



**THE ARNEWOOD SCHOOL**  
11 – 19 Academy

*“Working Together – Shaping Tomorrow”*

**ARN/0019**

**BEHAVIOUR FOR LEARNING POLICY**

**POLICIES AND PROCEDURES PROFORMA**

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## BEHAVIOUR POLICY

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Linked to the following policies:

Attendance / Teaching / Learning / Special Educational Needs / Equal Opportunities / Substance Abuse / Anti-Radicalisation / Statement of British Values / Anti-bullying / Climate for Learning / Community Cohesion

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### **THE ARNEWOOD SCHOOL BEHAVIOUR FOR LEARNING POLICY** *“Working Together - Shaping Tomorrow”*

#### **1.0 School Aims**

1.1 To achieve and sustain excellence by:

- Providing a diversity of teaching and learning styles in a positive environment
- Celebrating and supporting all those who respect the values of The Arnewood School
- Encouraging a sense of belonging to The Arnewood School and contributing to that identity in the local community

#### **1.2 Principles**

The Governing Body is committed to providing a high quality and effective learning environment for all students where it is secure and well organised. It seeks:

- To supply each individual student with opportunities to achieve his or her potential by encouraging positive learning behaviours
- To create an orderly disciplined environment with clear expectations regarding behaviour and the importance of a good work ethic
- To promote early intervention to prevent escalating issues wherever possible
- To promote a culture of praise and encouragement in which all students can achieve
- To encourage consistency of approach for positive and negative behaviours
- To ensure fairness and equality of treatment for all
- To promote self-esteem, self discipline and positive relationships based on mutual respect
- To create a safe and positive classroom environment where each member of the school's community feels valued

#### **1.3 Roles & Responsibilities**

- The Governing Body, in consultation with stakeholders e.g. staff / parents / students, will establish a policy providing high expectations of behaviour
- The Headteacher will be responsible for the implementation of the policy and that procedures are followed
- Any Senior or Middle Leader will be responsible for ensuring that staff and students are aware of the policy and that procedures are followed and consistently applied.

#### 1.4 Staff

Have the responsibility to ensure the policy informs their day to day actions. They must apply the policy consistently and fairly.

#### 1.5 Parents/Carers

Parents/carers will be expected, encouraged and supported to take responsibility for the behaviour of their child inside and out of school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour. They will have the opportunity to discuss any issues arising from the operation of the policy. They will be expected to sign the Home/School Agreement, supporting the ethos of the school.

#### 1.6 Students

Students are expected to take responsibility for their own learning by appropriate behaviour/and will be made fully aware of the school policy procedure and expectations. Students will be encouraged to learn in a positive, safe and enjoyable environment and to report undesirable behaviour.

#### 1.7 Procedures

The procedures and expectations from the policy will be made clear to all stakeholders. This is to ensure they are consistently and fairly applied and promote personal responsibility: every member of the school has a responsibility towards the whole community.

#### 1.8 Rewards

The ethos of the school promotes high standards of behaviour. Rewards are an integral part of this. Desirable behaviour is encourage and monitored to promote a responsibility to self and others so that good behaviour is valued. Our emphasis is praise - informal or formal - to individuals and groups. Parents will also receive information regularly about their child's positive behaviour.

#### 1.9 Sanctions

Sanctions are needed to respond to undesirable behaviour.

A range of sanctions is clearly defined. Their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between sanctions applied for minor and major offences

#### 1.10 Training

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

#### 1.11 Inter-relationship with other school policies

In order for the behaviour policy to be effective, a clear relationship is established with other school policies, particularly attendance, teaching and learning, equal opportunities, special educational needs and anti-bullying.

#### 1.12 Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support. Students needing support from external agencies are identified through support teams and SENCO. However, if necessary, a student may move immediately to the appropriate stage to access support.

#### 1.13 Review

The Headteacher, in conjunction with other key Senior/Middle Leaders will establish a group to include staff, students and parents, whose responsibility will be to monitor and review this Policy. They will report where required to the Governing Body on any policy and its effectiveness.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, parents and students.

The outcome of the review and changes to policy will be communicated to all those involved and incorporated into any amended Behaviour Policy.

**THE ARNEWOOD SCHOOL**  
**BEHAVIOUR FOR LEARNING POLICY**

**2.0 Introduction**

Good discipline creates an environment where effective learning can take place with positive behaviour promoted to stimulate deeper learning. A key principle is the positive management of behaviour, giving far more praise rather than seeking to rebuke. Students will be taught what are acceptable levels of behaviour and to respond within those boundaries. Counselling students, to avoid disciplinary problems, is a major role of tutors and Heads of Year; all staff should encourage students to develop and exercise significant self-discipline to make the right choices.

**2.1 Roles and Responsibilities**

All staff have the responsibility to ensure the policy informs their day to day actions and they apply the policy fairly and consistently.

**2.2 Rewards**

Members of staff are encouraged to reward good work and behaviour with a range of Arnewood Awards. The criteria for giving these awards have been agreed in subject areas.

Regular termly audits are carried out to ascertain consistency across the school. These are presented to Year and Subject leaders for further investigation.

Bronze Award presented by Form tutor

Silver Award by the Head of Year in tutor base.

Gold Award presented by Head of Year

Platinum Award, presented by the Assistant Headteacher attached to year.

Promethium Award presented with a gift token, presented by the Deputy Headteacher

Iridium Award – Headteacher Award, framed certificate and voucher, presented by the Headteacher

Palladium Award – Chair of Governor Award, presented by Chair of Governors

	1	2	3	4	5	6
<b>Example type of behaviour</b>	Low level		Intermediate level		High level	
	Lateness Poor work/ homework Rudeness unkindness Off task behaviours Uniform infringements Other breaches of classroom code of conduct		Persistent lateness Bullying Interruting others learning Premeditated disobedience Use of mobile phone		Extreme behaviours Racial/Sexual bullying Physical assault Vandalism/Arson/ Radicalisation/PREVENT	

**2.3 Sanctions**

**LEVEL OF INCIDENT**

	1	2	3	4	5	6
<b>WHO</b> Deals with it	Teacher	Teacher	Teacher + Subject Manager or Tutor	Head of Centre of Learning	Senior Line Manager <b>or</b> HOY	DHT or HT
Which	None	Teacher	Stage 1	Stage 2	Stage 3	SLT

SANCTION Applies		Sanction	Sanction	Sanction	Sanction	Sanction
Who must be informed	N/A	Tutor	See 'record of incident'	Parents HOY	Parents HOY Snr Line Manager BIP required	Parents HOY Snr Line Manager Headteacher BIP required

**Note** - the tutor/head of year is available to support subject managers but their role in terms of sanction is primarily dealing with incidents of a pastoral nature.

### 2.3.1 Menu of teacher sanctions (stage 1)

- Verbal warning
- Removing ADDS points
- Break time detention
- 20 minute detention either at lunchtime or after school
- Useful job or extra work

(One or more of the above may be used in any sequence at the discretion of the teacher)

### 2.3.2 School Sanctions - all of the above plus

- Stage 1 – 30 minute departmental or year detention
- Stage 2 – 45 minute departmental or year detention, lunch or break isolation, on report
- Stage 3 – class transfer, lesson isolation, agreed contract, 1 hour detention, INSET day detention

### 2.3.3 SLT Sanctions – all of the above plus

In school isolation

### 2.3.4 Headteacher Sanctions – all of the above plus

Fixed term exclusion, permanent exclusion

### 2.3.5 Detentions

Parents are no longer legally required to have 24 hours written notice for after school detentions but it is good practice to give some appropriate notice. The detention can take place, however, without their permission once they have been notified.

### 2.3.6 Rewards and Sanctions in ADDS.

A complete online profile on the student to include rewards and sanctions.

We have the facility via the Arnewood Data Delivery System (ADDS) to record and view a pastoral profile of every child at Arnewood.

This can be viewed by staff, students and in the future parents.

## SCHOOL RULES

### **3.0 School Uniform**

The School Uniform is compulsory for all students. Any student who is considered by a member of staff to be incorrectly dressed should be detained by the tutor and either the key school support member or Head of Year informed. The Head of Year will be aware of personal circumstances at home and will decide, in consultation with a senior member of staff, whether the student will be sent home or perhaps kept with the tutor or in isolation.

The sole stockist of items of school uniform marked with an asterisk is National Schoolwear Centres. Other items may be purchased anywhere. Parents are asked to ensure that the correct colours and styles are strictly adhered to.

### **3.1 Uniform Expectation**

#### **Years 7 – 11**

##### **Boys**

Blazer – Maroon, single breasted\*  
Black polyester/worsted trousers  
White collared school shirt  
Maroon and white school tie\*  
Black 'V' necked school sweater\*  
Black or grey socks  
Safe, comfortable, robust black leather or leather like shoes (foot fully enclosed)  
Maroon and white school scarf (optional)\*  
Black or maroon Stormstuff (or similar) waterproof, reversible coat\*

##### **Girls**

Blazer – Maroon, single breasted\*  
Black pleated or flat front, straight leg, ankle length trousers, polyester/wool or viscose, with or without belt  
Black school skirt (with The Arnewood School logo) 22" minimum or to knee length (*The school outfitters will only sell 20" skirts with a permission letter obtained from Mrs Watson*)  
White collared school shirt or tailored school blouse  
Maroon and white school tie\*  
Black tights or white socks with skirts only  
Safe comfortable, robust black leather or leather like shoes (foot fully enclosed)  
Black 'V' neck school sweater\*  
Maroon and white school scarf (optional)\*  
Black or maroon Stormstuff (or similar) waterproof, reversible coat\*

##### **Physical Education – Boys/Girls as appropriate**

Boys and girls reversible maroon winter jersey for outdoor winter wear\*  
Boys and girls maroon polo shirt with school logo\* (boys and girls indoor wear and summer wear)  
Black shorts  
Plain black under armour (outdoor sports\*) - Optional  
Girls plain black Skort with Logo\* - Optional

Black swimsuit/trunks/swimming shorts and towel

Maroon socks (outdoor sports\*)  
White socks (indoor sports and summer activities)

Trainers (discreet colours e.g. white/blue/black – no plimsolls)  
 Football boots, shin pad and gum shield (Football/Hockey and Rugby)

A gum shield is strongly recommended for rugby and hockey players. Boys and girls playing football and hockey are strongly recommended to wear shin pads.

*\*Available from PMG Schoolwear, Station Road, New Milton.*

The School Uniform including the blazer, shoes (not trainers) and with ties done up (11 stripes showing), shirts tucked in, must be worn at the following times:

- Coming in to School and going home from School
- When leaving the Tutor Group
- When changing lessons
- When excused by a member of staff to go out of a lesson
- When representing the School away from the School site, unless otherwise stated by the teacher in charge of the activity prior to departure

During the normal working week, the blazer can be removed, if students wish to do so at the following times:

- During morning break – but Blazers must be on when students arrive at lesson 3
- During the lunch break – Blazers must be put back on for Period 5

### 3.1.1 Sixth Form Dress Code

General principle: Smart office but strictly black, grey, white and navy blue

<b>Boys</b>	<b>Girls</b>
<p><b>YES:</b>            Formal shirt (black, grey, white, blue – plain or stripes )            Tie            Trousers (black, grey, navy)            Jacket (black, grey, navy blue)            Plain jumper (black, grey, navy blue)            Shoes</p>	<p><b>Yes:</b>            Skirt (black, grey, navy)            Trousers (black, grey, navy)            Jacket (black, grey, navy)            Blouse/top (plain white, black, grey, navy)            Black cardigan            Black Leggings (with good coverage)            Shoes</p>
<p><b>No:</b>            No denim inc. black jeans            Hoodies            Trainers            Plimsoles            Tracksuits            Polo shirts            Shorts            Chino's (unless blue or black)            Baseball caps            Patterned jumper/jacket</p>	<p><b>No:</b>            No denim inc. black jeans            Hoodies            Trainers            Plimsoles            Low cut/off shoulder tops            Leggings on own            Jeggings            Patterned/stripey or coloured tops            Patterned or coloured jacket            Sandals            Shorts            Long woolly cardigans</p>

**3.2** High standards of personal conduct, politeness and punctuality are expected of those attending The Arnewood School. The following rules support this ethos:-

1. Jewellery is **not** permitted in school.
2. Students in Years 7, 8, 9 and 10 are **not** permitted to wear make-up. Students in years 7 – 11 are **not** permitted to wear nail varnish. Students in Year 11 are permitted to wear discreet make-up. This does not include excessive eye shadow and/or similar products. No body art is permitted.
3. Extremes of hair fashion or attention seeking styles are not permitted including unnatural hair colours. (Braided hair is permitted with braids matching the colour of the hair).
4. Ties must be tied neatly and worn at the appropriate length (at least 11 stripes showing).
5. Shirts must be tucked in at all times including to and from school.
6. Blazers will be worn at all times unless so directed by a member of staff. Students are, under normal circumstances, permitted to remove their blazers during lessons and are instructed to do so during practical lessons.
7. All personal possessions must be clearly labelled with students' names.
8. Students will pick up any litter they see and place in one of the many litter bins or baskets on site.
9. Chewing gum is not permitted.
10. The school is a non-smoking site for children and adults. Students are not permitted to smoke on or near the school site or in school uniform at any location. This includes e-cigarettes.
11. The school accepts no responsibility for valuable items brought to school. Mobile telephones and personal stereos are banned. In emergency mobile phones may be kept in the school safe in the Finance Office with permission of the Head of Year or a member of the school's Senior Leadership Team.
12. Students who have to bring sums of money to school may place money for safe keeping in the Reception Office.
13. School books and equipment on loan to students must be treated with care and students will be expected to pay for damage to such property however caused.
14. No student may bring a motor cycle or car to school.
15. Students who live in excess of one and a quarter mile from school are permitted to cycle to school. Any student cycling to school must be in possession of a current cycle permit and wear a cycle helmet. Cycles should be safely stored in the shed at the side of the Sixth Form block.
16. Before school and during break time students should use the areas supervised by staff to the rear of the school. All car parks are out of bounds.
17. Students should not go to rooms, other than the Library or Canteen, before 0820 without teacher supervision.

### **3.3 Forbidden Articles**

The following should not be brought into school:-

- Knives (including pen knives) / catapults / B.B. guns
- Items brought for the purposes of gambling
- Glass bottles of drink
- Chewing Gum
- Radios, MP3 players, mobile phones and similar devices. (In exceptional circumstances permission may be granted by SLT/HOY for mobile phones. These must be handed in and locked away from 8.20 a.m. and collected at 3.00 p.m. from the Finance Office)
- Cigarettes and tobacco in any shape or form, matches or cigarette lighters including e-cigarettes
- Any illegal substances including alcohol and aerosol cans of any type
- Any item considered dangerous or anti-social (e.g. some joke toys/replica weapons)
- Bottles of Tippex solvent (Tippex pens may be used)
- Materials likely to cause offence (e.g. racist, pornographic, radical or extremist publications).

### **3.4 Sixth Form Students**

Sixth form students are expected to:-

- a) Set a good example to younger students
- b) Maintain a high standard of appearance and conform to the sixth form dress code
- c) Give of their best in all of their studies and other commitments to school, including Community Service, Sport and Recreation and Private Study
- d) Maintain full attendance at school throughout the school day and to account for any absences with a note from parents/guardians or by obtaining permission from the Head of Sixth Form in advance for known absence
- e) Avoid driving cars to school or parking in neighbouring roads

#### 4.0 **BREAK / DINNER ARRANGEMENTS**

- 1) Lunchtime dinner rota – The order for those taking lunch in the canteen will be as follows:

Years 7 – 9	1305 – 1320 (Year 7 to go in first daily at 1305)
Years 10 – 11	1320 onwards

Sixth Form students may take lunch from 1245 onwards

- 2) During wet lunchtimes/breaks students will use:

Year 7 H5, H6, H7, H8  
 Year 8 H2, H3, H4, C9  
 Year 9 L60 to L63 9 (MFL downstairs)  
 Year 10 E16, E17, E18, E28  
 Year 11 M44, M45, M46.

- 3) Only Yr 11 AND Sixth Form students may enter the main building via the front door at lunchtime
- 4) A single line should form. Misbehaviour will result in those students being detained and arrangements will be made for them to have their meal last.
- 5) Bags must not be left in the main entrance but in the canteen
- 6) Students leaving the canteen area must use the canteen exit opposite the Music/Drama building
- 7) Students taking sandwiches in Years 7, 8, 9 & 10 will do so in the main school hall gaining entrance through the P.E. door and will leave the hall through the P.E. door. **Food purchased in the Canteen must be eaten in the Canteen.** Some discretion is available for Years 11, 12 and 13 students.

#### 4.1 **SNACKS**

- 1) Students must make their selection and keep moving towards the checkouts
- 2) **Hot drinks and food must not be taken out of the dining area.** Years 7 – 11 students must sit at the tables with these drinks.

#### 4.2 **WET AREAS**

All tutors are to place a tutor list in the room where their group should go for wet breaks/lunchtimes. This should be clearly visible to enable supervisory staff to ascertain who should and should not be in a room. All rooms are to be left neat, tidy and litter free.

- 1) During break times all students should be at the back of the school. Access to the toilets in the main building is via the back of the school.

- 2) Students authorised to leave the site during the day, other than those going home to dinner, must sign out in the Medical room or at Reception.

### Hierarchy of Rewards and Sanctions

#### Award

<u>ADDS Points</u>	<u>Award</u>	
1800	Iridium	Chair of Governors Award; Trophy and scroll
1500	Promethium	Headteacher Award, whole school assembly; £20 voucher and framed certificate
1200	Platinum	Deputy Headteacher certificate in whole school assembly; £10 voucher
900	Gold	Head of Year in Group assembly; certificate
600	Silver	Head of Year in Tutor base; Certificate; letter home
300	Bronze	Form Tutor in tutor base; Post card home
200	Starting point	

#### Sanctions

<u>Level</u>	<u>Adds Points</u>	<u>Examples for Sanction, academic and pastoral</u>
9	-70	<b>Day exclusion:</b> points per sanction not per day. Determined by Headteacher or Deputy Headteacher in his absence
8	-45	<b>Day Isolation:</b> points per sanction not per day. Behaviour Team – Failure to attend or repeat offences
7	-35	<b>Half days isolation:</b> 2 -3 lessons. Points per sanction not per day. Behaviour Team
6	-25	<b>Senior DT 80 mins</b> (Thursday after school) – Failure to attend previous DT
5	-20	<b>School DT 60 mins by HOC/HOY/SLT</b> (Wednesday after school) – Failure to attend previous DT – Disobedience
4	-15	<b>Dept/Yr Team 30 mins after school:</b> By staff. Disrupting learning. Failure to complete report card
3	-9	<b>Dept lunch/M47:</b> Lunch – 20 mins. Failure to attempt homework, missed break M47, repeated lateness
2	-6	<b>Dept break/M47:</b> Break – 10 mins – incomplete homework, late to school
1	-3	<b>Verbal warning</b>

## A stepped consequence towards Rewards and Sanctions

Rewards			Sanctions	
Outstanding	50	<b>Level 9</b>	-70	Exclusion Day
Consistently excellent	40	<b>Level 8</b>	-45	Isolation Day
Excellent	35	<b>Level 7</b>	-35	Half Day Isolation
Consistently very good	30	<b>Level 6</b>	-25	Senior DT 80
Very good	25	<b>Level 5</b>	-20	School DT 60
Consistently good	20	<b>Level 4</b>	-15	Dept/Yr Team 30 mins after school
Good	15	<b>Level 3</b>	-9	Dept lunch/M47 Lunch 20 mins
Teacher/Tutor Award	10	<b>Level 2</b>	-6	Dept Break
Verbal Praise	5	<b>Level 1</b>	-3	Verbal warning

Level	Adds Points	Examples for Rewards, academic and pastoral
9	50	<b>Outstanding</b> Whole school/wider community e.g. school representation ambassador
8	40	<b>Consistently Excellent</b> Progress made over at least a term or longer e.g. Yr 10-11 coursework completed by deadline, Duke of Edinburgh's, County Level, Grade 7 Music
7	35	<b>Excellent</b> The short term, helping organise Year group assemblies, Yr 10-11 homework on time, acting on Tip's
6	30	<b>Consistently very good</b> Attendance above 96% per half term (or agreed target with tutor)
5	25	<b>Very Good</b> One off project Presentation of uniform in pm tutor
4	20	<b>Consistently good</b> HOY report (Green, Yellow, Red report 2 wks max)
3	15	<b>Good</b> Attitude towards completing tasks Behaviour in tutor during PSHE
2	10	<b>Teacher/Tutor Award</b> – making progress, improving
1	5	<b>Verbal Praise from teacher/tutor</b> Helpful to staff – other students Good start to lesson Good Q&A in class

**5.0 Classroom Code of Conduct**

The vision for The Arnewood School is to be outstanding in all we do. All our students should be motivated and positive in their learning. We will not tolerate anyone who disrupts the learning of others. Our classroom code of conduct is to encourage a positive learning environment. We want students to enjoy your learning – it should be fun!

5.1 To this end we expect students to:-

- Arrive punctually to all lessons
- Bring the right equipment for the lesson e.g. pen, pencil, books etc.,
- Sit where requested immediately
- Follow instructions the first time
- Not to talk whilst the teacher is speaking
- Not to eat in the classroom and only drink water with the teacher's permission
- Complete class work and homework to the best of their ability

The Arnewood School Report Card Pathway

		RED REPORT CARD
	YELLOW REPORT CARD	Reporting to SMT 2 weeks Parental interview at start and outcome Referral to Behaviour Team Governors Disciplinary Panel
GREEN REPORT CARD	Reporting to HOY 2 weeks Letter home at start and outcome Report sent home each week with HOY comments	Each Year Group have a member of SLT as line manager All report cards to be collected and shown to parents
Reporting to Form Tutor 2 weeks In House Tutor to liaise with HOY	Parents via the initial letter to be made aware of the pathway	
Students must be made aware of the pathway ahead and potential outcome	Students achieving all 1's = 75 per week  Students achieving all 2's = 150 per week  Students achieving all 3's = 225 per week	Students must maintain 20 points per day for a 100 points or less per week for two weeks to be taken off report.



# The Arnewood School

11 – 19 A c a d e m y

*“Working Together, Shaping Tomorrow”*

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HOME/SCHOOL AGREEMENT Student's name: \_\_\_\_\_ Tutor Group:  
\_\_\_\_\_

Address \_\_\_\_\_

## 1. The Arnewood School

The School aims:

- ❖ to allow the student to go home (to their home address only) to take their lunch

*Signature of Head of Year* \_\_\_\_\_

*Signature of Headteacher* \_\_\_\_\_  
(For and on behalf of The Arnewood School)

## 2. The Student

I shall:

- ❖ attend my regular tutor period during the lunch break (1.05pm – 1.55pm)
- ❖ leave school promptly at the start of the lunchtime, or directly after my tutor period (if applicable)
- ❖ return to school in time for the start of Lesson 5 or in time for my lunchtime tutor period (if applicable)
- ❖ I shall travel directly between school and home and shall not diverge from the shortest route so to do
- ❖ I shall wear full school uniform in an appropriate manner on my way home and on my way back to school

*Signature* \_\_\_\_\_

## 3. The parents/guardians

I/We shall aim to:

- ❖ Be at home to supervise my child during the lunch break
- ❖ Ensure that my child returns to school in time to attend the lunchtime tutor period (if applicable) and in any event by the start of afternoon school
- ❖ Encourage my child to travel directly between school and home by the most direct route
- ❖ Not permit my child to take lunch at any venue other than my home address

*Signature(s)* \_\_\_\_\_

## ARNEWOOD ANTI-BULLYING BEHAVIOUR POLICY

### 1.0 Key Principle

The Arnewood School is a member of the Healthy Schools partnership and we believe that all students have a right to learn in a supportive, caring and safe environment. Everybody should be free from the fear of being subjected to bullying behaviour.

As a school we take bullying behaviour seriously. Students, parents and carers should understand that reporting bullying behaviour is essential and be assured that school will support them fully whenever bullying behaviour is reported.

It is the responsibility of ALL members of the school community to implement the Anti-Bullying Policy.

### 2.0 Aims

- To promote a supportive, caring and safe environment free from threat, harassment and any type of bullying behaviour
- To show commitment to overcome bullying by a system of positive behaviour management
- To foster a productive and positive partnership between staff, students and parents to help inform and maintain the school expectations of an environment free of bullying behaviour
- To promote positive preventative action via the pastoral and academic curricula
- To foster the knowledge and attitudes, with staff, students and parents, which will restrict bullying or aggressive behaviour

### 2.1 Definition of bullying behaviour

Bullying behaviour is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for victims to defend themselves. There are three main types of bullying behaviour –

- Physical (hitting/kicking/theft)
- Verbal (name calling, including racist remarks, sexual and homophobic remarks)
- Indirect (spreading rumours/excluding others from social groups/texting on mobiles/internet)

### 2.2 Policy Objectives

- To build an anti-bullying behaviour ethos within the school using a consistent approach by all staff and students
- Ensure all staff, students, parents and carers have a clear understanding of what bullying behaviour is
- All staff, students' parents and carers understand the school policy on bullying behaviour and follow the policy when bullying behaviour is suspected or reported.
- To challenge attitudes about bullying behaviour
- To increase understanding for those who are being subjected to bullying behaviour

### 3.0 We implement proactive anti-bullying strategies by –

- Encouraging the reporting of incidents of bullying behaviour
- Use teaching and learning styles that challenge bullying behaviour
- Promote a positive ethos for students and staff
- Use interventions that are least intrusive and most effective
- Involve students/parents/staff in developing strategies
- Use open and regular communication to discuss bullying issues

### 3.1 **Our reactive strategies to confront bullying behaviour are as follows –**

- Encourage everybody to report incidents of bullying behaviour
- Deal with incidents promptly
- Listen to all parties involved
- Investigate as fully as possible
- Record a clear account of incident including statements from involved parties
- Take appropriate action and/or refer incident to senior staff for further appropriate action \*(see below)
- Inform tutors of all students concerned
- If appropriate inform the parents/carers of both victims and perpetrators
- Retain a record in files of both victim and perpetrator
- To follow up incidents to check there has been no reoccurrence

#### **\*Sanction steps that may be taken – parents/guardians must be informed**

- Official warning to cease offending
- Exclusion from certain areas of the school site i.e. internet access
- Withdrawal at break and/or lunch
- Removal from class
- Detention after school (up to 1 hour)
- Fixed term exclusion
- Permanent exclusion

**In cases involving damage/injury or theft the school may involve the police and/or the Child Protection Officer. In this situation the parents/guardians will be involved at an early stage.**

### 4.0 **Student Responsibilities**

- Report any incidents of bullying behaviour to a member of staff (teacher/form tutor/head of year/any member of staff on duty) as quickly as possible
- Be aware of incidents of 'cyberbullying' which may occur outside school
- Treat each other with respect, showing care and courtesy at all times
- Co-operate with each other and resolve any differences sensibly

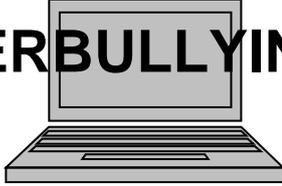
### 5.0 **Parental Responsibilities**

- Parental support is vital in resolving issues
- Parents should encourage their child to report bullying behaviour
- Be aware of the dangers of 'cyberbullying' which may occur outside school
- Discourage their child from taking valuables into school to reduce risk of theft or extortion
- Mau be invited into school to discuss their child's behaviour

### 6.0 **Monitoring, Evaluation and Review**

The policy will be reviewed annually and an assessment of its implementation and effectiveness will be made. The policy will be promoted and implemented throughout the school.

# CYBERBULLYING



**WHAT IS CYBERBULLYING?** - Cyberbullying can be defined as *the use of mobile phones and/or the internet deliberately to upset someone else.*

Although all bullying behaviour is designed to cause distress and harm, there are several things that make cyberbullying 'different' to bullying behaviour.

- The invasion of home/personal space
- It can be an extension of face-to-face bullying behaviour
- Usually involves more people
- Can take place across different age groups
- Being excluded from a network group can be extremely hurtful
- Anonymity – using another person's identity, i.e. 'hacking' accounts

**IMPACT** - The audience can be very large and information can be seen by very many, very quickly. When a message is sent, or a picture is made public, it becomes very difficult to control who might see it or have copies of it. This makes it very difficult for the victim to gain a sense of 'closure' over an event. So a single incident can be experienced as multiple attacks. People who cyberbully may try to remain anonymous, this can be disturbing for the victim who may be aware that the person is within their circle of friends but not aware of the actual identity.

**BYSTANDERS** - Bystanders to cyberbullying can easily become the perpetrators. By passing on, or showing to others, information that is designed to humiliate someone you become an active participant in bullying behaviour. They may not recognise themselves as participating in bullying behaviour but their involvement compounds the misery for the person targeted. It is important that students are aware that their actions can have severe and distressing consequences.

**TEXT MESSAGES** - Sending abusive text messages means that cyber-bullying can take place any time of the day or night, and the target of the cyberbullying can be reached in their own home, even their own bedroom. While students are told that within school they should walk away from bullying behaviour, it isn't possible to walk away from constant 'phone messages which are created to cause upset. Schools now have broad new powers to discipline and regulate the behaviour of students even in certain circumstances when they are off the school site – these are set out in the Education and Inspections Act 2006

**WHY?** – Some Cyberbullying is clearly deliberate and aggressive, however, some instances of cyberbullying are known to be unintentional, usually the result of not thinking, or a lack of awareness, of the consequences. Online behaviour is generally less inhibited than offline behaviour. People say things to others online that they would not say offline. Something that could be meant as a 'joke' may not be received as such and might even be deeply upsetting or offensive to the recipient. The bully cannot see the person being bullied so the impact of the message is not seen. A single act can have unintended consequences. Sending a 'funny' (i.e. embarrassing or humiliating) picture of a fellow student (even a friend) to someone could be viewed as a one-off incident, but the speed of technology means that the sender loses control of the image they have sent. This can lead to wide circulation (very quickly) and can have consequences for the person being bullied far beyond what the original sender may have anticipated.

**PREVENTING CYBERBULLYING** - There isn't one single solution but the following five actions offer an effective approach to prevention

- Understanding and talking about cyberbullying
- Updating existing policies and practices
- Making reporting cyberbullying easier
- Promoting the positive use of technology
- Evaluating impact of prevention activities

Under the Education and Inspections Act 2006, schools have new powers in relation to out-of school bullying. Staff members and governors will need to understand what these are, so that they can deal with or refer cases appropriately. Students and parents will need to know that the school can provide them with support if cyberbullying takes place out of school.

The role and responsibility of bystanders is very important. In cases of cyberbullying, bystanders have an active role. By forwarding messages, contributing to discussions in a chat room, or taking part in an online poll, this makes them active participants.

By using the following SMART rules



Keep safe by being careful not to give out your personal information - such as your name, email, home address, school name or phone number - to people online.



Meeting someone you have only been in touch with online can be dangerous.



Accepting emails, messages on IM or opening files, pictures or texts from people you don't know or trust can lead to problems.



Someone online may be lying about who they are...



Tell your parent or carer if someone or something makes you feel uncomfortable or worried.

The following website will link to more details of the above 'SMART' rules  
<http://www.chatdanger.com/smart/>

For parents see <http://www.childnet-int.org/kia/parents/>

## BEHAVIOUR MANAGEMENT

### EXCLUSIONS POLICY

- 1.0** The Headteacher is the only member of staff who has the authority to exclude a student, either for a fixed term or permanently. In the Headteacher's absence this authority may be devolved only to a Deputy Headteacher for a fixed term exclusion. Examples of behaviour which may warrant fixed term exclusion are:
- Physical abuse toward another student or member of staff
  - Bullying
  - Stealing
  - Persistent inappropriate language, including swearing
  - Vandalism
  - Persistent refusal to follow instructions
  - Persistent rudeness
  - Disruptive behaviour
  - Racism
  - Inappropriate sexual behaviour
  - Drug offences
  - Violent behaviour
- 1.1 If a student is excluded all other outstanding sanctions are waived, thus creating a fresh start for the student on their managed return to school.
- 1.2 The Headteacher will decide whether a student should be excluded for a fixed term after a full investigation of any incident has occurred and sanctions reports have been referred to him.
- 1.3 Repetition of the behaviour leading to a fixed term exclusion of a student will almost certainly lead to further, longer fixed terms and may result in permanent exclusion. This made clear to both students and parents concerned
- 1.4 After fixed term exclusion it may be appropriate for a parental interview with the student to be undertaken. Students returning from fixed term exclusion will be expected to:-
- Return the school post-fixed term exclusion questionnaire
  - Attend a re-integration interview with a member of staff from the school behaviour team
  - As appropriate, sign a behaviour contract or be on report to the behaviour team or HOY.
  - Depending on the exclusion, extra support may be offered, either in-school or from outside agencies
  - Support may also be offered to the parents.
- 1.5 Extended periods of fixed term exclusion may be applied in exceptional circumstances to enable planning meetings to take place to consider whether it would be more appropriate for the student to be educated at an alternative location where the specific needs of the student may be met (consideration of EOTAS provision at the Forest Education Centre for example). In addition a more flexible timetable that includes work related learning may be implemented.
- 1.6 In accordance with the law, if a student is excluded for more than 15 days in any school term the Governors' Discipline Committee must meet to consider whether the Headteacher has acted correctly in excluding the student for one or more fixed terms during that academic year. On the sixth day of exclusion a student must be educated full-time with alternative educational provision. A managed move may also be considered.
- 1.7 When deciding whether to exclude a student the Headteacher will consider what is felt to be in the child's best interests whilst at the same time balance that with the interests of the remainder of the children at the school. The school ethos subscribes to the principles of inclusion and equal opportunity.

- 1.8 The Headteacher will only consider permanently excluding a student as a last resort when it is genuinely felt that it is in the best interests of both the student and the school for the student to continue his/her education at an alternative educational establishment. The Children's Services Department liaises closely with the school when a student is permanently excluded and detailed reports on the student's behaviour are submitted to the Student Services Department of the Local Authority. In accordance with the law, parents are told of their right to appeal against the Headteacher's decision and also the decision of the Governors' Discipline Committee, which may, itself, change the Headteacher's decision. It is normal practice for a member of the Children's Services Department Exclusion team to attend the meeting of the Governors' Discipline Committee in such circumstances.
- 2.0 **Freedom of Information** (further guidance may also be obtained from the Data Protection Officer, Mr D Cornford, Assistant Headteacher).
- 2.1 Records are kept of students' progress, attainment and development. Some such items of information are retained within the Computing system, whilst others are on traditional paper records. Information contained within the Computer must be accessible to parents under current legislation. General information contained within the paper files can be available to parents and/or students with sufficient notice although the files themselves are confidential, as are internal school notes or documentation.
- 2.2 The school always passes on the necessary information about a student who is transferring to a new school, e.g. the student's curriculum, standards of performance, examination courses being followed, special interests. **Any student file must be reviewed first by the Head of Year and then the Headteacher before being sent.** Likewise, incoming students are assessed on the records provided by their previous school and every effort is made to match their previous curriculum with that of the school. Problems arise particularly in the external examination years when incoming students may have been preparing for examinations with a different Examining Group or for different subjects to those offered by this school. Every effort is made to enable continuity to be maintained.

**USE OF FORCE TO CONTROL OR RESTRAIN STUDENTS: INCIDENT RECORD**

Details of student or students on whom force was used by a member of staff (name, class)	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.	
Reason for using force and description of force used.	
Any injury suffered by staff or students and any first aid and/or medical attention required.	
Reasons for making a record of the incident	
Follow up, including post-incident support and any disciplinary action against students.	
Any information about the incident shared with staff not involved in it and external agencies.	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by: Name and role: Signature: Date:	Report countersigned by: Name and role: Signature: Date:

**PHYSICAL RESTRAINT POLICY AT THE ARNEWOOD SCHOOL**  
**“WORKING TOGETHER SHAPING TOMORROW”**

**1.0 Aim**

This policy is part of the school’s wider behaviour management policy to ensure high standards of learning and the appropriate welfare of all of those in the school community.

**2.0 School Aims**

To achieve and sustain excellence by:

- Providing a diversity of teaching and learning styles in a positive environment
- Celebrating and supporting all those who respect the values of The Arnewood School
- **Encouraging a sense of belonging to The Arnewood School and contributing to that identity in the local community**

It is consistent with our other Policies, especially those on Behaviour Management, Health and Safety and Child Protection, to which further reference can be made. **Physical restraint must not be a substitute for good and positive behavioural management strategies.**

The degree of restraint must be in proportion to the circumstances of the incident; any force used must always be kept to a minimum to achieve the desired result and no teacher is obliged to use it.

Teachers are allowed to use **reasonable** force to control or restrain students in their care in the following circumstances:

- A student is in danger of injuring himself/herself
- There is a danger of injury to other students
- There is a danger to staff and other adults
- There is a danger to property or the site

**3.0 THE FOLLOWING PROCEDURES SHOULD BE FOLLOWED:**

- A written outline is given of positive steps taken to diminish the confrontation prior to the use of force
- A detailed written report is made on any occasion when force is used
- Where appropriate, witness statements should be taken
- The information should be passed to a senior member of staff as soon as possible afterwards

**4.0 Complaints**

We hope that by adopting this policy and keeping parents well informed it should help to avoid the need for complaints. Any disputes that do arise about the use of force by a member of staff will be dealt with in accordance with Child Protection Procedures, a copy of which is available in school. This could, in some circumstances, lead to an investigation by police and social services.

There is a separate complaints procedure.

The Governing body will review this policy on a three-yearly basis and school leaders will regularly assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school community.

## **A. Rationale. Why this policy exists.**

**Children and young people** need to be safe and aware of how they should behave. Some (generally only a few and very occasionally) lose control and need someone else to supply it. They need to know we are able to control them safely and confidently. Our students nearly always respond well to the school rules and conventions. Situations in which physical intervention may be needed are therefore likely to be relatively few in number.

As **staff** we need to be safe and confident in how we manage inappropriate behaviour. We have to be clear about the options open to us when all the normal systems have failed or when there is a clear emergency in which, for example, talking calmly to someone in danger is irrelevant. We should be free of undue worries about the risks of legal action against us if we use appropriate physical interventions, and know that the school, the governors and other professional agencies will offer support if we are challenged.

**Parents** need to know that their child and those who are teaching her or him are safe and free from disruptive influences or danger. They also need to know that they will be properly informed if their child is the subject of physical intervention; and they need to know the nature of the intervention and the rationale for its use.

**This policy connects to and is consistent with our other Policies**, especially those on Behaviour Management, Health and Safety and Child Protection, to which further reference can be made. That on Behaviour Management covers the broader scene; this one is about a small part of that scene.

***Note:** ‘Physical Intervention’ covers a wide range of situations in which staff may touch or hold students. There are numerous situations in which physical contact is proper or necessary. Offering comfort to a distressed person or providing physical care are two obvious cases. Another is to lead or guide or hold for reasons of safety. Demonstrating an exercise or technique in a music tuition session or PE lesson, sports coaching or CDT are others. Staff may have sometime to give first aid to a student. Prompting or assistance may be needed by a child with special needs.*

## **B. Our approach: ‘Prevention is better than cure’**

We always try to avoid using physical interventions and regard them as a last resort for a tiny minority of situations. We provide a properly planned and differentiated curriculum that provides appropriate levels of challenge to all students, and maintain an effective school behaviour policy that is known and understood by all staff and students.

Physical intervention is only used after all other approaches have been tried or in situations of clear danger or extreme urgency. We utilise only the minimum force required to resolve the situation safely. How we respond always has regard to the circumstances and to the age and understanding of the child or young person.

Where there is a foreseeable risk that a student could behave in such a way as to require restrictive physical intervention we obviously undertake a risk assessment in order to balance the risk to the student and to others of intervening or not. Planning is also undertaken to see if trigger situations can be avoided and other positive strategies employed to lessen the likelihood of such incidents occurring.

## **C. Who may use physical intervention and when**

The law allows ‘teachers, and other persons who are authorised by the Head Teacher’ (such as Learning Support Assistants, Welfare Assistant) to have control or charge of students to use such force as is reasonable to control or retain a student. They will fall into three broad categories:

1. where action is necessary in self-defence or because there is an imminent risk of injury;
2. where there is a developing risk of injury, or significant damage to property;
3. where a student is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- a student attacks a member of staff, or another student;
- students are fighting;
- a student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a student is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a student absconds from a class or tries to leave school (*N.B. this will only apply if a student could be at risk if not kept in the classroom or at school*).

Examples of situations that fall into the third category are:

- a student persistently refuses to obey an order to leave a classroom:
- a student is behaving in a way that is seriously disrupting a lesson.

School staff are also, like anyone else, allowed to use reasonable force (the minimum necessary) to defend themselves.

We take the view that staff are not expected to put themselves in danger, and that removing students and themselves from a source of danger is a proper thing to do. We appreciate the integrity of our staff and value their efforts to rectify situations that are difficult and in which they exercise their duty of care for their students. However, we do not require them to go beyond what is reasonable. In particular it is acceptable for any member of staff to decide that they will not use physical intervention for personal reasons.

#### **D. Acceptable Physical Interventions**

Reasonable force is not defined legally in isolation. It must be justified as appropriate by the circumstances. We use only the minimum force that is needed to restore safety or appropriate behaviour, and we take account of the age, understanding and gender of the student.

**Acceptable** forms of intervention are:

- leading or guiding a student by the hand or arm, or shepherding them with a hand in the centre of the back;
- holding a student who has lost control until they are calm and safe;
- physically moving between and separating two students;
- blocking a student's path;
- use of reasonable force to remove a weapon or dangerous object from a student's grasp;
- where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' – for example to prevent a student running into a busy road or hitting or hurting someone.
- using more restrictive holds in extreme circumstances.

Staff may move, defend themselves, lead, restrain or block someone, bearing in mind the whole time their own safety as well as that of others and of the child who is the subject of any restraint or other intervention. This assumes that they do not use a disproportionate degree of force to do so.

It is **unacceptable** and likely to be illegal or grounds for disciplinary action for staff to use any physical intervention designed to cause pain or injury including:

- any form of corporal punishment, slapping, punching or kicking;
- holding by the neck or collar, or otherwise restricting the ability to breathe;
- holding by the hair or an ear;
- twisting or forcing limbs against a joint;
- tripping up a student or holding an arm out at neck or head height to stop them;
- holding a student face down on the ground or sitting on them;
- shutting or locking a student in a room, except in extreme situations whilst summoning support.

Staff should also avoid touching or holding a student in a way that might be considered indecent.

Physical interventions are not in general used to achieve a search of clothing or property even if we have reason to believe that a weapon or drugs are being concealed. Students who are uncooperative in these circumstances should be referred to a senior member of staff, who may involve other adults, including the police.

### **E. Using Physical Intervention**

Except in cases where there is immediate danger we would normally try other ways of resolving or de-escalating a situation. These could include:

- calmly re-stating the rules and expectations for the situation;
- removing other students from the situation and thus from danger or from being an audience;
- use of physical proximity, but not in a threatening way;
- encouraging the student to withdraw to a safer and calmer situation;
- calling another adult for support or to take over.

If more than minor physical intervention is judged to be necessary the teacher or adult in charge should:

- send for the assistance of another adult (for support or to take over, and as a witness);
- remove other students from the scene if possible
- continue to talk calmly to the student explaining what will happen, and under what circumstances the physical intervention will cease (but not in a threatening way);
- use the minimum force necessary and cease the intervention as soon as it is judged safe;
- not act punitively in any way verbally or physically.

In some circumstances we may consider it appropriate to call the police.

Following a significant incident of physical intervention, when a student has resisted or challenged and force has been used, the teacher or adult responsible should as soon as possible inform a senior member of staff. In this case the school Behaviour Co-ordinator. We acknowledge that such events can be stressful for both students and staff and both parties will need time to recover, with the chance of de-briefing and resolving the situation.

A full written account of the incident will be made by the member of staff concerned and recorded in the July 2003 H.C.C. "Planning and Recording Physical Intervention in School". This booklet is kept with the Headteacher. The report will contain:

- Name(s) of student(s) concerned, when and where the incident occurred
- Names of staff or students who witnessed
- The reason why force was needed
- How the incident began and progressed, who said what, who did what,
- What was done to calm things down
- What degree of force was used? What kind of hold, where and for how long
- Student's response and the outcome of the incident
- Details of any injury to any person or damage to property

It must be signed and dated by the member of staff and countersigned that it has been read by a member of the Senior Leadership Team who will, in co-ordination with the Headteacher:

- discuss the incident with the student as soon as possible;
- interview staff involved and any other witnesses – other relevant members of staff may be involved in this process
- inform the student's parents/carers. In addition any outside agencies involved if appropriate
- record any disagreements expressed by the student or adults about the event;

- take any appropriate further action, liaising with governors, or unions as appropriate, and acting within the appropriate Child Protection Procedures.

Staff must also finally report via the 'cause for concern sheet' incidents when they have been threatened, attacked or otherwise. In such circumstances this is done via their relevant line manager in the first instance.

#### **F. Planning for Physical Intervention**

Where we think a student might require physical restraint we should plan in advance and know who will do what. This planning includes helping students to avoid provoking situations, helping them find success and minimize frustration, and develops our own skills. It also helps us see better where we can head off difficulties when we spot them early enough. The plan could include:

- involving the parents and the student to gain their views and to ensure that they are clear about what specific action the school might need to take;
- a risk assessment that considers carefully the likely outcomes to the student and others of undertaking intervention or not;
- managing the student (e.g. reactive strategies to de-escalate a conflict, at what stage and what type of holds to be used);
- identifying key staff who should know exactly what action they should be taking. Any member of staff who may have to use a physical intervention should always be fully briefed about the child in question and it is best if they are well known to the child.
- ensuring that additional support can be summoned if appropriate;
- identifying training needs and updates.

#### **G. Who needs to know?**

Everyone connected with the school should know of the existence of the policy and feel free to study it in detail if they wish or needs to do so. However, not everyone needs to know about specific incidents. The chart below sets out the information.

	<b>About the policy</b>	<b>About a specific incident</b>
Governors	Yes	Not generally and never all governors until a matter is resolved
Parents	Yes	About incidents relating to their own child
Staff	Yes	About any incidents involving students they may have charge of
Students	Yes	Only as a witness
Social Services/Child Protection	Yes	About incident relating to specific known student
Unions (in exceptional circumstances)	Yes	If informed by members

#### **H. Training**

We are clear that training of staff is vital in this area if we are to be seen to adopt best practice and maintain a record of safe management of all situations. We therefore consider the need for the following kinds of training:

- general training on behaviour management for all staff (not just teachers);
- training on avoiding and coping with crisis/difficult/physically challenging events
- specific training and skill development on use of some basic 'breakaway' or 'hold' techniques that are safe and useful to know for all or some staff.

This policy and guidance cannot be taken as an authoritative of the Law, and as a school we must be mindful of Section 93 of the Education and Inspection Act 2006 and any subsequent legislation or judgement.

Further information, advice or training can be obtained from members of the leadership team and:

2006 Education and Inspections Act

DfEE Circular 10/98

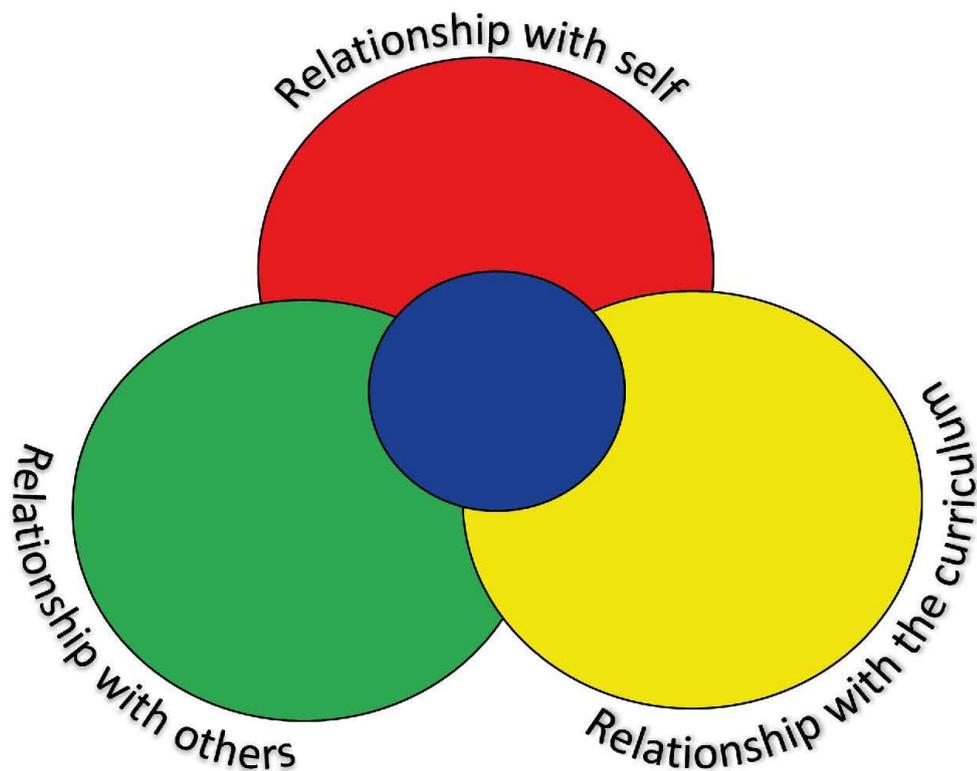
Teacher Union representatives/websites

DfE - Use of reasonable force Advice for head teachers, staff and governing bodies (2012)

# Climate 4 Learning

Is  
Learning Behaviour the Arnewood Way

These are the skills and attitudes  
that support students to be learners for life



<b>Relationship with self</b>	<b>Relationship with curriculum</b>
<ul style="list-style-type: none"> <li>• Managing distractions</li> <li>• Perseverance</li> <li>• Absorbed</li> <li>• Independence</li> <li>• Risk taking</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing</li> <li>• Imagining</li> <li>• Making links</li> <li>• Reasoning</li> <li>• Questioning</li> <li>• Capitalising</li> </ul>
<b>Relationship with others</b>	<b>Strategic learner</b>
<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Empathy</li> <li>• Respect</li> <li>• Imitation</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Review</li> <li>• Evaluate</li> <li>• Improve</li> </ul>