have regular opportunities to discuss these.
<b>Professionalism</b>	I will display a professional working ethos when in class by following basic rules that promote successful learning and support a safe environment e.g. respecting other students and staff, not using my mobile phone unless asked, not having chewing gum, fizzy or energy drinks or eating during learning.	We will use agreed structures to support all students and consistently build a professional learning environment.
<b>Aspire</b>	I will develop deep knowledge and understanding of the world around me so that I can become an active, responsible citizen capable of improving the world.	We will provide the very best teaching methods and utilise the most relevant learning technologies to support students to exceed their expectations and become an expert in their chosen field.

## **Rewards and Sanctions**

All staff will use a number of strategies to ensure excellent behaviour in the learning environment. If these do not have the desired effect the following system will be incorporated as detailed in Appendix 1 and the Behaviour & Discipline Policy Flowchart. Rewards and sanctions will be immediate and tangible. These rewards and sanctions have been agreed in conjunction with the children and shared with the families of each school.

At any point during this process, staff can access support from the SENCO/Pastoral Lead – Head of Behaviour.

Should a lack of positive progress be determined, the SENCO/ Pastoral Lead – Head of Behaviour along with the Principal will follow our pre-exclusion checklist (see appendix 2) to offer appropriate support for the pupil and their parents/carers. Should this remain unsuccessful in resulting in positive behaviour, then Formal Exclusion from School may be activated. At this point the schools will adhere to the statutory guidelines and complete the Local Authority process.

In the unlikely event of a child becoming a danger to his/her self, others or property, then restraint is permissible. Restraint will follow Bolton's guidelines and section 550A of the Education Act of 1996.

All employed staff of schools within QUEST are authorised to use reasonable force if the situation is such that all other options have failed or when pupils or staff are at risk. See Appendix 3 for 'Restraint Policy'. Staff are trained in the Team Teach approach on a rolling programme.

Parents may be invited to sit with their child through lessons to support their child and to see their child's behaviour in school. The advice of the SENDCo and / or professional agencies will be sought before taking these actions.

If a child leaves school without permission, i.e. "runs off", action will be according to the child's age and understanding and the Missing Child policy will be referred to.

A KS3 student will be followed and returned, the parent will also be informed immediately.

In the case of an KS4/5 student we will:-

Inform parent and with parent's agreement allow 10 minutes to lapse for the child to arrive home. After 10 minutes, if the child is not found then we will:

- Inform police
- If the child is around school premises we will attempt to persuade a child to return.

The ultimate sanction is permanent suspension subject to statutory guidelines.

## **Classroom Expectations**

The following classroom expectations have been agreed by staff, students and parents/carers as appropriate expectations of students whilst attending UCS Bolton.

The UCS Bolton Student:

- Will arrive promptly, with the correct equipment.
- Will not eat or chew gum, and will be wearing the correct uniform.
- Will remove their bag at the start of the lesson and place it under the desk.
- Will sit in their given seat, unless told otherwise.
- Will not leave the room, or their seat, without permission from the teacher, except in an emergency.
- Will only drink water in lessons, but never in Science rooms.
- Will not have their phone or headphones visible.

- Will respect the teacher and their peers.
- Will not argue with their teacher if they are given a C1, C2, C3 or C4.
- Will feel safe and contribute to lessons.

### **The Power to Discipline beyond the UCS Gate**

Students may be subject to the UCS Behaviour Policy when behaviour outside the school grounds is unacceptable and has the potential to bring the UCS into disrepute. This includes:

- Taking part in any UCS-organised activity or visit.
- Travelling to or from the UCS.
- Wearing the UCS uniform or in some other way identifiable as a student at the College.
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the UCS or pose a threat to another student or member of the public.

### **Searching pupils and their possessions**

Authorised School staff (senior leaders and Pastoral Lead – Head of Behaviour.) can search pupils with their consent for any item which is deemed to be a danger to themselves or others. The new legal power allows authorised staff to search pupils (including bags and lockers) without consent, not only for knives and weapons but also for alcohol, illegal drugs and stolen property, tobacco and cigarette papers, fireworks and pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. Staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. DfE advice and guidance will be followed at all times – see appendix 5 in particular the section on Searching.

### **Drug and alcohol abuse**

It is the policy of QUEST schools that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring any illegal drugs onto the school premises.

For any child who is found to have brought to school any type of illegal substances the consequence will be temporary exclusion. The child will be re-admitted to the school following the fixed term exclusion.

A parent/carer of the child must visit the school to discuss the seriousness of the incident with the Principal. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. Wigan CYPS, the police and social services will also be informed.

The Principals monitor the effectiveness of this policy on a regular basis and it is reviewed every 2 years. The policy may be reviewed earlier than this if Government introduces new regulations, or if recommendations are received on how the policy might be improved.

This policy has been reviewed with due regard to the Equality Act 2010 during the Spring Term 2021 and the Directors are aware of its contents.

Signed by: *S. Bruton* CEO

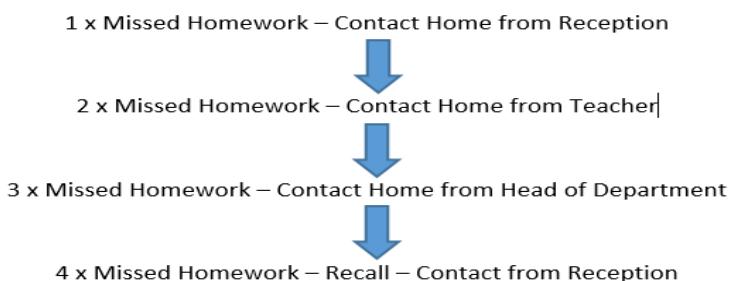
## Appendix 1

**Failure to comply with the Classroom Expectations will result in the following sanctions**

<b>C0</b>	<b>Full Co-operation</b> Students co-operate through a sense of personal responsibility. Achievement Points and Growth Mindset recognition are important strategies to praise and reward behaviour. Praise of a public nature is used in group meetings and especially in assembly to give public acknowledgement of achievement.
<b>C1</b>	<b>Positive Reinforcement</b> Students reminded of the UCS ethos and their commitment to positive behaviour. Students issued with first warning. Initials placed on board.
<b>C2</b>	<b>Positive Reinforcement</b> Second warning issued. Behaviour comment logged on CPOMS.
<b>C3 Recall (Detention)</b>	<b>Formal Reinforcement</b> Should the behaviour persist or serious mis-behaviour be demonstrated a student is given a Recall at the end of the UCS day. No notice is required but parents/carers will be informed via telephone or text. Recalls take place every day
<b>C4 Removal from learning</b>	<b>Formal Reinforcement</b> Student sent with work to the Inclusion room (A11) for the rest of the session. (Covid Addendum: outside of the classroom). Recall is also given for the end of the day.

### UCS Bolton

#### Homework Process



### **Recall (Detention) Key Stage 3**

If a child is issued with a recall, they will attend the designated recall room at the end of the academic day to complete a 15 minute recall under the supervision of a member of staff.

### **Recall (Detention) Key Stage 4**

If a student in key stage 4 is issued with a 15 minute recall, they will return to that member of staff at the end of the academic day promptly to complete their recall. The purpose of this is to ‘build bridges’ with staff and reflect on behaviour.

### **Missed Recall**

If a student does not attend a Recall without permission from senior staff, they will complete a 30 minute Leadership Recall.

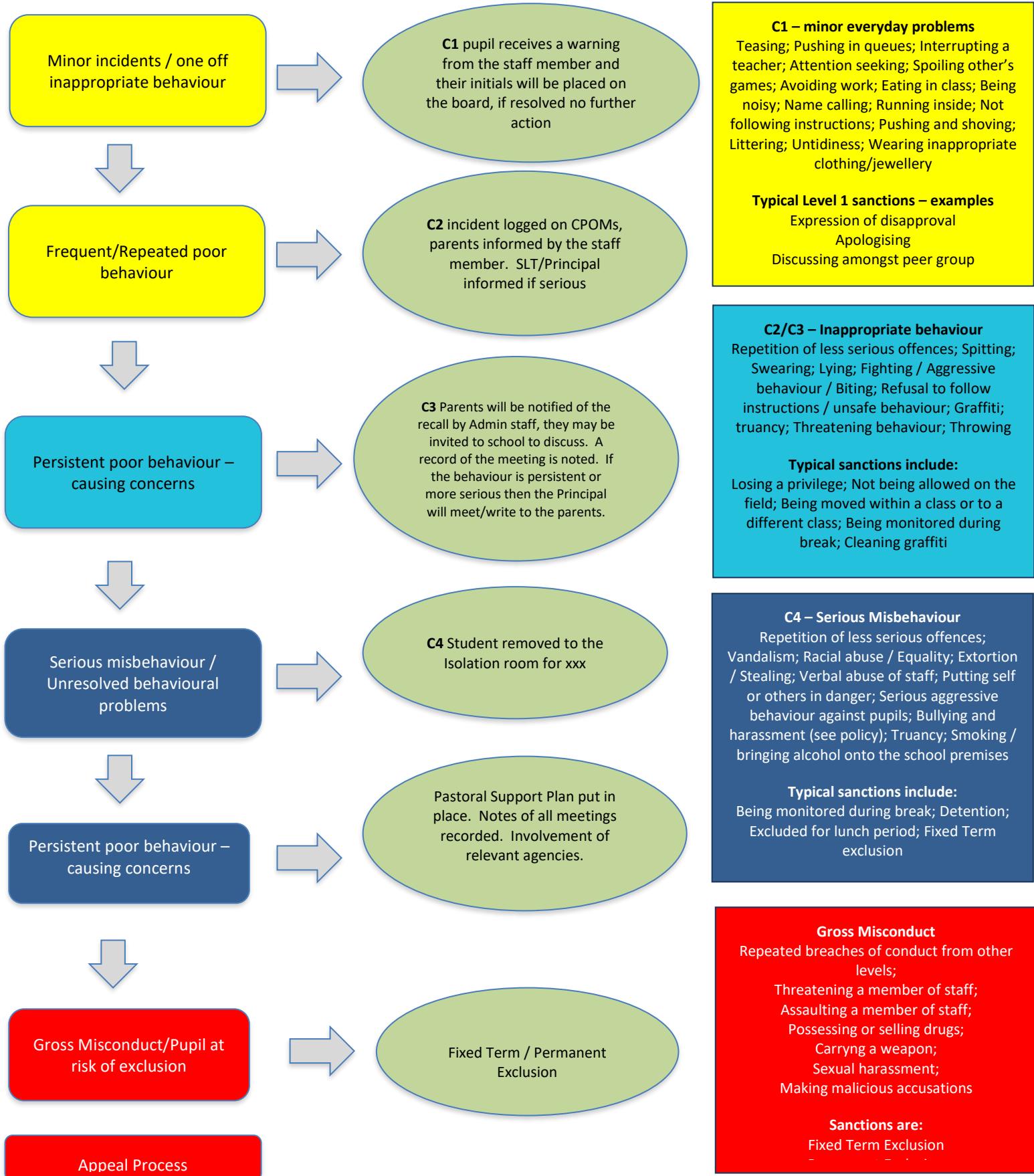
### **Inclusion**

If a student is in the Inclusion room, they will have set work to complete under the supervision of a member of staff. If all work is completed, and behaviour has been appropriate, they may have their break and lunch times with their peers. The length of the internal exclusion depends on the severity of the behaviour.

### **Rewards**

Rewards for positive behaviour and Growth Mindset demonstrated in lessons and around the college include achievement points issued by staff, postcards issued on a weekly basis for each subject, and termly Growth Mind-set reward trips, where each member of staff nominates 1 student.

## Behaviour & Discipline Flowchart



## Appendix 2

### Exclusions Policy

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff. Quest schools will follow the latest statutory guidance issued by the DfE.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

The school will take account of any special educational needs when considering whether or not to exclude a pupil. The Principal will ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Reasonable steps will include:

- Differentiation in the Trust's Positive Behaviour Management Policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external help with the pupil
- Staff training

Where reasonable adjustments to policies and practices have been made, to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified, if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

No exclusion will be initiated without having first exhausted other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school

Any exclusion will be at the recommendation of the Principal and the discretion of the Trust Board.

Dependent upon the nature of the behaviour displayed a Principal might decide to exclude a pupil immediately following an incident or following a build-up of incidents, over a period of time.

#### **Fixed Term Exclusion**

A fixed term exclusion will be used for the shortest time necessary to secure benefits without adverse educational consequences.

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies from the exclusion checklist.

Exclusion will not be used for minor incidents (e.g. lateness, poor academic performance or breaches of uniform rules). There is a limit of 45 school days in an academic year for fixed term exclusions.

#### **Single Incident**

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Principal will investigate the incident

thoroughly, usually via the Leadership team, and will consider all evidence to support the allegation, taking account of the Trust's policies. The pupil will be encouraged, and if necessary be supported by familiar staff or parents, to give his/her version of events. A member of the Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment. If necessary the Principal will consult with the DAE.

### **Permanent Exclusion**

A permanent exclusion is a very serious decision and the Principal will consult with the DAE and the Chair of the Board before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on the school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Persistent disruptive behaviour

### **The decision to exclude**

If the Principal decides to exclude a pupil he/she will

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reason for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return. At the same time, the Principal makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Board of Directors. The school informs the parents or carers how to make any such appeal.

Please note – any representations made by parents/carers regarding an exclusion will be dealt with by a designated committee from the Board of Directors.

- Log the exclusion on SIMS
- Log any restraints in the bound and numbered book and also on SIMS
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the pupil's needs on his/her return
- Plan an integration meeting with parents and pupil on his/her return

An exclusion will not be enforced if doing so may put the safety of the pupil at risk.

### **Behaviour outside School**

Pupils' behaviour outside school on school trips and sporting events is subject to the Trust's Positive Behaviour Management Policy. Negative behaviour in such circumstances will be dealt with as if it had taken place in school.

### **Marking Attendance Registers following Exclusion**

When a pupil is excluded temporarily, he/she will be marked as absent using Code E.

### **Removal from the School for Other Reasons**

The Principal may send a pupil home, after consultation with the parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, e.g. because of a diagnosed illness such as a notifiable disease. This will not be classed as an exclusion and should be for the shortest possible time.

## **Informing the Trust Board and Local Authority**

The Principal must, without delay, notify the Trust Board and local authority of:

- a permanent exclusion (including where a fixed period exclusion is followed by a decision to permanently exclude the pupil);
- exclusions which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The LA contact is the Pupil Inclusion Team (01204 332250) and they require sufficient information in writing to allow them to initiate arrangements (pupil details, date and reason for permanent exclusion). The Pupil Inclusion Team must also be provided with a full copy of any information pack that will be submitted to the Directors' Appeals Panel as soon as it is available along with details of the Directors' Appeals Panel meeting. The Board of Directors itself cannot either exclude a child or extend the exclusion period made by the Principal. If the Directors' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

The LA also request that an Alternative Provision Referral Form is completed within the first couple of days to prevent a delay in the consideration and admission to alternative provision along with a designated school contact for a handover meeting

For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the Principal must also advise the pupil's 'home authority' of the exclusion, and the reason/s for it, without delay. Any permanent managed transfers will be reported to the Trust Board once a term. Notifications must include the reasons for the managed transfer.

*A summary of all exclusions will be reported to the full board of directors and local authority once a term. Notifications include the reasons for the exclusion and the duration of any fixed-period exclusion.*

## **PRE-EXCLUSION CHECKLIST**

Dependent upon the nature of the behaviour displayed a Principal might decide to exclude a pupil for a fixed-term immediately following an incident or following a build-up of incidents, over a period of time. Following an initial fixed-term exclusion or a series of high-level incidents where a child is at risk of receiving a fixed-term exclusion the following steps will be considered/actioned in order to prevent further exclusions from taking place unnecessarily. This is not a comprehensive list and will not be applied in the order stated, unless appropriate as deemed by the Principal. Each case will determine a level of intervention appropriate to the exclusion/behaviour displayed by the child. There is no entitlement to automatic application of any of these steps at any time prior to permanent exclusion if the nature of the incident is at stage 4 (see flow chart). Additional funding will be sought from the LA under High Needs Block for SEN to support these steps. Parents/carers must agree to a PSP, EHP, IEP and Educational Psychologist involvement as their commitment to support their child if additional support, beyond the normal classroom level of support, is sourced for their child.

Should an exclusion occur ensure:

- It is logged on SIMs
- An official letter goes home to parents following a meeting with the parents
- Work is set for the child
- Any restraints are logged in the 'Bound and Numbered book'
- A behaviour book/report card is kept to monitor for trends/frequency/triggers of behaviour

<b>NAME</b>		
<b>DATE OF BIRTH</b>		
<b>CLASS</b>		
<b>DATE ACTIONED</b>	<b>SUPPORT ACTIONED</b>	<b>DETAILS/COMMENTS</b>
	Internal exclusion	
	1:2 support	
	1:1 classroom support	
	Behaviour buddy	
	Nurture	
	Individual reward system	
	Behaviour IEP	
	Visual timetable	
	Remove the triggers (PE lesson, leave school via a different exit or 5 minutes earlier)	
	Additional roles and responsibilities for the child	
	Early Help/social care referral	
	PSP	
	Positive handling plan	
	Individual risk assessment	
	Counselling	
	Parents supporting the child in school	
	Weekly parent meetings	
	Behaviour contracts	
	Referral to TESS team	
	Outreach support	
	EP involvement	
	Reduced timetable	
	EHC plan	

## Appendix 3

### Restraint Policy

At schools within QUEST we believe that physical restraint is the very last resort and should only be used when there is immediate danger of someone being hurt. We accept Wigan LA's advice that all discipline policies contain a section on restraint. Therefore, we have adopted the policy as set out by WEPPS and it is written below.

The forms of restraint that may be used are designed never to purposely hurt a child, but to take the child away from the incident and to give them time to calm down.

WEPPS training (Team Teach) on restraint is in place for staff so that they are aware of the types of restraint that can be used and in what circumstances.

#### **Principles**

- The right of all pupils, members of staff, volunteers and visitors of a school to be protected from harm and acts of verbal abuse, violence and assault.
- That reasonable force will always be used as the last resort when other behavioural management strategies have failed or when pupils or staff are at risk.
- That physical intervention will be kept to a minimum to achieve the desired result.

#### **Authorised Staff**

- All teaching staff at our schools are authorised (within the context of this policy and the legal position indicated) to use reasonable force to control or restrain pupils.
- At schools within QUEST all paid Teaching Assistants and Admin Staff are authorised to use restraint.

#### **Reasonable Force**

Three considerations will be applied in determining whether the use of physical force is reasonable.

- If the circumstances of the particular incident warrant it in relation to the situations outlined in the paragraph below.
- If the degree of force is in proportion to the circumstances of the incident and the minimum to achieve the desired result.
- The degree of force used is in proportion with the physical size / age of the pupil upon which the force is employed.

#### **Situations in which the use of reasonable force may be appropriate**

Members of staff, indicated above, are authorised to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- (i) committing a criminal offence (including behaving in a way that would be an offence if the pupil was not under the age of criminal responsibility);
- (ii) injuring themselves or others (including members of staff);
- (iii) causing damage to property (including the pupil's own property);
- (iv) Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in classroom during a teaching session or elsewhere.

#### **Recording Incidents**

- Immediately following an incident, the member of staff will inform the Principal or other senior member of staff and provide a written report, as soon as is reasonably practicable afterwards.
- The school will keep up-to-date records of all such incidents where physical force is used.
- Following any incident the staff member will be given time to write up the report.

- A record should be kept, monitored and evaluated of the pupils where restraint (Team Teach) is used. This is kept in the 'Bound and Numbered' book.

#### **Parental Involvement**

- A summary statement of the school's policy on the use of reasonable force will be included with any information the school gives parents/carers about the school's policy on behaviour management.
- Parents/carers of a pupil involved in an incident in which physical force has been used to restrain or control a pupil, will be informed by the Principal or senior member of staff. Where appropriate, the parents/carers will also be requested or given the opportunity to discuss further the incident and issues relating to it.
- All allegations and complaints by pupils and/or parents/carers of the inappropriate use of physical force will be investigated openly and thoroughly in accordance with the school's procedures for dealing with allegations of professional abuse.

#### **Examples of situations where physical restraint may be used, as identified by the Wigan document**

- A pupil assaults a member of staff or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way in which he or she might be likely to cause an accident, injure him or herself or others
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- A pupil is behaving in a way that is seriously disrupting a lesson and persistently refuses to obey an order to leave the classroom.

#### **Types of physical force that may be appropriate**

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- In extreme circumstances (e.g. where there is an immediate risk of injury) using more restrictive holds that are consistent with the concept of reasonable force.

Signed

*S. Bruton*

CEO

## **Appendix 4**

### **Covid-19 Behaviour Policy Addendum**

#### **Arrival and Departure at School**

Students will enter the UCS via the main entrance via reception. Students should remain socially distanced at all times, and sanitise hands on arrival and departure. Students should queue outside the building until instructed to enter.

#### **General Hygiene**

All students will be briefed by staff at the beginning of each learning session to remind them of the current COVID-19 guidelines regards social distancing and sanitising. Students should wash their hands if they use the toilet, and after eating. Students should follow the 'catch it, bin it, kill it' guidelines for coughing and sneezing. Students should not share any drinks, and bring their own drinks bottle. Students should not share any equipment with other individuals.

There will be sanitising equipment in each classroom.

#### **Moving around the building**

All students will be briefed by staff at the beginning of each learning session to remind them of the current COVID-19 guidelines regards social distancing and sanitising. Students will use only the main staircase to get to their 'bubble' classroom. Each 'bubble' will have specific toilets that only they must use. Students will leave their classroom at staggered times.

#### **First Aid**

If students require first aid treatment, staff will wear appropriate PPE when administering first aid. Staffing for each day ensures at least one trained in first aid is present.

#### **Not adhering to social distance guidelines**

Students should not have any physical contact with staff or students whilst at school. This includes students in their respective 'bubble'. This includes hugging, coughing or spitting in the direction of anyone else.

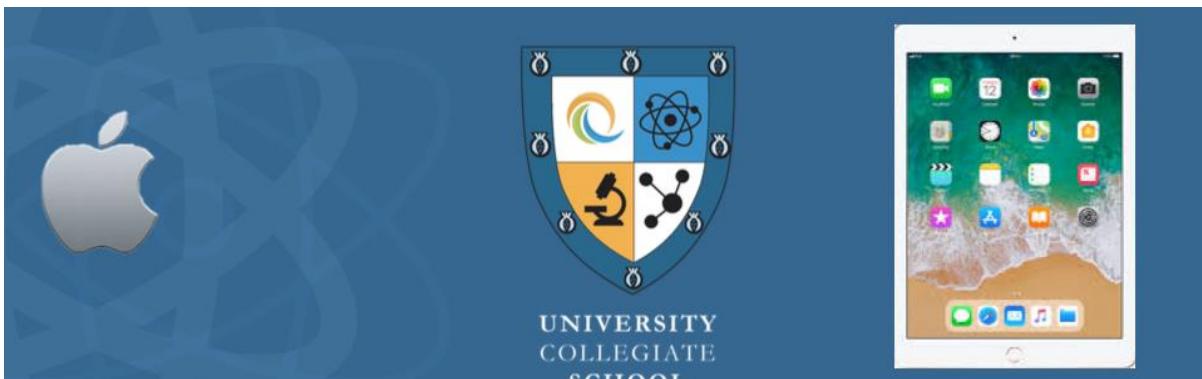
Students should remain 2 Metres apart from people at all times based on current guidance. If students do not adhere to these guidelines, it will result in severe consequences, including exclusion and referral to other authorities if appropriate.

#### **Fire**

In the event of a fire, students will leave via the nearest fire exit (A12 and B26 via the east stairs, B28 via the west stairs) and meet at the assembly point in their 'bubble', following current social distance guidance.

#### **Lockdown**

In the event of a partial or full lockdown, students will follow normal lockdown procedure. All windows in classrooms will be closed.



## IPAD RULES FOR CLASSROOM AND HOME

We want you to get as much use out of your school iPad as possible, both in school and at home.  
We expect you to be responsible for looking after it and follow the University Collegiate School guidelines for use.

- Ensure your iPad is charged before you come to school.
- Leave sufficient space (4GB or more) for school apps and resources.
- Always keep your iPad in a case and put it carefully in your bag when not in use.
- You must follow normal classroom rules and guidelines (AUP), which include:
  1. Turning the iPad off or closing the lid when asked by a member of staff
  2. Only using appropriate apps for the lesson
  3. Not photographing or filming staff or students, unless permission has been given as part of a task or project.
  4. Using appropriate language for all communications
  5. Following e-safety protocols
  6. No games, instant messaging, etc, in any lessons

### CONSEQUENCES

**Level 1 – Positive Reinforcement** - dealt with by teacher, student will be issued with 1st warning.

**Level 2 – Positive Reinforcement** - dealt with by teacher, student will be issued with 2nd warning and comment logged on CPOMS.

**Level 3 - Formal Reinforcement** - Student given Recall at the end of the UCS day, issue followed up by ICT Technicians which may result in the appropriate action -

- Your iPad being locked down with limited control
- Loss of access to your iPad for a fixed period of time
- Parents/Carers will be contacted and fully informed of the situation.

**Level 4 – Final Warning** - issued for serious offences/refusal to follow guidelines. These will be dealt with by Senior Staff or the appropriate Head of Year. Parents/Carers will be requested to attend a review meeting with Senior Staff.

